Architecture Program Report

University of Florida

7 September 2021

NAAB

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Florida**
Name of Academic Unit	School of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture ☒ Master of Architecture Track I: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours Track II: Undergraduate professional degree + 30 graduate semester credit hours Track III: Undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours ☐ Doctor of Architecture
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	David Rifkind, Ph.D. Director and Professor School of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Chimay J. Anumba, FREng, Ph.D., D.Sc., Dr.h.c., P.E. Dean and Professor College of Design, Construction, and Planning
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Architecture Program Report (APR)
University of Florida School of Architecture
7 September 2021

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INTRODUCTION

Progress Since the Previous Visit
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities. (limit 5 pages)

Program Response:
The Master of Architecture professional degree program at the University of Florida was last reviewed by the National Architectural Accrediting Board in 2013, receiving an eight-year term of accreditation. The 2013 Visiting Team Report (VTR) noted the following:

Conditions Met with Distinction:
- A.3 Visual Communication Skills
- A.5 Investigative Skills
- A.11 Applied Research
- B.8 Environmental Systems
- B.9 Structural Systems

Conditions Not Met:
- 1.2.4 Financial Resources

Causes of Concern:
- Long-Range Planning: “The university's lack of an updated strategic plan and inability to financially plan presents difficulties for the school's subsequent ability to create its own short- and long-term planning.” (VTR, 2)
- Financial Resources: “Despite the school's entrepreneurial initiatives, the presented budget summary shows an operating deficit for the current academic year. In the absence of plans that address this shortfall, as well as the budget scenarios for the short- and long-term, there is concern regarding the financial stability of the school.” (VTR, 2)
- Governance: Student Participation: “The student body in the school is vibrant, committed, and interested in the quality and well-being of their school. Although there are several organizations in place and in formation in the school (e.g., the Studio Culture Committee, Architrave, Alpha Rho Chi, AIAS), there is an absence of student participation in the larger administration of the school. The Studio Culture Committee, for example, has capacity for greater involvement in the life of the school. The school is encouraged to explore opportunities for inclusion of students within its framework of administration.” (VTR, 2)

The School has made considerable progress in addressing these issues since the previous visit.

Financial Resources

During the last Continuing Accreditation review, the 2013 Visiting Team Report noted that financial resources were inadequate for the program at that time. As a result, one of the 2009 NAAB Conditions of Accreditation (1.2.4 “Financial Resources”) was not met. The 2013 VTR included the following Visiting 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." (VTR, 12)

Progress since the Previous Visit:
The School of Architecture has maintained a stable operational budget since the 2013 NAAB visit. State appropriations for salaries and discretionary funding have increased and endowment funds have grown considerably. The School has appropriate institutional and financial resources to support student learning and achievement.

After six years using the Responsibility Center Management (RCM) system for allocating funds, RCM was reviewed and revised during the fiscal year 2016. The Budget Review Steering Committee and Task Force identified common issues and proposed solutions to simplify the model, make it more predictable, and ensure its alignment with university strategic goals. The guiding principle of the budget model is to make revenue and overhead allocation as simple as possible by providing clear and predictable calculations.

Three major changes included:

1. Allocating collected tuition revenue directly to the colleges.
2. Assessing a fixed percentage of Indirect Costs (IDC) for Sponsored Project Administration costs, based on a tiered structure.
3. Assessing fixed percentage of IT/General Administration overhead.

These changes make budgets easier to understand, more transparent, and increases the amount of time units can devote to planning. The newly revised model took effect in the 2017 fiscal year and is now referred to as the "UF Budget Model." [1]

The university allocates funds to the College of Design, Construction and Planning, and the College distributes a portion of those funds to the School of Architecture. The School supplements this funding from other sources.

From 2013 to 2015, 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 tenured and tenure-track faculty lines. This process 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 SoA CityLab-Orlando program provided discretionary funding to support graduate scholarships, and the Ivan Smith endowment fund supported coursework from distinguished visitors, including Kai-Uwe Bergmann from the Bjarke Ingels Group, Michael Pyatok from Pyatok Architecture, Enrique Walker from GSAPP Columbia. Kunle Adeyeme from NLE Amsterdam/Lagos also sponsored a conference on African Architecture using Ivan Smith funding.

During fiscal years 2015/16 and 2016/17, the School of Architecture 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 50% to $9.2 million total, including a new $1.5 million Ingle Endowment Fund for student fellowships in the graduate program.

In 2012 the SoA started CityLab Orlando, an off-campus, self-funded, market-rate tuition program, with sixteen students. Since then, Citylab has grown steadily with a current enrollment of 112 Master of Science and Master of Architecture students. CityLab is located in downtown Orlando, Florida, and only offers graduate coursework. Students enrolled in the CityLab Orlando program pay a market-rate tuition of $750 per credit hour, as set by the Board of Governors.

[1] https://cfo.ufl.edu/wp-content/uploads/2020/04/University-Budget-Model-Manual.pdf

There is no tuition differential for in-state or out-of-state students, and all students pay the same tuition. As a self-funded program, CityLab Orlando has maintained a positive budget balance since its inception, and continues to grow year-over-year. The Themed Environments Integration (TEI) program, introduced in 2019, has led to significant increases in enrollment. The CityLab Sarasota program, first introduced in 2015, has not been used in recent years. A new and highly-anticipated program, CityLab Jacksonville, is set to launch in the Spring 2022 semester. All of the CityLab programs are self-funded and may provide discretionary funds for the School of Architecture.

The Vicenza Institute of Architecture (VIA) is a study abroad program of the School of Architecture. The VIA program is financially independent of the School and receives no state funding. VIA operates on program fees paid by participating students and fees paid to UF by partner programs that use the VIA facilities during summer months. The program maintains an operational surplus. During the COVID-19 pandemic of 2020-2021, a portion of the surplus was used to cover expenses incurred. Even with these exceptional expenses, the VIA program has remained solvent without reducing facilities, staff, or services available to students.

Over the past four years, the School of Architecture budget has grown an average of 2.60% annually. This number will rise when the college finalizes the 2021-22 budget to incorporate additional merit pay increases averaging 3%.

Details of the School of Architecture financial resources are provided in Section 5.7 “Financial Resources.”

Long-Range Planning

The 2013 Visiting Team Report noted that the requirements for long-range planning were met, but this was identified as an area of concern. The 2013 VTR included the following Visiting Team Assessment:

> *“The SoA administration annually solicits suggestions and criticisms from the faculty to formulate long-term implementation strategies, strategic adjustments or other scenarios to advance the program. The administration has implemented a three-year teaching schedule that targets long-term changes, leaves, retirements and anticipated faculty hires. Relative to space planning, a DCP Building Committee reviews proposals and makes recommendations to the dean for implementation. The SoA submits an annual report to the dean and that is followed up by an annual college-wide retreat where all administrators and the dean gather to review long-range plans. Over the past five years the university has imposed budget contractions that are immediate and impossible to plan for in advance. Efforts to raise development funds are being made and contribute approximately $1 million a year to help offset cuts, including the Pride in Place fundraising campaign. The school's budget and its effect on long-range planning is a cause for concern.” (VTR, 8-9)*

Progress since the Previous Visit:

Since the previous visit, extensive work was completed on long-range planning by the State of Florida, the University of Florida, the College of Design, Construction and Planning, and the School of Architecture. All have worked, in part, to align long-range strategic planning with teaching/research goals and funding.

The University of Florida aspires to be a premier university that the state, nation, and world look to for leadership. The University’s Strategic Plan is available here: https://president.ufl.edu/initiatives/uf-strategic-planning/

The School of Architecture and the College of Design, Construction and Planning are evaluated by the University of Florida as part of the State University System (SUS) Performance-Based Funding model. All universities in Florida are required to track student and faculty performance

data according to key metrics. The dean's office regularly updates the school director on the unit's data.

The mission of the College of Design Construction and Planning (DCP) is "to improve the quality of the built and natural environments through offering exceptional educational and professional programs and research/scholarship initiatives that address the planning, design, construction, and preservation of the built and natural environments." [2] To implement this mission, the College developed a Strategic Plan dated 28 February 2018. [3]

In 2018 and 2019, the School of Architecture worked with Laura Pirie of Pirie Associates on a comprehensive strategic planning effort. That work resulted in a draft Strategic Plan dated 15 August 2019 that consolidated some multi-year objectives identified by the faculty. Although the formal plan development was interrupted by the COVID-19 pandemic, the work serves as a helpful reference. The SoA implemented and initiated a number of the tactics identified in the plan. Refer to section 5.2 "Planning and Assessment" for additional information about the School's strategic planning processes.

Governance: Student Participation

The 2013 Visiting Team Report noted that governance requirements were adequate for the program, but these requirements were identified as an area of concern. The 2013 VTR included the following Visiting Team Assessment:

> *2013 Team Assessment: "The administration of the SoA is performed partially through the work of numerous committees, all of which are staffed by SoA faculty members. Absent from the governance of the SoA, however, is student involvement. Student representatives do take part on faculty search committees, but are absent elsewhere and across the administration of the school. The SoA has demonstrated that the faculty has a say in governance at the school, and college level as reflected in 12 constituent committees. Each committee is made up of tenured or tenure-track faculty. The committees appear to be appropriately staffed by faculty across the different areas in the school. The SoA has faculty members on six DCP committees, nine ad-hoc committees, and three university committees." (VTR, 11)*

Progress since the Previous Visit:

Students at the University of Florida are actively involved in governance at multiple operational levels. Within the School of Architecture, many students actively participate in the school's operations through their roles as graduate and undergraduate teaching assistants. There are also numerous student organizations within the school, including the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Alpha Rho Chi (APX), all of which actively engage the student body, faculty, and school administration. Participation as a teaching assistant and membership in student organizations is voluntary.

In 2020, the faculty determined this voluntary governance model was not sufficiently inclusive nor sufficiently representative of the entire student body. Through many meetings during the 2020-21 academic year, the SoA Policy and Planning Committee, with input from NOMAS, created the *Bylaws of the School of Architecture Student Council*. The purpose of the document is "to create a more equitable community of learners, to allow for more voices to contribute to the discourse, and to promote equity." The Bylaws formalize a new structure for student governance in the School of Architecture.

[2] https://dcp.ufl.edu/about/vision/
[3] https://my.dcp.ufl.edu/dcp-content/uploads/2018/09/DCPStrategicPlan_2018.pdf

The Bylaws create a Student Council made up of twenty-nine (29) student representatives. Students vote for representatives for their designated year, program, and geographic location. For example, first-year undergraduate students vote for first-year representatives; graduate core students in Gainesville elect their representative; graduate core students in Orlando vote for their representative, etc.

For example, first year undergraduate students vote for first-year representatives; graduate core students in Gainesville vote for their own representative; graduate core students in Orlando vote for their representative, etc.

The Council also selects representatives from its members to serve as full, voting members on each of the following Committees of the School of Architecture:

- Awards Committee: Student engagement on this committee is subject to maintaining the confidentiality of student records.
- Curriculum Committee: A student member must be an upper-division undergraduate or a graduate student. We recommended that the student member complete the Architectural Education Issues course.
- Curriculum Sub-Committee - Technology: The student member must be an upper-division undergraduate or graduate student.
- Curriculum Sub-Committee - History/Theory/Criticism: The student member must be an upper-division undergraduate or graduate student.
- Equity Committee
- Library, Archives, and Publication Committee
- Culture Committee (Outreach, Events, Lectures, and Exhibits)
- Policy and Planning Committee

The Council also selects two representatives from its members to participate as advisory members on Faculty Search Committees. These representatives include one undergraduate student and one graduate student representative on each Faculty Search Committee.

In addition to the elected representatives, the Council includes one ex officio liaison from each UF SOA student organization. The specific student organizations with representation on the Council are reviewed and updated by the Council annually. Ex officio liaisons are non-voting members of the Council, designated by and representing each of their respective organizations. The following organizations or groups are included:

- Alpha Rho Chi (APX)
- American Institute of Architecture Students (AIAS)
- *Architrave* Undergraduate Publication
- Coalition in Design
- National Organization of Minority Architecture Students (NOMAS)
- Tau Sigma Delta National Honor Society (TSD)
- Women in Design
- *Vorkurs* Graduate Publication

At faculty meetings in the spring of 2021, there were discussions about the bylaws as informational items. We anticipate that the bylaws will be adopted by the faculty early in the fall 2021 semester. Student representatives are elected annually in December and serve one-year terms (1 January through 31 December). Refer to section 5.1.2 Governance for additional information about the structure of the Student Council.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

For the previous visit in 2013, the program was operating under the 2009 Conditions for Accreditation and the 2012 Procedures for Accreditation. The Accreditation Conditions have changed twice during this time, being replaced initially by the 2014 Conditions for Accreditation and 2015 Procedures for Accreditation,and recently replaced by the 2020 Conditions for Accreditation and 2020 Procedures for Accreditation.

The changes from the 2009 and 2012 to the current 2020 documents are numerous.

Curricular Development: Comprehensive to Integrative

One of the more critical accreditation changes in the 2014 Conditions and 2015 Procedures was shifting from "comprehensive" projects to "integrated architectural solutions." Between 2016 and 2018, the Architectural Registration Exam (ARE) underwent a similar restructuring from ARE 4.0 to ARE 5.0. The seven divisions of ARE 4.0 were traditionally organized around content areas. ARE 5.0 was developed with six divisions, organized "around practice and the progression of a typical architecture project."[4] The formerly separate divisions of Construction Systems, Structural Systems, and Building Systems were reconfigured into two new divisions (Project Planning & Design and Project Development & Documentation), where they are integrated with each other and with design skills.

The UF School of Architecture responded to these changes in three specific ways by:

1. Introducing curricular changes in the graduate design studio sequence, integrating technical and theoretical subject matter more directly into the design process.
2. Creating a new sequence of integrated technical coursework, taught as a series of modules that align with the work of the parallel design studios.
3. Introducing an Integrated Path to Architectural Licensure (IPAL) program.

Integrated Design Studio Sequence

Until 2015 a single design studio, ARC 6355 Advanced Design Studio 2, covered the entire integrative design curriculum. In 2015, the integrative design curriculum was modified by linking two advanced graduate design studios, ARC6241 Advanced Graduate Design Studio 1 and ARC6355 Advanced Graduate Design Studio 2. ARC6241 introduces integrative design work using the technical prompts of materials and methods, structures, and environmental technology and climate as design prompts and prepares students for ARC6355. This studio challenges students to bring all of these skills together in "integrated" design proposals.

This novel approach to the integrative design process was recognized with a $35,000 NCARB Award for the Integration of Practice and Education in 2015.[5] The work also served as the basis of numerous publications and peer-reviewed conference presentations.

In 2015, the School also worked on refining the course sequence for students in track III ("core"), reducing the required preparatory credits from 54 credits in 2013 to 48 credits in the current curriculum. The change involved reducing the number of required theory courses (2 courses, 6 credits). The theory coursework for these students was integrated into the parallel studio courses.

[4] https://www.ncarb.org/pass-the-are/are5/start/transitioning-are-4-0-to-5-0
[5] https://www.ncarb.org/press/three-architectural-programs-receive-over-99000-through-2015-ncarb-award

Integrated Building Technology Coursework

Discussions about a new sequence of integrated technology coursework started in 2014. Through a multi-year process including numerous curricular committees, the faculty created better and more meaningful alignments between technology coursework and studio objectives while also improving the integration of the many specialties within the School.

The technology committee developed a series of new “integrated technology” courses that eliminated single-subject courses. The Curriculum Committee and faculty approved and adopted the change that begins in the fall 2021 semester. Single subject courses were replaced with courses consisting of modules of coursework in different subject areas. In the new model, courses are taught by multiple faculty, each responsible for one or more modules.

New Integrated Technology Coursework (beginning Fall 2021):

- ARC2490C Introduction to Building Technologies (3 credits)
- ARC2491C Integrated Building Technologies 1 (3 credits)
- ARC3492C Integrated Building Technologies 2 (6 credits)
- ARC3493C Integrated Building Technologies 3 (6 credits)
- ARC3494C Integrated Building Technologies 4 (3 credits)

CityLab has an integrated tech sequence that parallels the Gainesville Core learning objectives and closely coordinates corresponding studio coursework and project-based learning. Additional information about the integrated building technology curriculum is included in section 4.2.1 “Professional Studies.”

Integrated Path to Architectural Licensure (IPAL) Program

In 2015, NCARB launched the Integrated Path to Architectural Licensure (IPAL) program, creating an additional pathway for motivated students seeking to become architects. “By enrolling in an IPAL option, students in the process of earning a degree from a NAAB-accredited program can complete the Architectural Experience Program (AXP) and the Architect Registration Examination (ARE) concurrently.” [6]

In 2016, NCARB selected the University of Florida as the 17th Integrated Path to Architectural Licensure (IPAL) approved program. Two years later, in 2018, we had the first three graduates in the nation complete all of the requirements for licensure from our CityLab Orlando program.

UF’s program is one of 28 NAAB-accredited programs at 23 schools participating in the IPAL initiative. For more information about IPAL, including a video about UF’s first IPAL graduates, go to: https://www.ncarb.org/become-architect/ipal.

The IPAL program at UF was developed in part to integrate students’ educational and professional experiences better. It includes a set of five one-credit seminars:

- ARC6911 IPAL Seminar 1: Architects and their Collaborators
- ARC6911 IPAL Seminar 2: The Construction Site
- ARC6912 IPAL Seminar 3: Preparing for the Profession
- ARC6912 IPAL Seminar 4: International Practice
- ARC6913 IPAL Seminar 5: Ethics / Professional Behavior

Beginning in the fall 2021 semester, the UF IPAL program will include students on both the main campus in Gainesville and CityLab Orlando.

[6] https://www.ncarb.org/become-architect/ipal

A Renewed Focus on Assessment, Social Equity, Diversity, and Inclusion

The current 2020 Conditions and Procedures provide new curricular flexibilities for programs to differentiate themselves along with a greater focus on assessment practices. The new 2020 documents also include a much greater focus on social equity and diversity.

The University's institutional assessment and accreditation processes are overseen by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Assessments are aligned with each undergraduate and graduate degree program, and each academic unit is allowed to develop the criteria, timing and methods of self-evaluation within specific constraints. The School actively participates in the SACSCOC assessment processes, as described in section 5.2.3 "Program Progress Toward Mission and Multi Year Objectives."

Within the School, the most effective and long-standing method for curricular assessment is the end-of-semester curricular review. This review includes student work from each studio and at all levels of undergraduate and graduate programs. Led by the chair of the curriculum committee, individual studio-level coordinators present the collective studio objectives, criteria and representative student work of their respective studio sections. Open to all faculty, this meeting is a cornerstone of the school in terms of reflecting upon and discussing the state of the curriculum as evidenced in student work. Though discussions can become impassioned at times, the faculty understand that heated discussions are not intended to be personal critiques, but rather reflect the commitment of the faculty as a whole to reconsider and reinvest in curricular objectives in an open forum, wherein strengths and weaknesses in projects and pedagogical strategies can be debated to ensure that the curriculum remains a nimble living project. This process is further detailed in section 5.3 "Curricular Development."

The 2020-2021 academic year was transformative at UF. University-wide efforts to educate on systemic racism combined with direct engagement of SoA alumni and student activists led us to a grassroots approach to change. Our faculty listened and heard strong critiques of some entrenched practices, both curricular and extracurricular.

Faculty, staff, students, and alumni recognize that work is necessary to establish and sustain a welcoming, anti-racist, equitable community of diverse creators, scholars, and practitioners. When people can voice their lived experiences, and when differences among people are supported and celebrated, we all gain new insights into our work to create just environments at every scale. UF SoA aims to give full voice to all, establish a safe and respectful learning environment, actively expand and support greater diversity of students and faculty, and connect our work to our alumni and communities beyond our academic realm. The faculty authored and unanimously approved a statement of apology and commitment to change.[7] They shared the document with students and alumni.

In 2020, the School of Architecture formed an Equity Committee to create a more diverse and equitable school. The Committee has advised the faculty on issues of curricular development, revisions to graduate admission protocols, peer mentoring, and faculty/staff hiring protocols. The Policy and Planning Committee, working with the Equity Committee and NOMAS representatives, developed the framework for the new Student Council, to be launched in late 2021. Information about the new Student Council is available in section 5.1.2 Governance.

The School and College have expanded and diversified the pipeline of students entering our program and ultimately entering the profession since the last accreditation. Gator Design and Construction at Santa Fe (GDC@SF) is an innovative program developed jointly by the University of Florida and Santa Fe College. "Santa Fe College was established by the state legislature in

[7] We Hear Your Call to Action - A Letter from the Faculty of the School of Architecture, https://dcp.ufl.edu/architecture/we-hear-your-call-to-action-a-letter-of-commitment-from-the-faculty-of-the-school-of-architecture/

1965 as a "community college" to offer wide access to quality higher education for citizens of Alachua and Bradford Counties. Community colleges are a uniquely American creation. In Florida, in the decade between 1957 and 1967, the legislature created a system of 28 community colleges throughout the state. These were located within commuting distance of 99 percent of the state's population, to ensure that Floridians would have access to affordable higher education."[8]

The Gator Design and Construction at Santa Fe program allows students from a greater range of social, economic, and academic backgrounds to begin their studies in architecture, landscape architecture, interior design, and construction management at Santa Fe College and gain early admission to the University of Florida.[9]

At the same time, we developed and fully implemented a "2+2+2" program at CityLab-Orlando just before our last accreditation visit. The 2+2+2 program is the result of a concerted effort by members of Orlando's professional architecture community, who felt that a professional degree program in Orlando was necessary to improve the quality of aspirant architects working in Orlando. To accomplish their goal to make it possible for students to achieve a professional degree without leaving the Orlando region, the professional community worked with Valencia College, the University of Central Florida (UCF), and the University of Florida to create a 2+2+2 program.Students following this program earn an associate degree in architecture at Valencia College, a Bachelor of Design in architecture at UCF, and the Advanced Master of Architecture degree (Track I) at UF's CityLab-Orlando. Since the founding of CityLab-Orlando, it has expanded its degree offerings and now it attracts talented students from around the world to Orlando to study and join a range of design-focused careers." [10]

In the Spring 2022 semester, the School is launching its newest CityLab in Jacksonville, Florida. "UF JaxLab is a teaching and research facility focused on the social, ecological, and environmental issues related to resilience and the built environment. JaxLab offers two degrees, the professional Advanced Master of Architecture and the non-professional Master of Science in Architectural Studies (MSAS). Both programs benefit from Jacksonville's unique urban context and combine teaching and training students with service to the broader community. JaxLab is uniquely positioned to serve as a regional think tank on resilient and sustainable cities, fostering local community partnerships and building a tangible knowledge base of best practices for the region's network of cities."[11] JaxLab is uniquely positioned to foster local community partnerships, with an educational mission to develop subject area capacity among citizens and produce future architects and designers with expertise in resilient built environments.

Moving forward, the SoA is working to make curricular changes that will deliver a more integrated learning experience and reallocate coursework between the undergraduate pre-professional degree and the M.Arch professional program. The Bachelor of Design pre-professional program was established in the 1970s when the SoA eliminated the 5-year B.Arch degree and moved to a 4-year B.Design plus a 2-year M.Arch program Much of the professional curriculum in the original B. Arch. program was retained in the B.Design degree, which resulted in the M.Arch program having little advanced technical coursework to accompany studios. The newly established four-course integrated technology sequence currently exists in the undergraduate and M.Arch Core program in Gainesville and as part of the CityLab Core program. Moving the advanced segments of this course sequence from the undergraduate and Core programs and into the Advanced M.Arch program will link systems, environmental stewardship, materials and assemblies, and structural design decisions to integrated studio projects. Other parts of the undergraduate B.Design and Core programs are also under review for proper placement relative to the professional M.Arch program to strengthen learning outcomes and provide critical as-needed information to design problems.

[8] https://www.sfcollege.edu/about/history-of-the-college/index
[9] Gator Design and Construction at Santa Fe, https://dcp.ufl.edu/gdc/
[10] https://dcp.ufl.edu/citylab/citylab-home-page/orlando-2/.
[11] https://dcp.ufl.edu/citylab/citylab-home-page/jaxlab/

NAAB

NARRATIVE

1 -- Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

Institutional Context and Geographic Setting
The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:
The University of Florida remains committed to its mission as a public land-grant institution "to teach such branches of learning as are related to agriculture and the mechanic arts," and has expanded its academic and research missions to better reflect the complex, diverse, and evolving needs of the nation's third most-populous state. As UF President Fuchs stated, "UF is wonderfully diverse and comprehensive, with more than 100 undergraduate majors, more than 200 graduate programs, an amazing variety of experiential learning opportunities and numerous undergraduate and graduate students participating in research and scholarship."[12] UF articulates its mission as "three interlocking elements" of teaching, research and scholarship, and service. These elements "span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past."[13] The University's home in the northern Florida city of Gainesville, with its growing population of 133,000, offers a beautiful setting to the university community, and UF infuses the city with the scholarly, cultural, and economic benefits of a large research university. With a Fall 2021 enrollment of 57,841, the university remains steadfast in its education mission.[14]

Research initiatives account for much of UF's growth and investment. UF currently ranks sixth among National Public Universities and 30th among all National Universities by U.S. News & World Report.[15] As an R1 institution, UF consistently increases research expenditures, positioning it among the top 4% of institutions ranked by the National Science Foundation regarding research and development expenditures.[16]

The School of Architecture at UF provides an excellent professional education in architecture. The graduate program curriculum nurtures critical thinking skills, analytical and synthetic modes of inquiry and production, and sensitivity to human needs in creating the built environment. Our students must be wise, knowledgeable, skilled, and inventive. We expect our students to act responsibly as professionals while investing in learning as a requirement of a dynamically changing profession throughout their lives, and to apply their skills toward advancing our society and culture. We stress strong social consciousness and the responsibility to be active participants in improving the quality of our communities.

The Graduate program recognizes design as a synthesis of thinking, analyzing and making—an iterative process that engages space issues, historical precedent, sustainability, ecology, urbanity, landscape, built form, and construction toward innovation. With the exception of COVID-19-related disruptions, most courses are offered in-person on our campuses in

[12] https://catalog.ufl.edu/UGRD/administration/#presidentswelcometext
[13] https://catalog.ufl.edu/UGRD/administration/#missionstatementtext
[14] https://ir.aa.ufl.edu/uffacts/enrollment-1/
[15] https://www.usnews.com/best-colleges/rankings/national-universities/top-public?schoolName=University+of+Florida
[16] https://ncsesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd

Gainesville, Orlando, Vicenza, and Jacksonville (starting in 2022). Some courses are taught online.

Florida faces challenges of rapid growth within sensitive natural ecologies. Fluctuating tourism, hot and humid climate, multiple urban centers, sprawling suburbs, dwindling agriculture, lack of mass transit, and extensive coastal hurricane threats that require integrative and collaborative design strategies. The School of Architecture is uniquely positioned to respond to these issues by deploying studio-based design methodologies in collaboration with a new generation of experts in engineering, ecology, business, anthropology, energy, fine arts, medicine, and construction. The Graduate program focuses on research-based design that explores critical issues of changing culture—social inequality, climate, energy, infrastructure, transportation, and population growth. Students are engaged in design as a collaborative and integrative methodology addressing both real and speculative projects through coordinated studios, seminars and workshops, and collaborations with professionals in the field.

Program's Role in and Relationship to Academic Context and Community
The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
UF takes great pride in its ongoing academic and research achievements and strives to ensure continued success across the university's sixteen colleges, including the College of Design, Construction and Planning (DCP). The college comprises three schools: The School of Architecture (the oldest with the largest student enrollment), the M.E. Rinker Sr. School of Construction Management, and the recently formed School of Landscape Architecture and Planning, which consolidates two departments. DCP also houses the Department of Interior Design, an interdisciplinary Bachelor of Sustainability in the Built Environment degree, and a Doctoral Program that supports Architecture, Construction Management, Historic Preservation, Interior Design, Landscape Architecture, and Urban and Regional Planning. DCP serves as an academic umbrella to the varied disciplines that design and construct our built environment.

The School of Architecture and Allied Arts was established in the College of Engineering in 1925 and became a freestanding academic unit in 1929. The school grew to incorporate Landscape Architecture (1933), Building Construction (1935), and Interior Design (1948) before becoming the College of Architecture and Allied Arts in 1948 and the College of Architecture and Fine Arts in 1957. In 1975, the college was divided into the College of Fine Arts and the College of Architecture. The College of Architecture was renamed the College of Design, Construction, and Planning in 2000. This change reflected the diverse academic units within the college, which include Architecture, Interior Design, Building Construction, Landscape Architecture, the Preservation Institute Nantucket (1972), Geo-Facilities Planning and Information (1984), the Center for Affordable Housing (1988), and the Powell Center for Construction and Environment (1991).

The School of Architecture has the college's largest enrollment, and theSchool plays a central role in the development of cross-disciplinary and collaborative work within the college. This includes community engagement, student groups, faculty research and service efforts, and collective research through the Center for Hydro-Generated Urbanism (CHU), the Florida Institute for Built Environment Resilience (FIBER), and the university's significant ($70 million) investment in Artificial Intelligence research. The school encourages faculty participation at all levels of shared governance, and two SoA faculty sit on the UF Department of Planning, Design and Construction's Architectural Review Council, which reviews design proposals for new university buildings.

How Program Encourages a Range of Learning Opportunities
The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
The School of Architecture's professional degree programs incorporate numerous modes of study. Students develop critical thinking skills, analytical and synthetic methods of inquiry and production, and sensitivity to human needs in creating the built environment through processes that include individual reflection, collaboration with other students, and engagement with community stakeholders. These activities take place in a number of venues–studios and classrooms on our campuses, online platforms, professional offices, off-campus community spaces, and study abroad programs. The variety of educational experiences mirrors the diversity of professional roles our students take on as alumni practicing architecture.

The school also encourages student and faculty participation in a range of professional organizations and activities. Many faculty are members of scholarly organizations aligned with their specific research interests, such as the Society of Architectural Historians, the Architectural Research Centers Consortium, the Association for Computer Aided Design in Architecture, and the Building Technology Educators Society. Many faculty maintain professional registration and are members of professional societies, particularly the American Institute of Architects and in recent years UF alumni have assumed leadership roles in local and state AIA chapters. Several student organizations are tied directly to professional societies, such as AIAS and NOMAS, and are led by students. Additional student opportunities within the school and college include chapters of Alpha Rho Chi and Tau Sigma Delta, and two student publications: *Architrave* and *VORKURS.*

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:
The University of Florida School of Architecture prepares students for professional practice as architects. The school has developed a rigorous design study curriculum with comprehensive technical, historical, theoretical, and professional coursework that produces exceptional graduates. Students learn to engage their communities as agents of social change and see architecture as an ethical practice oriented toward building a more equitable and sustainable world.

The school is committed to educating excellent practitioners while serving as a laboratory for exploring the changing nature of architecture as a discipline, a profession, and an academic field of inquiry. The school's close ties to the architectural profession enable students to meet industry leaders, gain professional experience, engage clients and stakeholders, and study firsthand the shifting roles of designers, builders, and communities in shaping the built environment. The changing nature of architectural practice, real estate development, and the construction industry means that students will practice architecture in contexts we cannot anticipate, and thus the school helps students develop critical thinking skills and adopt resilient attitudes to adapt to changing economic, political, environmental, and technological factors.

With campuses in Gainesville, Orlando, Jacksonville, and Vicenza, the school helps students understand the complexities of urban and rural contexts, particularly in relation to the varied ecosystems of Florida. Students study sustainability and resilience in the face of violent changes to our climate, social equity and spatial justice in the context of systemic inequality, and emerging technologies, such as artificial intelligence and automated construction, in respect to rapid technological change.

NAAB

2 -- Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

2.1. Design
Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
Design education is the center point of the University of Florida's curriculum and mindset. Originating from lessons in problem-solving and space-making, UF SoA prides itself on providing a broad yet in-depth understanding of design for application within the field of architecture and beyond. Design fundamentals build toward more complex and technically-minded coursework to produce well-rounded designers with strong intuitions and the capability to deliver within the contemporary workplace.

For the Master of Architecture program, the design studio is the anchor for each semester's courses and strategically interfaces with two additional courses in history, digital technologies, materials + methods, and/or environmental technologies. In the final semester of the program, the design sequence culminates in developing a 'thesis' project, known at the school as the Masters Research Project (MRP) now known as a "Project in-lieu-of-Thesis" (PILOT). This student-led project focuses on a topic of their choosing and challenges students to apply the personal design process they've cultivated throughout their design careers. With guidance from two student-selected design critics, the 'how' and 'why' are just as important as what is produced during the thesis semester. The focus on student decision-making leads to diversity in outcomes and project foci across the graduating class, benefitting the PILOT students' personal development and lower-level students through spreading of new ideas and excitement about the various opportunities within and outside of traditional practice. The SoA understands that a large percentage of its graduates work outside of traditional architectural practice and presents architectural education as intricate problem solving using the design tools. Graduates have leadership skills and confidence to frame and address complex issues that improve the built environment and elevate the public good.

2.1.1. How does the program develop graduates with an understanding of design as a multidimensional process involving research, prototyping, iteration, evaluation, redesign and problem resolution leading to the discovery of new opportunities and creating value?

- UF Studios are carefully coordinated to provide iterative research-based processes across multiple years and assignments. A series of "recursive loops" present similar project problems in early and later design studios allowing students to use more advanced tools on familiar ground and develop an attitude of positive redundancy in re-visiting and evaluating design.
- Intensive Design 8 studio option studios in undergrad and Design 4 Core (integrated Design 6) studio programs require multiple iterative approaches to building and community issues.
- Design overall is taught as continual refinement of concepts that drive decision making in order to improve projects in the service of people and the community.

2.1.2. Is there a particular design approach or philosophy that the program follows?

- Design 1 through 4 in the undergraduate program and Core Design 1 in the Graduate program follow intensive beginning design concepts. Formal design skills and development of conceptual frameworks that support the goals are emphasized to underpin later investigations that explore communities, environments, and cultural issues.
- Results from all studios are highly coordinated between levels and evaluated each semester so all studios and instructors know what was taught previously and where to focus next.

2.1.3. Is there a guide for what material gets covered within the different levels of design courses?

- The SoA has a curricular map for preparatory education that has been refined continuously since it's beginning in the 1980s. The maps guide the subject matter, basic goals of each studio and the "recursive loops" that re-introduce subject matter as skills advance. The M.Arch program uses this guide to assist in the expected knowledge base for UF undergraduates and transfer students. Core students follow this map for leveling. Advanced Graduate Design 1 & 2 are required Synthetic and Integrated studios to demonstrate overall competencies. Advanced Graduate 3 and Thesis (PILOT - formerly MRP) do not cover required NAAB materials, but are further explorations and options for students to expand their knowledge base and interests.
- At the end of each semester, all faculty meet for a day to review each studio's work and critique the process. Coordination meetings occur at the beginning of each semester across all studio-level heads and within each studio-level faculty to discuss projects and intent.

2.1.4. Does the program prepare students for multiple career paths within the profession or provide opportunities for using these competencies in other fields?

- The SoA understands that many graduates go outside of traditional practice and works to instill leadership and complex problem solving skills of great value in any profession.
- Certificates and degrees are offered in Themed Entertainment, Pedagogy, Sustainability, Urban and Regional Planning, Acoustics, and Building Technologies.
- Coursework is available to SoA students in the College of Design Construction and Planning disciplines of Landscape Architecture, Construction Management, Interior Design, Historic Preservation, Sustainability, and Urban and Regional Planning.
- The M.Arch program requires 12 credits of electives that can be taken in any subject across campus that offers graduate credit. Students are encouraged to explore options outside of the college to expand their interests and expertise.
- The Professional Practice course explores options beyond traditional practice and invites visitors to describe their career path and experiences each semester.
- Each year, the SoA hosts a "Coming Home" lecture series that invites recent alumni (less than 10 years out) to speak about their experiences after UF. Many of these young professionals work in areas outside of traditional practice.

2.1.5. Does the program focus on learning and outcomes for an accredited professional degree as a requirement toward obtaining an architectural license?

- The M.Arch curriculum is focused on professional outcomes and registration through the coursework and instruction. The undergraduate B.Des degree is studio intensive with a full set of History/Theory and Technology support courses which prepare students to study in an M.Arch program or to work in the profession. Graduate studios and support courses are taught with examples from the profession and are focused on built environment performance.
- The Professional Practice course covers the registration process and students are encouraged to begin APX registration. Professor Bradley Walters, the Graduate Program Director, is the NCARB Faculty Coordinator and a registered architect.
- The Integrated Path to Architectural Licensure (IPAL) program was fully launched in 2017 at CityLab Orlando and is well subscribed. UF had the first 3 IPAL registered architect graduates in the nation in 2018 and continues to promote the program as streamlined

and effective.[17] The program is being offered in the upcoming Jacksonville CityLab and has its first students in Gainesville in Fall 2021.

2.1.6. What professional and technical skills are integral to the program?

- The primary focus of the program is advanced integrated design proficiency. The undergraduate program has 8 intensive studios. The Core M.Arch program also has 8 intensive studios that includes the Masters Research Project (MRP). The Advanced Standing Program has 4 intensive studios, including the MRP. Professional and Technical proficiencies that are required to be shown in studio projects include; Material Selections and Assemblies, Life Safety, ADA Compliance, Sustainability and Flexibility, Social Equity, Structural System Selection and Implementation, HVAC System Understanding and Placement, Advanced Graphic and Verbal Presentation, and Passive vs Active System Planning and Placement.
- Professional Ethics and Decision Making are covered in the Professional Practice course and IPAL seminars, as well as in support courses and studio discussions. A developed and understandable decision-making process is stressed and required in project development and tested during critique and review.

2.1.7. What opportunities does the program have for sustained, action-oriented dialogue to identify and address significant issues that impact the profession and the health, safety, and welfare of the public?

- The SoA has a regular dialogue among faculty at monthly meetings and beginning- and end-of-semester meetings on the status and capacity of the program's response to the profession and its requirements.
- Students and recent alumni formed the Coalition in Design in 2020 that called for the SoA to actively respond to unmet issues of diversity and equity (critically entwined with health, safety, and welfare and the evolving profession).
- The AIAS, NOMAS, and APX groups are actively involved with bringing presentations from professionals to students on important current topics and engaged with faculty to address concerns. Representatives of the student groups regularly meet with the Director to discuss educational and professional issues.
- The Professional Practice course has ten presentations from professionals each spring semester and requires responses from each student on those topics.
- HIstory/Theory and Technical courses focus on issues of how architects serve and protect the public. Projects and written assignments require a response to topics that are critical to responsible professional practice and conduct.
- The Graduate Advanced Studio 1 & 2 courses specifically deal with design development of buildings that respond to HSW of inhabitants and programmatic/context conditions that challenge how to professionally address the public.

2.1.8. Assessment + Progress Towards Goals:

- The SoA continually makes work public for discussion amongst the students and faculty by exhibiting the projects of each studio level in the Gallery for a week during the semester. Students from all levels are brought to the Gallery to view and discuss this work during studio hours and encouraged to visit independently.
- Monthly discussions at Faculty and Curriculum meetings to assess and improve the SoA response to design skills and professional preparation.
- Beginning and end of semester studio level coordination meetings and "Curriculum Reviews" to observe, review, and discuss work across the school and offer open input into successes and potential improvements on delivery and learning.
- Student Grades and Student Course Evaluations to review learning success and effectiveness of teaching.
- Feedback from Alumni and the Architectural Advisory Council on program effectiveness and needs of students entering the profession.

[17] https://www.ncarb.org/become-architect/ipal

- Since the 2013 NAAB review, the program has continued the robust studio system and expanded CityLab Orlando with the strong support of the profession. Graduate studios were modified to focus on design development across Advanced Graduate Design 1 and 2 studios rather than concentrating on Advanced Graduate Design Studio 1 as the sole comprehensive project studio. The building technology sequence has been modified based on how the profession operates to deliver information as blocks of integrated coursework over solely stand alone classes in environmental technology, structures, and methods and materials of assembly. The M.Arch Core program is offered at both the Gainesville and Orlando campuses, expanding access to professional training for those unable to stop working or relocate to Gainesville for school. The IPAL program has also focused on professional training to licensure, improving our direct impact on training design professionals.

2.2. Environmental Stewardship and Professional Responsibility
Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
With an emphasis on the Florida landscape, the School of Architecture embraces architects' responsibility to the natural world. It builds a deep respect for its beauty and fragility among its students. The location of the University is uniquely suited for students to directly engage with a variety of ecosystems and natural spaces within a short drive of campus. Natural areas, such as Payne's Prairie State Park, Devil's Millhopper Geological State Park, and the largest collection of fresh water springs in the world, become the setting for design exercises and foster exploration of the landscape. North Central Florida's extreme horizontality, in combination with water conditions and coastlines, heat,humidity, and an abundance of flora and fauna, set the stage for both conceptual and technical explorations.

Bringing together the school's design emphasis with respect for its immediate environment, integrated technical coursework engages their responsibility as citizens of the world and as creative, technically-minded professionals to address the climate crisis. In recent decades, Florida's communities have been preparing for climate change, seeking innovative ideas to address sea-level rise, the increasing strength of hurricanes and other natural disasters, and subsequent climate migration. These pressing needs create opportunities for collaboration between the School's faculty and students and Florida communities. Design coursework in the Advanced Graduate Design 1 & 3 courses (ARC 6241 & 6356) directly addresses site, climate, and resilience issues. With 82% of students being Florida residents and numerous other students originating from Puerto Rico and Caribbean, the School harnesses the students' first-hand knowledge of these places to foster an understanding of resiliency and how design and architecture can be used to address our society's most pressing environmental problems.

Taken in the final semester, the School's Professional Practice class (ARC 6281) formally addresses professional responsibility and ethics, including requirements for the Health, Safety, and Welfare of the public we serve. Throughout the program, these issues are addressed in design critique as integral to the development of projects and their intended communities.

2.2.1. How does the program focus on solving the challenges facing our nation and planet?

- The Professional Practice course presents work from current practitioners that deals specifically with contemporary practice challenges linked to national and global issues. Student responses are required to these presentations.
- The History courses cover national and global challenges understood in a historical context through lectures and readings with tests and research papers.

- Advanced Graduate Studios 1 (rural) and 2 (urban) use site and context with programmatic charges that require responses to political and community concerns.
- Building Technology coursework focuses on critical challenges of environmental stewardship and is later integrated into studio design projects, specifically in Advanced Graduate Design 2.

2.2.2. How does the school develop graduates prepared to be active, engaged citizens, able to understand what it means to be professional members of society and to act ethically on that understanding?

- The Professional Practice course presents ethical challenges to contemporary practice with presentations and reading responses.
- Student organizations such as NOMAS, AIAS, APX, One Over One, and DCP Ambassadors engage students in active roles to better understand and serve their communities through projects, presentations, events, and outreach. Interest and participation in student organizations are high and current & former students are helping lead the discussion on engagement through the Coalition on Design.

2.2.3. How does the program approach stewardship of the environment?

- Building Technology coursework introduces sustainability and environmental stewardship, with demonstrated decision making and integration shown in the Advanced Graduate Design 1 & 2 studios. Sites are selected for varied approaches often different from northern Florida. Advanced Graduate 1 studios worked on Mexican and Canadian border crossing stations and Advanced Graduate 2 studios worked on public libraries in urban areas of Philadelphia and San Francisco. Projects are developed and reviewed based on the success and challenges of the responses.
- Assessment of the work has resulted in Graduate 1 studios having reduced scope after students had difficulties managing the project scale in 2020, and Graduate 2 studios plan to integrate environmental software for analysis. Graduate 3 studios are also considering ACSA competition formats to better frame material and environmental studies.

2.2.4. Assessment + Progress Towards Goals:

- The primary assessments are carried out in Advanced Graduate Design 2, where students must integrate and demonstrate their understanding of environmental stewardship. Professional Practice also stresses professional responsibility and assesses student's understanding through written responses.
- Studio coordination adjusts project scope, location, goals, and deliverables each semester based upon review of student progress and competencies. Advanced Graduate Design 1 and 2 studios work tightly together to cover requirements and ask for creative innovation from student work. Integration of more advanced analytical tools will assist in higher levels of environmental sophistication moving forward.

2.3. Equity, Diversity, and Inclusion

Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

A commitment to social justice demands inclusivity in both *what* we teach and *how* we teach. The School of Architecture faculty actively reexamines and revises the methodology and content of our courses and curricula to address concerns over representation, social engagement, and ethical practices. Faculty and staff are adopting best practices for recruiting excellent students from underserved communities and working to help students overcome economic barriers to academic success. With the support of the Dean and the college staff, including Diversity Officer Nawari Nawari, Ph.D., the school is expanding its efforts to attract,

hire, and retain a broadly diverse faculty. The Architecture Advisory Council, composed of alumni and supporters of the program, advises the Director on successful strategies for building a more diverse student body and faculty, and contributes ideas for how the academy can work with the profession to enhance architecture's role as an agent of positive social change.

2.3.1. How does the program try to minimize the burden of student debt?

- UF has the lowest annual in-state tuition of the 64 Association of American University (AAU) institutions, at $6,380 for undergraduate and $12,740 for graduate tuition and fees. Out-of-state graduate tuition is higher at $30,134 annually. CityLab programs charge $750 per credit hour for both in- and out-of-state students, and students take a variable load each semester.
- The SoA provided approximately $170,000 annually in scholarships to students for the past five years, and 21% of students in the M.Arch program receive GTA/GRA assignments during their studies. GTA/GRA assignments include 9-credit tuition waivers and a stipend.
- Computer labs in the SoA have most design software available to students and we have agreements for free or reduced cost programs for student use.
- Graduate certificates in Sustainable Design, Themed Environment Integration and Historic Preservation can be completed concurrently with the M.Arch degree and these programs allow students to develop specialized knowledge and credentials without incurring additional tuition costs.
- The SoA is currently developing a Combined Degree program that allows upper-division undergraduate students to enroll in graduate coursework concurrently . For students in the Combined Degree program, up to twelve (12) credits of graduate-level elective coursework can be used to satisfy both graduate and undergraduate degree requirements. This reduces the cost of the two degrees by $2,552 for Florida residents and $11,571 for non-residents. These costs are calculated based on 12 undergraduate credits during the 2020-21 academic year, at a rate of $212.71 per credit hour for Florida residents and a rate of $955.28 per credit hour for non-residents. Reference: https://www.fa.ufl.edu/directives/2020-21-academic-year-tuition-and-fees/)

2.3.2. How does the school create better access and other opportunities for students to enter the profession and does it provide any support for them to remain in the profession of architecture?

- UF undergraduate admission allows any student to begin studying in architecture without additional requirements such as a portfolio or creative work review. The SoA has an undergraduate upper-division portfolio and grade-based admissions process that admits approximately 90% of UF applicants and 20-25% of external applicants from schools with articulation agreements. This permits access to the program from most interested students who have shown aptitude, and we mentor them to be successful applicants to graduate school and the profession.
- The SoA has a fully implemented IPAL program at CityLab (with the first 3 licensed graduates, and second woman graduate in the country) and has begun implementation in Fall 2021 at the Gainesville campus. CityLab Jacksonville has also started admitting students in a model similar to Orlando, using strong partnerships with the profession to educate aspirant architects that are working in the community while earning their M.Arch professional degree. CityLabs provide access to the professional degree in locations with plentiful architecture jobs, and closer to student's support situations, such as family.
- Alumni outreach and engagement is high in the SoA. Graduates are invited regularly for reviews, advisory councils, social events, and lectures to assist in sharing their experiences to help students understand many successful paths based on their education.
- The College also has international study abroad agreements with other institutions that promote travel and understanding of international practice opportunities.

2.3.3. Does the program have multiple paths to the profession/discipline and multiple career paths for graduates?

- The M.Arch program focuses on educational coursework that leads to professional practice success and includes 12 credits of optional electives to promote other interests and career paths.. Students are highly motivated to make a difference in their communities. SoA option studios, MRP studies, and research centers (FIBER & CHU) explore opportunities to serve the public within and outside professional boundaries. Students may focus their 12 elective credits in Themed Environments Integration, Historic Preservation, and Sustainable Design, to obtain graduate certificates with few or no additional credits.
- FIBER and CHU faculty have taught Graduate 3 option studios to engage communities in need both in Puerto Rico (CHU: Puerto Rico-Restart) & FIBER (Port St Joe Sea Level Rise Studio). These opportunities expose students to stakeholders and communities that have needs beyond traditional building practice.
- In addition to M.Arch professional studies, the MSAS program offers additional study that allows multiple paths for specialized research, including Pedagogy, Acoustics, Sustainable Design, Computational Design, Community Design, and new programs in Themed Environments and Health. These programs were developed in partnership with professional and industry advisors to broaden the training and skills for career paths in multiple areas.

2.3.4. Does the program have transfer agreements with community colleges and/or four-year colleges and universities? How does this help to support this Value?

- The College of Design, Construction, and Planning has active articulation agreements with five State Colleges in Florida (Valencia, Miami Dade, Broward, Indian River, and Santa Fe) allowing students to take coursework that directly transfers to UF for placement in undergraduate upper division.
- The Gator Design and Construction Program with Santa Fe College in Gainesville admits UF SoA applicants directly to Santa Fe to complete their general education requirements and then transfers them to UF during the summer to complete their first year design and history coursework. This approach keeps undergraduate students on a 4-year graduation track and can reduce the burden of expense and general UF admission standards.
- The CityLab program has an articulation agreement with Valencia College and UCF in Orlando where students move from lower division architecture at Valencia to upper division at UCF and then complete their M.Arch degree in two years at CityLab Orlando. This broadens access to the professional degree program and admits students who may not have had the academic credentials to gain UF admittance directly from high school.

2.3.5. How does the school create work environments that foster a positive and respectful learning and teaching environment?

- The SoA established an Equity Committee in Fall 2020 with Professor Donna Cohen as initiating Chair. The committee's formation was in response to the student and alumni led "Coalition in Design" (CID) letter of concern to the SoA. The SoA responded to this letter with a series of meetings, a response letter, and the formalized hiring in Fall 2021 of an alumni group to assist in surveying the curriculum and faculty to make recommendations on changes.
- Course levels are presented by "multi-generational" studio teaching composed of faculty, graduate teaching assistants, undergraduate teaching assistants, and support course faculty that coordinate their efforts across the year to support the students and each other. Senior faculty assist newer faculty and teaching assistants in course delivery methodology, while learning about issues and concerns brought forward from newer faculty and students.
- A Student Council including elected representatives and leadership from student groups meets regularly with the Director of the School of Architecture and Dean of the College of Design, Construction and Planning. Members of the Student Council serve on numerous

Faculty Committees. Refer to section 5.1.2 Governance for additional information about the structure of the Student Council.

2.3.6. Does the school have and uphold a work/school/life balanced culture that is positive and respects everyone (students, faculty, clients, employees and stakeholders)?

- The SoA has a studio culture policy that encourages students to balance academic and outside life. The studio culture policy is clear that all-nighters or other extreme efforts are counterproductive and foster exploitative practices in the profession.
- Faculty effort is based on a two-course per semester load for permanent and tenure-track faculty. Instructional Professors' effort is based on a three course (12cr) load. Overload assignments are only given in agreement with faculty and commensurate release time or additional compensation is awarded.
- CityLab offers courses during the summer semesters (a 12-month program) to allow lighter loads in the fall and spring semesters for working students. Students at CityLab are also encouraged to take coursework at a pace that works for their schedules. CityLab offers many courses in the evening and in a hybrid delivery format (in-person and online), allowing students more flexibility for work and family obligations while completing their studies.
- The Core + M.Arch program is 100 credits, with 48 Core and 52 Advanced credits. This is lower than the typical 15 credit per semester load in order to allow for students to focus on their studies and not be overloaded with coursework. All of Core + MArch program is 12 credits per semester maximum and the final two semesters of the Advanced program are 12 credit semesters. Independent studies and summer travel coursework can lower semester loads as well.

2.3.7. Does the school set goals, measure results, and achieve progress toward goals of increased fairness, social justice and equity in architecture education?

- Work done with the Coalition on Design has advanced the goals of fairness, social justice, and equity in our architectural education. Formal requests for action are met with written responses, regular meetings, surveys, and a plan of action. This is being measured with regular meetings and further surveys of students and faculty.
- The SoA has an active chapter of NOMAS that provides input to the administration and brings issues for discussion to the faculty. Student chapter representatives from all SoA organizations meet with the Director to communicate on progress and address concerns.

2.3.8. How does mentorship occur in your school?

- All studios are based on a mentorship model, with faculty guiding students through decision-making processes. With 8 studios in undergrad, 8 in Core M.Arch, and 4 in Advanced, M.Arch students hear a broad range of experience and advice. Faculty are encouraged to bring their point of view to the studios and to share their individual experience. Students are expected to form their own opinions and individual approach based on widely differing studios experiences. This culminates in the PILOT, when M.Arch students must frame their own project and choose their own faculty mentors for their committee.
- All student organizations have faculty advisors that act as mentors to the groups. These student groups also work with faculty mentors on projects, competitions and outreach.
- The SoA participates in collaborations with professional groups on projects and events, such as AIA Orlando, Women in Architecture, Black Architects in the Making (BAM), and AIA Gainesville ("Ask an Architect Program").
- The IPAL program offers many opportunities for professional collaboration, mentorship input, and mentored job placement. Graduates from the Orlando IPAL program have a 100% placement rate with CityLab partner firms who work closely with the SoA on the progress of our students through the program. Specifically, The IPAL 3 seminar addresses how to get the most out of your AXP hours through planning communication with a mentor.

2.3.9. Assessment + Progress Towards Goals:

- SACS measures our enrollment demographics, performance, and progress towards graduation.
- The SoA Coalition in Design and Equity Committee meet regularly to establish and assess goals, with written requests and responses, surveys (including an upcoming student climate survey), and an upcoming course assessment with recommendations by a group of Coalition alumni.
- The newly formed Architecture Student Council will also have access and a voice in SoA decision-making focused on the student experience and issues of Equity, Diversity, and Inclusion.

2.4. Knowledge and Innovation
Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
The School of Architecture weaves the sharing of knowledge and the value of innovation into a collaborative design studio environment and M.Arch curriculum. Empowering students to create knowledge and disseminate it beyond the SoA community underlies the design of the M.Arch curriculum and the school's research endeavors.

The design studio is central to student life and study, acting as a curricular and physical anchor for each semester. During 3-hour studio class times, faculty teach through pin-up and group discussion, in contrast to a desk critique or one-on-one discussion model, to foster students' presentation skills and design critique while sharing ideas and generating questions for the group to consider.

In considering its physical facilities, the School intentionally utilizes its interior and exterior spaces to cultivate the sharing of ideas between students and faculty, while fostering innovation within its community. The physical studio spaces provide permanent working space for students 24 hours per day, while their glazed fronts promote glimpses in from passersby to see how and what students from other courses are working on. The School utilizes the Architecture Building's Gallery and interior hallways adjacent to the faculty offices as a 'teaching gallery,' where students exhibit their work each semester. In and out of class times, faculty and students visit the 'gallery' to see project work from other studio sections and levels. The unique design of the Architecture Building with its exterior, central atrium space, and circulation spaces are used as a casual meeting place, outdoor classroom, and critique space. For example, exterior walls become pin-up spaces for class-time critiques; students create temporary installations to test ideas and foster engagement with other students; and faculty hold class outside taking advantage of sun and shade to view physical models in various orientations.

Beyond the SoA community, faculty are actively engaged in regional and national conferences, and workshops to promote their research and student design work and cultivate new ideas. For example, Prof Martha Kohen and Assoc Prof Nancy Clark over the past three years have led the Puerto Rico Restart workshop, linked to their research and leadership of the Center for Hydro-generated Urbanism. This workshop brings together faculty and students from the University of Florida, several Puerto Rican universities, other national and international schools, and representatives from UNESCO to develop design proposals for rapid response, resilience, and reconstruction following Hurricane Maria and subsequent earthquakes.

Broad questions for schools to think about:

2.4.1. Describe how the program generates new knowledge creation:

- All studios promote innovation and unique approaches to problems. The Advanced Graduate 3 option studios allow faculty to work with students on their research interests, such as FIBER faculty working with students on sea-level change impacts or CHU faculty working on urban conditions in coastal areas.
- The Project in lieu of Thesis (PILOT) is a three semester sequence of courses: Research Methods, PILOT Preparation, and PILOT Studio, all of which are primarily focused on student research and innovation. Each student is mentored through establishing goals and how to advance them through a research model properly. Each PILOT is considered a project-based thesis by the UF Graduate School and must produce a thesis book upon graduation, with all proper citations and thesis organization as the production of individual research cataloged by the UF library.
- Each semester the SoA offers multiple research-focused seminars developed by faculty based on their research specialties. All M.Arch students must take at least one History/Theory seminar, and many take more as part of their 12 required open elective credits.
- The FIBER and CHU research centers, established within the SoA and College, engage students in research with faculty and support advanced studies on critical issues within Florida and globally. Students also work with individual faculty on research projects with available grant funding and in independent study courses.

2.4.2. Does the program link research done at different levels both in the academy with the profession?

- The CityLab program uses its close ties to Orlando (and Jacksonville upcoming) professionals to focus on surrounding urban conditions linked to efforts by local design professionals and policy-makers.
- Gainesville Advanced Graduate 3 studios are taught by faculty engaged with communities and stakeholders. Advanced Graduate 3 studios led by Jeff Carney (FIBER faculty) and Sarah Gamble developed sea-level responses for the severely hurricane-impacted Mexico Beach/Port St. Joe area, and Nancy Clark (CHU faculty) worked with urban coastal communities in Jacksonville. Charlie Hailey has previously completed Graduate 3 design-build studios working with local communities on needs.

2.4.3. Does the program link research done in the profession into curricular efforts?

- Professional research is incorporated across the curriculum. Many faculty are actively engaged in the profession and current research efforts, particularly on environmental responses in Building Technology and Advanced Grad 1 and 2 studios, and social equity in History/Theory seminars. Professional research is directly sought by individual faculty in course development and in alumni engagement with the Architectural Advisory Council and Professional Practice presentations.
- SoA coursework responds continually to changes in building codes, land-use regulations, environmental and energy codes that are research-based - the regulatory environment that shapes practice is incorporated into design studios, technical coursework, and theory seminars.

2.4.4. How are students introduced to, and included in, such efforts that develop the discipline, encourage risk-taking and advance architecture as a cultural force that drives innovation?

- The SoA fundamentally believes that our role is not simply to train students to enter the profession but to equip them with the leadership skills to reimagine the profession and remake it in response to present and future challenges. Primary concerns of Social Equity and Climate Change are foremost in our current efforts, with both curriculum and school culture responding to the explicitly expressed needs of students and the global community.
- Students must be able to solve problems their faculty and the profession haven't encountered or addressed. Overall, ideas supporting innovation in the curriculum argue for collaboration versus originality, refinement versus invention, and maintenance versus

innovation as needed to produce the best results. This is shown in the technology, advanced studios, and history/theory courses.

2.4.5. Does the school have any specialized labs that encourage different investigations or innovations such as a robotics lab, virtual simulation lab, etc.?

- The SoA operates a fabrication lab located in Infinity Hall in cooperation with the College of the Arts that houses the following equipment: large-scale water jet cutting, 50 & 120w laser cutting, 5 types of 3-D printing (including resin, plastic, powder, fiber and metal), 3-axis CNC router, and a materials & supply shop. There is a plan to move these facilities into the upcoming DCP Collaboratory addition to the Architecture Building (scheduled for 2025 completion/occupation). CityLab-Orlando students have access to two different types of 3D printing, laser-cutting, and hand tools in their facility.
- DCP operates a Model-Shop in the Fine Arts C building (below our Design 1 & 2 studio spaces adjacent to the Architecture building). A full range of woodworking equipment and hand tools are available under the direction of a full-time shop supervisor (Richard Hall). Students receive training each semester in the safe introductory use of the equipment.
- BIM and Visualization are supported in the CIRCA computer labs located on the first floor of the Architecture Building. CityLab-Orlando provides students with workstation access.
- An Architectural Materials Library space is currently in development, shared with the Interior Design Materials Library in FAC. This is planned to move into the Collaboratory addition and expand use into a Matter Lab research area led by SoA faculty. CityLab-Orlando has a small materials library on-site in Orlando.
- The SoA Project Re:Focus Solar Decathlon House from 2010 has been re-built in the south of campus at the UF Energy Research and Education Park, and is used as a research laboratory and meeting space for DCP faculty and students.
- The Art and Architecture branch of the UF Library system has an extensive and comprehensive collection of specialty literature and periodicals with staff dedicated to assist faculty and students in research endeavors. CityLab-Orlando students have access to main campus library facilities and have a small branch of the Architecture and Fine Arts library located on-site in Orlando.

2.4.6. Assessment + Progress Towards Goals:

- New Knowledge and Innovation are assessed through project reviews, specifically in Graduate Option Studios and the Project in lieu of Thesis (PILOT) course sequence. A recent improvement in PILOT delivery was made by requiring students to have a formal review on progress during the PILOT prep semester to review and advance progress toward the final semester project. Other improvements such as group studio & instructor formats for PILOT are being addressed to better serve students who benefit from greater faculty contact hours during an independently driven project.
- Space allocations are being expanded due to increased research and hands-on classroom needs of faculty and students, resulting in the 50,000 s.f. DCP Collaboratory building addition project and potential expansion into 4,000 s.f. of the Coastal Engineering Research Facility. DCP has doubled its sponsored research funding in the past year with plans to further this expansion. To help faculty find support for research projects, resources such as dedicated grant writing assistance and subvention funding are being provided to the SoA starting in the fall of 2021. Faculty are also provided support for travel and conference attendance to promote additional engagement and research innovation.
- SoA Advisory Council meetings occur each semester to provide input and advice on progress with overall DCP Advisory Council meetings each year to share and expand experiences across disciplines within the College. Reports at each of these meetings describe and measure advancement.

2.5. Leadership, Collaboration, and Community Engagement
Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
The practice of architecture is an inherently collaborative, inclusive, creative, and empathetic endeavor. Yet, these qualities must be fostered within students' education to ensure they are prepared for practice and are able to embrace their responsibilities as professionals and citizens of the world. Opportunities to engage with other disciplines, the communities, and clients are embedded within Graduate 3 option studios, CityLab outreach and design-build projects, FIBER and CHU research efforts, and more formally engaged in the School's Professional Practice course. Student organizations such as One Over One, are active in community projects to serve those in need. Students in Advanced Graduate Design 2 studio often work in project teams and collaborative DCP opportunities, like the annual Witters Competition, which organizes interdisciplinary teams from across DCP and including Engineering to address complex issues that require multidisciplinary thinking.

The School is currently developing a new graduate certificate program in Community Design and Public Interest Design, as well as increasing its offerings in the field of study. Sarah Gamble, design faculty and licensed architect with a research focus on Community Design, is developing a new graduate seminar introducing students to the field through community engagement training, review of exemplary case studies, and an exploration of architectural practice within non-profit, public, and NGO settings.

The SoA is looking for opportunities to launch a new Community Design Center in collaboration with other disciplines in DCP, other SoA & DCP Research Centers (FIBER & CHU), the Gainesville Community Reinvestment Area (GCRA), local authorities, including the Gainesville City Architect (Sarit Sela), UF IFAS Extension (part of the Land Grant university mission), and statewide professionals.

Broad questions for schools to think about:

2.5.1. What opportunities for leadership are available for students?
- Student organizations such as AIAS, NOMAS, APX, DCP Ambassadors, One Over One, *Architrave* publication (undergrad), and *VORKURS* publication (grad) offer numerous leadership roles to all interested students.
- Teaching Assistant and Graduate Teaching Assistant positions offer students the opportunity for classroom mentorship and leadership roles.

2.5.2. Are there any opportunities for students to do pro bono work?
- Design-build studios rotate through the curriculum in both Gainesville and CityLab with opportunities to engage clients and stakeholders in pro-bono service work.
- A student-initiated organization called One Over One provides pro-bono design, construction, and general labor services for community members in need.
- CHU takes on projects for communities as part of their research projects and in coursework. Puerto Rico Re_Start part four will take place in spring 2022, working with partner universities in Puerto Rico and beyond in pro-bono service for disaster planning and reconstruction. CHU has also done work with students as part of the Florida Resilient Cities program in White Springs and Crescent City, Florida.
- FIBER is engaged with the Florida Resilient Cities program working with interdisciplinary students and faculty on post-disaster modular homes in Florida.

2.5.3. How do students seek roles to enact change, utilizing responsibility and critical/design thinking to make that change meaningful? An example of this would be participating on civic boards.
- A student-initiated collaborative group, formerly called the "Coalition in Design", took the lead in developing strategies for revising the SoA's curricula to better respond to issues of equity and diversity.

- Student involvement with professionally linked groups through the AIAS, IPAL (with NCARB), NOMAS and APX provide opportunities to engage community issues that lead to alumni involvement and action. UF alumni won the most awards for both design and civic engagement at this year's state AIA convention, and the Gainesville and Orlando chapters, led by UF alumni winning best chapter awards.
- FIBER places students in roles of addressing the grand challenges of Florida climate and resilience throughout their mission and research projects. Design Charrettes as part of the Florida Resilient Cities program are examples of using critical design thinking to make meaningful changes.

2.5.4. Assessment + Progress Towards Goals:

- The SoA gathers leadership from the student organizations in a newly formed Architecture Student Council to discuss their roles in the collaborative leadership of the school and opportunities for outreach. This is an area where students are often eager to be more engaged than the confines of the curriculum and help lead faculty and the school forward to a more community-focused profession.
- Continued work on the Coalition on Design requests and assessments are now part of the culture of the school. Awareness and Commitments for change need to become more active plans as we move forward. Still progress is being made with the hiring of a group of alumni to assess individual courses and curricular structure.

2.6. Lifelong Learning

Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

The SoA has strong relationships with alumni, the profession, NCARB, and the AIA to help promote lifelong learning. We believe in the shared responsibility of university education and the Architectural Experience Program (AXP) to prepare students for the profession and registration. We engage professionals formally with our advisory board and informally with our frequent visits from and to firms, to better understand what each partner is doing and how to improve. The SoA also reaches outside of traditional practice to communities to learn from stakeholders what responses are needed for the public good. Students are continually asked to bring their own research and responses to problems posed in class. The school is averse to "spoon-feeding" and asks for independent thinking from students looking outside the classroom for questions and answers. The structure of the M.Arch program, which begins from guided design studios and courses leading to highly independent and self-structured Project in lieu of Thesis (PILOT) is intended to foster lifelong learning practices and habits. We often describe the studios as having a completion point (although it's understood that no project is ever really finished), and the PILOT as open-ended to lead into graduation with an unfinished project of interests and obsessions that feed a designer's career.

All students in the M.Arch program must take a Research Methods course in the year before beginning their PILOT. This requirement specifically teaches how to frame a problem and pursue answers independently with proper resources, a critical skill for our graduates. Publications led by students, *Architrave* in undergraduate and *VORKURS* in the graduate program invite students to publish and reflect upon their work and to reach outside of the school for input on issues important to them. These publications are then distributed to alumni of the program and the profession to stay current on the school and share ideas on architecture and education. These feedback loops are important to the school in keeping current on alumni development and the profession. Lectures are given at the school and professionals are invited to attend. They are often streamed on our social media accounts to share information beyond the student body. Keeping the school connected to alumni with frequent social media outreach, and sharing information about important advances and

concerns, fosters an extension of the school beyond current students to keep alumni engaged and learning with us.

Broad questions for schools to think about:

2.6.1. How does the school provide broad education experiences, lifelong learning, and continuous integration between theory and practice?

- The M.Arch program requires 12 credit hours of open graduate electives that can be taken in any program at UF, providing hundreds of options for broad learning experiences and including independent studies arranged individually with faculty.
- Lifelong learning is integral to the PILOT course sequence with Research Methods, Thesis prep, and PILOT Studio preparing students to research and frame their own projects with mentors of their choice. This fosters research and self-learning as critical skills.
- Theory and Practice are not framed by the SoA or the curriculum as separate lines of thinking, but synthetic to the process of architecture. Coursework equally feeds theory, technology and design into integrated studio projects and the PILOT process makes a clear path of process from research and theory to projects and solutions.

2.6.2. How does the school establish the foundation of the continuum of lifelong learning?

- The program's structure establishes a foundation for continuous education through our students and alumni's careers. The curriculum begins with core courses in the discipline, then progresses to increasingly complex material that requires independent research and synthesis on the part of the student. The capstone experience includes the Research Methods course, thesis preparatory class, and the PILOT design studio and acts as a threshold between the student's directed academic training and future practice as a professional architect. Students often continue their engagement with the material they first encounter in the M.Arch program into MSAS and Ph.D. studies.

2.6.3. What opportunities for interdisciplinary knowledge are available for students?

- The M.Arch program requires 12 credits of open electives, which can be taken in any discipline at UF.
- The annual Witters Competition invites students from all disciplines within DCP to collaborate on problems that require integrated thinking and specialized knowledge from multiple fields including students from the College of Engineering.
- Dual major and Certificate programs are available in the College with Sustainability, Construction Management, Urban and Regional Planning, Landscape Architecture, Historic Preservation, and Interior Design. M.Arch students have also completed dual degree tracks with Engineering and Business.

2.6.4. What opportunities within the profession are open to students?

- The IPAL program in Orlando CityLab (coming this fall to Jacksonville & Gainesville) directly engages students working in a structured environment to complete their M.Arch, APX hours, and Registration Exam upon graduation. Partner firms have been very supportive of hiring our students and working with them to complete the program, with the first 3 IPAL graduates in the nation coming from Orlando CityLab.
- The UF AIAS chapter organizes "office crawl" visits to professional offices locally and around the state.
- The UF NOMAS chapter engages students in the annual Barbara G. Laurie Competition to engage professional issues and attend the National Conference. UF NOMAS teams have placed in the competition multiple times in the past five years.
- M.Arch students can take an "Architecture Practice Experience" summer or fall/spring independent study course that supports their internship experience with weekly journaling exercises and feedback on progress.

2.6.5. Assessment + Progress Towards Goals:

- The PILOT course sequence is discussed each year at Curriculum Review to assess how well students engage and are successful at the intensive independent project. Changes have been made to teaching assignments at CityLab so that students do not have to find remote mentors in Gainesville, but can take a studio-based course with an assigned faculty member to assist in guiding their independent studies.
- The graduate elective options available within the SoA are reviewed each year for interest and breadth of subject matter. Faculty with current research projects are offered opportunities to propose specialized seminar courses to engage students in their scholarship. CHU and FIBER have had faculty (Professors Jeff Carney, Martha Kohen, and Nancy Clark) teaching in seminars and option studios on critical issues and challenges that will confront students upon graduation and as they proceed into their professions.
- Student participation levels in Certificates, Dual Major programs, MSAS, IPAL, the Witters competition, and student organization events are assessed for their reach and interest. More can be done here to attract students and lower barriers to participation in order to strengthen enhanced and lifelong learning opportunities.

3 -- Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Program Response:
Matrices were prepared for each accredited degree program and each track, identifying each required course or activity with the PC or SC it fulfills, based on the example matrix provided by NAAB. Criteria are expected to have been met in preparatory and/or pre-professional education prior to admission into the NAAB-accredited degree program. This is indicated in the appropriate columns on the left-hand side of the matrixes.

Note: As requested, these matrices only indicated a single location of ‘primary evidence’ for each Program and Student Criteria. In the narrative responses, additional locations of secondary and tertiary evidence are provided, for reference.

Program and Student Criteria Matrix: M.Arch Track I

Two-Year "Advanced" Program: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours

ADVANCED (52 CREDITS)

		Year 1							Year 2							Non-Curricular Activity						
		Fall			Spring				Fall			Spring										
	Preparatory Education	***ARC 6241*** *Adv Grad Design Studio 1*	***ARC 6505*** *Adv Structural Systems*	***ARC XXXX*** *Elective*	***ARC 6355*** *Adv Grad Design Studio 2*	***ARC 6242*** *Research Methods*	***ARC XXXX*** *History/Theory Seminar Option*	***ARC XXXX*** *Elective*	***ARC 6356*** *Adv Grad Design Studio 3*	***ARC 6913*** *Arch Research 3: Thesis / PILOT Prep*	***ARC XXXX*** *Elective*	***ARC 6971/6979*** *Independent Thesis / PILOT*	***ARC 6281*** *Professional Practice*	***ARC XXXX*** *Elective*	*Architecture Student Council*	*Integrated Path to Arch Licensure (IPAL)*	*NOMAS Competition Team*	*SOA Lectures + Coming Home Series*	*Vorkurs Graduate Publication*	*Participation in Faculty-led Research (FIBER, CHU, etc.)*	*Multigenerational Teaching - Faculty, GTAs, Tas*
Shared Values																						
Design		X																				
Env. Stewardship & Professional Respon.					X																	
Equity, Diversity & Inclusion															X							
Knowledge & Innovation						X																
Leadership, Collab. & Community Engmt.									X													
Lifelong Learning													X									
Program Criteria																						
PC.1 Career Paths													X									
PC.2 Design					X																	
PC.3 Ecological Know. & Respon.		X																				
PC.4 History & Theory	X																					
PC.5 Research & Innovation						X																
PC.6 Leadership & Collaboration					X																	
PC.7 Learning & Teaching Culture		X																				
PC.8 Social Equity & Inclusion									X													
Student Criteria																						
SC.1 HSW in the Built Environ.					X																	
SC.2 Professional Practice													X									
SC.3 Regulatory Context					X																	
SC.4 Technical Knowledge	X				X																	
SC.5 Design Synthesis		X																				
SC.6 Building Integration					X																	

X Primary Evidence

Program and Student Criteria Matrix: M.Arch Track II

One-Year “Second Professional Degree” Program: Undergraduate professional degree + 30 graduate semester credit hours

		Year 1								Non-Curricular Activity						
		Fall					Spring									
	Preparatory Education	***ARC 6356*** *Adv Grad Design Studio 3*	***ARC 6913*** *Arch Research 3: Thesis / PILOT Prep*	***ARC 6242*** *Research Methods*	***ARC XXXX*** *Elective*	***ARC 6971/6979*** *Independent Thesis / PILOT*	***ARC 6281*** *Professional Practice*	***ARC XXXX*** *Elective*	***ARC XXXX*** *Elective*	*Architecture Student Council*	*Integrated Path to Arch Licensure (IPAL)*	*NOMAS Competition Team*	*SOA Lectures + Coming Home Series*	*Vorkurs Graduate Publication*	*Participation in Faculty-led Research (FIBER, CHU, etc.)*	*Multigenerational Teaching - Faculty, GTAs, Tas*
Shared Values																
Design	X															
Env. Stewardship & Professional Respon.	X															
Equity, Diversity & Inclusion										X						
Knowledge & Innovation				X												
Leadership, Collab. & Community Engmt.		X														
Lifelong Learning							X									
Program Criteria																
PC.1 Career Paths							X									
PC.2 Design	X															
PC.3 Ecological Know. & Respon.	X															
PC.4 History & Theory	X															
PC.5 Research & Innovation				X												
PC.6 Leadership & Collaboration	X															
PC.7 Learning & Teaching Culture	X															
PC.8 Social Equity & Inclusion		X														
Student Criteria																
SC.1 HSW in the Built Environ.	X															
SC.2 Professional Practice							X									
SC.3 Regulatory Context	X															
SC.4 Technical Knowledge	X															
SC.5 Design Synthesis	X															
SC.6 Building Integration	X															

X Primary Evidence

Program and Student Criteria Matrix: M.Arch Track III

Four-Year "Core + Advanced" Program: Undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours

		CORE / FOUNDATIONS (48 CREDITS)												ADVANCED (52 CREDITS)																							
		Year 1							Year 2							Year 3							Year 4							Non-Curricular Activity						
		Fall			Spring				Fall			Spring				Fall			Spring				Fall			Spring										
	Preparatory Education	***ARC 4071*** *Core Arch Design 1*	***ARC 1701*** *Architectural History 1*	***ARC 2490C*** *Intro to Bldg Technologies*	***ARC 4072*** *Core Arch Design 2*	***ARC 1702*** *Architectural History 2*	***ARC 2491C*** *Integrated Building Tech 1*		***ARC 4073*** *Core Arch Design 3*	***ARC 3492C*** *Integrated Building Tech 2*	***ARC 4074*** *Core Arch Design 4*	***ARC 3493C*** *Integrated Building Tech 3*	***ARC 6912*** *Adv Topics in Digital Arch*		***ARC 6241*** *Adv Grad Design Studio 1*	***ARC 6505*** *Adv Structural Systems*	***ARC XXXX*** *Elective*	***ARC 6355*** *Adv Grad Design Studio 2*	***ARC 6242*** *Research Methods*	***ARC XXXX*** *History/Theory Seminar Option*	***ARC XXXX*** *Elective*		***ARC 6356*** *Adv Grad Design Studio 3*	***ARC 6913*** *Arch Research 3: Thesis / PILOT Prep*	***ARC XXXX*** *Elective*	***ARC 6971/6979*** *Independent Thesis / PILOT*	***ARC 6281*** *Professional Practice*	***ARC XXXX*** *Elective*		*Architecture Student Council*	*Integrated Path to Arch Licensure (IPAL)*	*NOMAS Competition Team*	*SOA Lectures + Coming Home Series*	*Vorkurs Graduate Publication*	*Participation in Faculty-led Research (FIBER, CHU, etc.)*	*Multigenerational Teaching - Faculty, GTAs, Tas*
Shared Values																																					
Design															X																					
Env. Stewardship & Professional Respon.																		X																	
Equity, Diversity & Inclusion																															X					
Knowledge & Innovation																			X																
Leadership, Collab. & Community Engmt.																						X														
Lifelong Learning																											X									
Program Criteria																																					
PC.1 Career Paths																											X									
PC.2 Design																		X																	
PC.3 Ecological Know. & Respon.															X																					
PC.4 History & Theory			X																																	
PC.5 Research & Innovation																			X																
PC.6 Leadership & Collaboration																		X																	
PC.7 Learning & Teaching Culture															X																					
PC.8 Social Equity & Inclusion																						X														
Student Criteria																																					
SC.1 HSW in the Built Environ.																		X																	
SC.2 Professional Practice																											X									
SC.3 Regulatory Context																		X																	
SC.4 Technical Knowledge												X						X																	
SC.5 Design Synthesis															X																					
SC.6 Building Integration																		X																	

X Primary Evidence

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

The SoA understands that many graduates will pursue fields other than traditional architectural practice and frames design education as complex problem solving over direct office work training; however, the overall curricular focus is on becoming a professional architect. Lectures and seminars bring work from many related fields and the broad resources of the College disciplines (Architecture, Interior Design, Landscape Architecture, Construction Management, Urban and Regional Planning, Sustainability in the Built Environment, and Historic Preservation) are presented in available coursework and public dialogue. The "Coming Home Series" Lectures have brought alumni ten years after graduation back to discuss their varied career paths and to hold Q&A sessions with students to answer direct questions about their trajectory from school to their professions. Lectures at both Gainesville and Orlando CityLab bring professionals from varied backgrounds to present a broad range of architecture and design-based work. Students in the undergraduate program, and at the start of the Core M.Arch in Gainesville, begin design courses together (Landscape, Interiors, and Architecture all take a common Design 1, with Interiors continuing with Architecture through Design 3) and have opportunities for minors and certificates in other programs. All M.Arch students are required to take ARC 6281, Professional Practice, which covers the registration process, professional ethics, and a wide range of career opportunities both within and outside of traditional practice. Multi-generational teaching provides opportunities for faculty to mentor graduate teaching assistants (GTAs) and undergraduate teaching assistants (TAs) in course delivery and the teaching profession, with the MSAS in Pedagogy, offered as an option to continue advanced studies in teaching beyond the M.Arch program. Faculty-led research in the centers connected to the SoA (FIBER and CHU) and individual faculty scholarship offers opportunities for students to engage in research endeavors and public outreach efforts. The SoA student-led graduate publication, *VORKURS,* explores the work of the school in relation to themes that invite outside voices to reflect on the state of architecture and culture. The SoA prepares students to take on the role of re-making the profession for the future rather than engaging it passively or without a critical view of its potential.

The Integrated Path to Architectural Licensure (IPAL) program has been highly successful at CityLab Orlando and is now available to all M.Arch students in Gainesville. The program and process is described during recruitment and orientation activities so that students can opt-in to the IPAL seminars and organization of work/school and AXP/Exam. The success of IPAL indicates the strong desire to both join the profession and to have some institutional assistance in navigating the often complex and lengthy process of AXP and registration exams. During the Fall 2021 semester, 30 of the 130 students in the M.Arch programs (23%) are participating in the IPAL program, with an increase expected as we fully implement opportunities in Gainesville and Jacksonville.

3.1.1.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC 6281 Professional Practice
2. Secondary Evidence:
   a. ARC 6911 IPAL Seminar 1: Architects and their Collaborators
   b. ARC 6911 IPAL Seminar 2: The Construction Site

c. ARC 6911 IPAL Seminar 3: Preparing for the Profession
d. ARC 6912 IPAL Seminar 4: International Practice
e. ARC 6913 IPAL Seminar 5: Ethics / Professional Behavior

3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.1.2. Non-Curricular Activities:

1. Multi-generational teaching
2. Participation in faculty-led research (FIBER, CHU, etc.)
3. SOA Lectures + Coming Home Series
4. *VORKURS* Graduate Publication
5. IPAL Program extra-curricular activities (AXP, Exam Prep, etc.)

3.1.1.3. Assessment Processes Used + Cycles of Assessment:

1. The SoA Architectural Advisory Council (a group of 20 distinguished alumni in professional practice) meets bi-annually with the School and Director to discuss activities of the program and offer assessment advice.
2. Each year a group of 8-10 alumni are invited to present in the Professional Practice class to discuss their professional experience and offer feedback on the transition from school to the profession.
3. Courses individually assess student performance. The program is assessed each semester through curricular reviews.
4. IPAL participation and pass rates each year.
5. SACSCOC accreditation review each year.

3.1.1.4. Review of Assessments + Processes of Curricular/Program Modifications:

1. Aggregate data is reviewed following the completion of each semester.
2. Planning and coordination meetings with design faculty members teaching at each level take place before each semester and include both studio and required support courses.
3. NCARB reports on IPAL participation and engagement with updates each year.
4. More significant structural, curricular questions are reviewed by the SoA Curriculum Committee each semester with monthly meetings.

3.1.1.5. Supporting Materials:

1. Policy documents: Committee Charts, Architectural Advisory Council (AAC) membership, Meeting Frequency, IPAL report
2. Individual course materials: Syllabi, Teaching materials, Schedules
3. Documentation of activities occurring outside specific courses: AAC meeting notes, IPAL activities, Research project participation and materials (CHU & FIBER), GTA/TA assignments, Lecture Series materials, *VORKURS* editions

PC.2 Design
How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
The UF SoA is a design-centered program with studios forming the core of each academic semester. Beginning design is process-based, with advanced studios becoming more building-focused. Each semester has a set of specific criteria to advance students' understanding of the built environment, its impact, and a wide range of scale and contexts. Information from support courses in Building Technologies, History/Theory, Practice, Representation, and Research Methods, along with electives and extracurricular activities that are integrated into studios as a means of advancing and testing design proposals. Extra-curricular research with CHU and FIBER are design-based projects that work with

communities on environmental, urban and disaster-relief projects. This also occurs in Advanced Graduate 3 Option Studios and the required PILOT (formerly MRP) projects, which are integrated design & research proposals.

Design assessments are completed each semester with an all-faculty curricular review of each studio level and section, where work from each studio is displayed, presented, and discussed. Studio level coordinators (and all faculty) use this information to better understand what skills each level exhibits, what requires additional work, and other faculty activities. Student work is critiqued in an open forum and changes are made based on the ongoing commentary. Recent modifications based on this assessment address program scope in Advanced Graduate Design 1 and requests for more analytical environmental assessment tools in Advanced Graduate 2.

3.1.2.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC6355 Advanced Graduate Design Studio 2
2. Secondary Evidence:
   a. ARC4073/6912 Core Architectural Design Studio 3
   b. ARC4074/6911 Core Architectural Design Studio 4
   c. ARC6241 Advanced Graduate Design Studio 1
   d. ARC6356 Advanced Graduate Design Studio 3
   e. ARC6971/6979 Independent Thesis (PILOT/MRP)
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.2.2. Non-Curricular Activities:

1. Participation in faculty-led research (FIBER, CHU, etc.)
2. NOMAS Competition Team
3. SOA Lectures + Coming Home Series

3.1.2.3. Assessment Processes Used + Cycles of Assessment:

1. Studios individually assess student performance. Program is assessed each semester through all-faculty curricular reviews.
2. External jurors and professionals input, including AAC
3. Completion of SACS accreditation booklets

3.1.2.4. Review of Assessments + Processes of Curricular/Program Modifications:

1. Aggregate data is reviewed following completion of each semester
2. Planning and coordination meetings take place with design faculty members teaching at each level before each semester
3. Larger structural curricular questions are reviewed by the Curriculum Committee and the sub-committee on Design Coordination.

3.1.2.5. Supporting Materials:

1. Policy documents: Committee Structure and Assignments, meeting schedules & notes.
2. Individual course materials: Syllabi, course materials from primary and secondary studios
3. Documentation of activities occurring outside specific courses: NOMAS competition information, SoA lecture information,

PC.3 Ecological Knowledge and Responsibility
How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Bringing together the school's design emphasis with a respect for its immediate environment, integrated technical coursework engages their responsibility as citizens of the world and as creative, technically-minded professionals to address the climate crisis. In recent decades, Florida's communities have been preparing for climate change, seeking out innovative ideas to address sea level rise, the increasing strength of hurricanes and other natural disasters, and subsequent climate migration. These pressing needs create opportunities for collaboration between the School's faculty, students and Florida communities. Design coursework in the Advanced Graduate Design 1 & 3 courses (ARC6241 & ARC6356) directly address sites and climate and resilience issues. With 82% of students being Florida residents and numerous other students originating from Puerto Rico and Caribbean, the School harnesses the students' first-hand knowledge of these places to foster an understanding of resiliency and how design and architecture can be used to address our society's most pressing environmental problems. Ecological responsibility and integration has been the driving force behind the curricular changes in building technology and that coursework will be assessed against performance in studio and NCARB pass rates.

3.1.3.1. Curricular Offerings:
1. Primary Evidence:
   a. ARC6241 Advanced Graduate Design Studio 1
2. Secondary Evidence:
   a. ARC4073/6912 Core Architectural Design Studio 3
   b. ARC6355 Advanced Graduate Design Studio 2
   c. ARC6356 Advanced Graduate Design Studio 3
   d. ARC3492C/3493C Integrated Building Tech 2 & 3
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.3.2. Non-Curricular Activities:
1. Participation in faculty-led research (FIBER, CHU, etc.)

3.1.3.3. Assessment Processes Used + Cycles of Assessment:
1. Studios individually assess student performance. Program is assessed each semester through curricular reviews.
2. External jurors and professionals
3. Completion of SACSCOC accreditation booklets

3.1.3.4. Review of Assessments + Processes of Curricular/Program Modifications:
1. Aggregate data is reviewed following completion of each semester
2. Planning and coordination meetings take place with design faculty members teaching at each level before each semester
3. Larger structural curricular questions are reviewed by curriculum committee and/or sub committees (Design and Technology)

3.1.3.5. Supporting Materials:
1. Policy documents: Committee Structure and Assignments, meeting schedules & notes.
2. Individual course materials: Syllabi, course materials from primary and secondary studios
3. Documentation of activities occurring outside specific courses: FIBER & CHU research project information

PC.4 History and Theory
How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
History and Theory courses introduce students to precedents and traditions in architecture and urban design and broaden their understanding of social, cultural, and political contexts for research and practice. Students must select one History/Theory graduate seminar from course offerings that include Phenomena and Architecture, Strains of Modernism, Regional Architecture, Preservation Problems and Processes, Vernacular Architecture and Sustainability, African Architecture, and Advanced Topics in Urban Design. Based on NAAB's 2004 visit recommendations, the School of Architecture developed its History 3 course for a wider survey of non-western, global, and world architecture in relation to 20th- and 21st-century architecture. In Fall 2020, the History and Theory faculty also began to assess how the School's history and theory curriculum can improve understanding of equity and social justice issues in architecture. Goals include addressing race and space and racial injustice in architecture and urban design.

In 2016 the first edition of *VORKURS* was produced by the UF SoA M.Arch student editorial team and each subsequent year a new edition has been completed, providing opportunities for graduate students to engage in a published critical review of an architectural theme.

3.1.4.1. Curricular Offerings:
1. Primary Evidence:
   a. ARC1701/6705 Architectural History 1
2. Secondary Evidence:
   a. ARC1702/6912 Architectural History 2
   b. ARC6911/12/13 History/Theory Seminar Option (required)
   c. ARC6241 Advanced Graduate Design Studio 1
   d. ARC6356 Advanced Graduate Design Studio 3
   e. ARC6971/6979 Independent Thesis (PILOT/MRP)
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.4.2. Non-Curricular Activities:
1. Participation in faculty-led research (FIBER, CHU, etc.)
2. Editorial and Support roles in *VORKURS* the graduate program publication

3.1.4.3. Assessment Processes Used + Cycles of Assessment:
1. Courses individually assess student performance. Program is assessed each semester through curricular reviews.
2. Student course assessments are completed for each class and reviewed by the faculty and SoA Director
3. SACSCOC accreditation review each year

3.1.4.4. Review of Assessments + Processes of Curricular/Program Modifications:
1. Aggregate data is reviewed following completion of each semester
2. Planning and coordination meetings take place with design faculty members teaching at each level before each semester
3. Larger structural curricular questions are reviewed by the Curriculum Committee and detailed reviews are done by the subcommittee on History & Theory

3.1.4.5. Supporting Materials:

1. Policy documents: Committee Structure and Assignments, meeting schedules & notes.
2. Individual course materials: Syllabi, course materials from primary and secondary courses
3. Documentation of activities occurring outside specific courses: *VORKURS* Graduate publications, FIBER & CHU research project information

PC.5 Research and Innovation
How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
Coursework in the School of Architecture provides students opportunities to understand how research and innovation methods contribute to knowledge in the field of architecture. In addition to research carried out in advanced studios and in graduate seminars. The School's curriculum includes a sequence of courses related to the PILOT. The required ARC 6242 Research Methods course prepares students to undertake a sustained research project and to review critical frameworks and to propose appropriate methodological structures for their research and design work over the following year. A second course in the Fall, ARC 6913 Architectural Research 3: Thesis PILOT Prep, continues students' inquiry into architectural precedents, the reviews of literature, and refines methods of research. A key outcome of each of these two semesters is the production of a research proposal, which includes an abstract, the project's historical and theoretical frameworks, literature review, research questions, methodologies, and expected results. Students' understanding of research and innovation culminates in the final Spring semester, when students complete their research project, ARC 6971/6979 Independent Thesis / PILOT, which is juried by faculty in midterm and final reviews. In addition to the review process, students produce a pdf of their PILOT that is catalogued in the UF Library.

3.1.5.1. Curricular Offerings:
1. Primary Evidence:
   a. ARC 6242 Research Methods
2. Secondary Evidence:
   a. ARC 6913 Arch Research 3: Thesis/PILOT Prep
   b. ARC 6971/6979 Independent Thesis / PILOT
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.5.2. Non-Curricular Activities:
1. Participation in faculty-led research (FIBER, CHU, etc.)
2. University Research Scholars Program
3. DCP Annual Research Symposium
4. Concentrations in Sustainable Design, Historic Preservation, & Themed Environments Integration (TEI)

3.1.5.3. Assessment Processes Used + Cycles of Assessment:
1. Courses individually assess student performance. Program is assessed each semester through curricular reviews.
2. Student course assessments are completed for each class and reviewed by the individual faculty and SoA Director. Concerns are addressed during faculty annual reviews
3. PILOT (MRP) reviews are completed by faculty committees and juries of faculty and outside professionals at mid-term and final.
4. SACSCOC accreditation review each year

3.1.5.4. Review of Assessments + Processes of Curricular/Program Modifications:

1. Aggregate data is reviewed following completion of each semester
2. Planning and coordination meetings take place with design faculty members teaching at each level before each semester
3. Larger structural curricular questions are reviewed by the Curriculum Committee and detailed reviews are done by the sub committee on Design

3.1.5.5. Supporting Materials:

1. Policy documents: Committee Structure and Assignments, meeting schedules & notes.
2. Individual course materials: Syllabi, course materials from primary and secondary courses
3. Documentation of activities occurring outside specific courses: FIBER & CHU research project information, UF Research Scholars information, DCP Research Symposium topics and schedule, Concentration path and course information

PC.6 Leadership and Collaboration
How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
The practice of architecture is an inherently collaborative, inclusive, creative, and empathetic endeavor. Yet, these qualities must be fostered within students' education to ensure they are prepared for practice and embrace their responsibilities as professionals and citizens of the world. Opportunities to engage with other disciplines, the communities, and clients are embedded within Graduate 3 option studios, CityLab outreach and design-build projects, FIBER and CHU research efforts, and more formally engaged in the School's Professional Practice course. Student organizations, such as One Over One, are active in community projects to serve those in need. Students in Advanced Graduate Design 2 studio often work in project teams and collaborative DCP opportunities, like the annual Witters Competition, which organizes interdisciplinary teams from across DCP including the College of Engineering to address complex issues that require multidisciplinary thinking.

The School is currently developing a new graduate certificate program in Community Design / Public Interest Design, and increasing their offerings in the field of study. Sarah Gamble, design faculty and licensed architect with focus on Community Design, is developing a new graduate seminar introducing students to the field through community engagement training, review of exemplary case studies, and an exploration of architectural practice within non-profit, public, and NGO settings.

The SoA is looking for opportunities to launch a new Community Design Center in collaboration with other disciplines in DCP, other SoA & DCP Research Centers (FIBER & CHU), the Gainesville Community Reinvestment Area (GCRA), local authorities including the Gainesville City Architect (Sarit Sela), UF IFAS Extension (part of the Land Grant university mission), and statewide professionals.

3.1.6.1. Curricular Offerings: Collaboration, leadership, and the ability to engage diverse constituencies are incorporated as methods and values throughout the program for the UF School of Architecture.

1. Primary Evidence:
   a. ARC6355 Advanced Graduate Design Studio 2 [worked entirely in teams in Gainesville, in Orlando worked in teams in pre-design component]
2. Secondary Evidence:
   a. ARC6241 Advanced Graduate Design Studio 1
   b. ARC6356 Advanced Graduate Design Studio 3

3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.6.2. Non-Curricular Activities:

1. NOMAS Competition Team
2. Witters Competition
3. Orange County form based code charrettes featuring collaborative teams of students drawn from UF, UCF, and Valencia State College, working with county officials and other stakeholders
4. Donna Cohen-Marty Hylton church project–one on one contact with church congregants and leadership [stakeholders, collaboration]
5. Charlie Haley design-build Cedar Key [stakeholders, collaboration]
6. Jeff Carney in Port St. Joe [stakeholders, collaboration]
7. Stephen Belton mall project [stakeholders, collaboration]
8. IPAL [engage the profession, regulatory bodies]
9. Firm interviews/portfolio reviews in Orlando & Gainesville
10. Lecture series [engage profession]
11. Field trips–IPAL students visit 12 firms in their first year
12. Student publications (Architrave and Vorkurs)
13. Student observation of the Architecture Design Team selection process within UF Planning, Design and Construction

3.1.6.3. Assessment Processes Used + Cycles of Assessment:

1. Studios individually assess student performance according to established student learning outcomes. Program faculty and administration assess the program each semester through curricular reviews.
2. External jurors and professionals participate in studio reviews and submit assessments that are incorporated into semi-annual curricular reviews.
3. Program conducts annual SACSCOC assessments, which produce data used in semi-annual curricular reviews.

3.1.6.4. Review of Assessments + Processes of Curricular/Program Modifications:

1. Program faculty and administration review aggregate data following completion of each semester.
2. Coordinators at each level convene planning and coordination meetings before each semester with design faculty members teaching design studio.
3. Larger structural curricular questions are reviewed by the School of Architecture Curriculum Committee and the Design subject area subcommittee.

3.1.6.5. Supporting Materials:

1. Policy documents: Committee Structure and Assignments, meeting schedules & notes.
2. Individual course materials: Syllabi, course materials from primary and secondary courses
3. Documentation of activities occurring outside specific courses: Nomas competition information, Witters competition brief, community charette information, design/build studio information, IPAL leadership and collaboration materials, lecture series, student publications, student group for architecture team selection process.

PC.7 Learning and Teaching Culture
How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Since its inception in 1925, the School of Architecture has remained steadfast in its dedication to design education and excellence at all levels of instruction. Curiously, the longevity of this commitment makes it challenging to point at specific efforts, events, or data that quantify the learning and teaching culture at the UF School of Architecture fosters. Simply put, these identifiers exist as a tacit agreement of sorts between the students, faculty, and staff within the school and speak to the manner in which things should be done. In this regard, the school has perhaps overlooked the importance and unique qualities that these measures afford, as they are understood to be common practices within the school, and thus the reluctance to hold them up as being noteworthy. Simply put, the culture is presented, developed, and shared in every studio course from the beginning through PILOT/Thesis.

Approach/methods:
In describing our approach, it is important to note that many of the central tenets of the AIAS's 2020 Learning and Teaching Culture Policy have existed within the school and are consistently noted within course syllabuses, review procedures and day-to-day interactions between students, faculty and staff. Many of these tenets are established in the earliest studios and then reinforced in subsequent studios and courses, whether that be the fostering of an open exchange between students and faculty during studios discussion and reviews, or the showcasing of student achievement through exhibitions, awards and publications. The school has a legacy for championing these kinds of initiatives in the following manners:

Types of Evidence:

Studio Coordination: Studio coordination is an integral part of the preparation for the start of each semester. Studio coordinators are assigned by the school administration and meet as a committee to discuss the goals, objectives, proposed projects, and projected due dates. Coordinators must provide basic coordination documents as part of this discussion, to field any questions and reflect on the position of each studio level relative to one another and the larger curriculum as a whole. Coordinators can then make revisions per the committee recommendations and meet with studio-level faculty to discuss the parameters of each studio level. Additionally, studio coordinators work with faculty leading any concurrent coursework to align semester schedules with the intent of minimizing any conflicting deadlines.

Collective studio exhibits: In both fall and spring semesters, each studio level (both undergraduate and graduate) mounts a week-long exhibit of studio work in the DCP Gallery and Architecture Building Atrium. These exhibits allow students to showcase their collective efforts in studio and other concurrent courses, and share these efforts with the SoA community (students, faculty, and visiting alumni and/or guests), DCP and the UF academic community. In this regard, the gallery is transformed from a space of exhibition into a teaching forum. Other studio levels will utilize the gallery for discussions about project objectives, methods and processes, and strategies that may be gleaned from the student work.

Interim and End-of-Semester Reviews: The school maintains a long tradition of coordinated, end-of-semester studio reviews for all studios. This process includes faculty jurors for studios, plus external guest jurors for all upper-division and graduate studios. All review dates and locations are announced in advance and are open to the DCP and UF community. Additionally, studio reviews are coordinated and scheduled over consecutive days to ensure the students from other studio levels can attend reviews.

End-of Semester Curriculum Review: The school maintains a tradition of reviewing representative work from all studio levels at the end of each fall and spring semester. This review serves multiple roles within the school, and the details of the curriculum review are discussed later in this report (see 5.3 Curricular Development). The chair of the Curriculum Committee coordinates the review, with individual studio coordinators presenting the objectives of each studio level, reflecting on the work, and guiding the conversation in terms of the strengths that may be built upon in upcoming studios and areas that may need

reinforcement. The review offers the faculty a clear view into larger curricular patterns that may be emerging within and between studios, and provides a universal structure that helps to bind the different studios to one another and to concurrent coursework. The review assists studio coordinators and faculty in preparations for the next semester by using representative student work as a reference for developing studio and class exercises, methodologies and skills. Border curricular issues are frequently discussed alongside studio work that may become prompts for the Curriculum Committee to address, and occasional curricular questions may be acted upon during the review, if appropriate.

In this light, the curriculum review allows for continual re-evaluation of the School's goals, objectives and work as a whole, which in turn helps to identify areas for curricular growth, experimentation, and reinvestment. The school understands the curriculum to be an ongoing project maintained by the school's faculty. In this regard, the review offers a curricular snapshot within a longer timeline, and as such, encourages the school's faculty and students to collectively review, reinvest and enrich the overall learning environment.

Student Teacher Evaluations: Students are given the opportunity to evaluate the level and value of instruction for each course in which they are enrolled. These evaluations are currently distributed to students electronically, and faculty are able to monitor response rates, which in turn allows faculty to encourage students in their respective courses to complete the survey. These evaluations are typically open for several days at the end of each academic term, and must be completed before the last day of classes. Results are not released to faculty until after grades have been submitted, to ensure that students can offer candid evaluations about the strengths and weaknesses of a course without fear of retaliation through grading. Faculty can review numerical evaluations as well as anonymous comments from students. Based on these reviews faculty adjust coursework, delivery methods, and teaching methods overall in response to student feedback.

Student Publications: The school supports two student-led publications, *Architrave* and *Vorkurs. Architrave* is primarily run by undergraduate students and offers a glimpse of the school's ebb and flow of design inquiry. Students at all levels are encouraged to submit work for potential inclusion in the journal. *Vorkurs* is managed by graduate students and elevates the architectural discourse by integrating invited essays from faculty and practitioners within and beyond the UF community alongside more advanced student design work. Students and the school run both journals and, its faculty maintain a critical distance from the editorial decisions.

3.1.7.1. Curricular Offerings:

1. Primary Evidence:
    a. ARC6241 Advanced Graduate Design Studio 1
2. Secondary Evidence:
    a. All design studios
    b. Undergraduate pre-professional curriculum

3.1.7.2. Non-Curricular Activities:

1. Architecture Student Council
2. Multi-generational teaching
3. Participation in faculty-led research (FIBER, CHU, etc.)
4. NOMAS competition
5. *VORKURS* graduate publication
6. IPAL program

3.1.7.3. Assessment Processes Used + Cycles of Assessment:

1. Studio Coordination meetings each semester
2. Collective studio exhibits each semester for all levels
3. Interim and end of semester reviews with external jurors / professionals

4. End of semester Curriculum Review (all faculty)
5. Student Teacher evaluations

3.1.7.4. Review of Assessments + Processes of Curricular/Program Modifications:
1. Aggregate data is reviewed following completion of each semester
2. Planning and coordination meetings take place with design faculty members teaching at each level before each semester
3. The curriculum committee and/or sub committees review more significant curricular questions - all curricular sub-committees review this topic.

3.1.7.5. Supporting Materials:
1. Policy documents: Committee Structure and Assignments, meeting schedules & notes, UF policies on student and employee well-being.
2. Individual course materials: Syllabi with studio culture statements
3. Documentation of activities occurring outside specific courses: Student group information and Coalition on Design statements and responses.

PC.8 Social Equity and Inclusion
How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
The nationwide protests that followed the 2020 murder of George Floyd brought new urgency to the School of Architecture's efforts to build a more just and equitable professional program. Social justice has always been a concern of the architecture curriculum at UF, but student reaction to the growing nationwide movement for Black lives made clear that the program had much work to do. The faculty published a collectively written (and unanimously approved) letter that included an apology for past harm and a commitment to enacting systemic responses to systemic problems.[18] Acting School of Architecture Director Frank Bosworth and members of the newly constituted Equity Committee met weekly with students, alumni, and faculty to discuss problems identified by the students and consider potential remedies. A group of alumni and students published a lengthy critique which indicated the extent of student and alumni concern with structural inequalities within the School of Architecture and its educational programs.[19]

At the encouragement of Dr. Bosworth's successor, David Rifkind, three student/alumni leaders–Rachel Chon, Jalisa Mills, and Shane Ah-Siong–formed an independent consultancy focused on the critical analysis of race in architecture programs. The Dean's office made funding available for the School of Architecture to hire the company to prepare a report on the school's professional curriculum. The Coalition will work with the Equity Committee and faculty teaching design, history, and theory courses to identify areas of concern and propose improvements in the professional curriculum. Their report is due in December 2021 and will be discussed at the first faculty meeting of 2022.

Faculty, staff, students, and alumni recognize there is work to establish and sustain a welcoming, anti-racist, equitable community of diverse creators, scholars, and practitioners. When lived experiences are heard, when differences are supported and celebrated, we all gain new insights into the work we do to create just environments at every scale. UF SoA aims to give full voice to all, to establish a safe and respectful learning environment, to

[18] We Hear Your Call to Action - A Letter from the Faculty of the School of Architecture, https://dcp.ufl.edu/architecture/we-hear-your-call-to-action-a-letter-of-commitment-from-the-faculty-of-the-school-of-architecture/
[19] https://www.linkedin.com/feed/update/urn:li:activity:6767978561304346624/

actively expand and support a greater diversity of students and faculty, and to connect our work to our alumni and communities beyond our academic realm.

As faculty, we recognize the scope and limits of our reach to focus on the areas we can change. Along with school culture, the curriculum, graduate admissions, peer mentoring and hiring directly involve current faculty and therefore have focus of the events and changes made thus far.

While all faculty have been engaged and supportive, BIPOC, LGBTQ, female, and other faculty, students, staff, and alumni from underrepresented groups have had to take on the majority of uncompensated or extra work. The establishment of a salaried position of a Diversity Officer in the College has been recommended to compel changes at the speed necessary to make meaningful change in our school and the profession.

Curriculum

Curriculum Review: Faculty are engaged in a long-term review of curricula and individual course syllabi. Assignments, course materials, and other curriculum elements are being reviewed in terms of representation, inclusivity, and implicit and explicit bias.

Lectures and Workshops: The school established the Black Alumni group to both support alumni and expose our current students to more diverse voices. They sponsor the “Coming Home” lecture series, which launched in 2020-21. The Black Alumni group has provided additional resources for faculty including workshops, materials for studio and history theory classes.

Structure

College Diversity Ambassadors: A newly established group of students led by SoA faculty member and DCP Diversity Officer Dr. Nawari Nawari**,** the DCP Diversity Ambassadors implement change by reaching out to local Florida schools to help students from elementary, middle school, and high school prepare for college. The group hosts Dream workshops for elementary and middle schools.

Design Exploration Program: School leadership has proposed expanding the SoA’s signature introduction to design program to engage two underserved audiences, high school students at public Title I schools and undergraduate students in other majors at HBCUs and other Minority Serving Institutions in Florida.

Equity Committee: Constituted in 2020, the committee is open to all faculty and meets monthly. The committee, which currently has 14 members, reports to the full faculty and will begin including student representatives in 2021. The committee drafted the Letter of Apology (see above) which was signed by the full faculty and posted on social media.

Coalition in Design (CiD): The Coalition was established by alumni and students to raise issues and press for accountability and change. CiD began with a public statement of concern about established curriculum and current studio practices, then developed over the year into a collaborative partnership with leading alumni and student voices. The group has met weekly with the SOA Director, the Chair of the Equity Committee, and the president of NOMAS.

Student Government: Students raised the concern that student government did not equitably represent the student body. Through a number of meetings during the 2020-21 academic year, the SoA Policy and Planning Committee, with input from NOMAS, created the *Bylaws of the School of Architecture Student Council*. This document was created “to create a more equitable community of learners, to allow for more voices to contribute to the discourse, and to promote equity.” The Bylaws create a Student Council made up of twenty-nine (29) student representatives elected by their peers.

3.1.8.1. Curricular Offerings:
1. Primary Evidence:
   a. ARC 6356 Advanced Graduate Design Studio 3
2. Secondary Evidence:
   a. ARC 6911/12/13 History/Theory Seminar Option
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.1.8.2. Non-Curricular Activities:
1. School of Architecture Student Council
2. Coalition in Design
3. SoA Equity Committee
4. DCP Diversity Ambassadors
5. Student Groups (NOMAS & AIAS)
6. Participation in faculty-led research (FIBER, CHU, etc.)

3.1.8.3. Assessment Processes Used + Cycles of Assessment:
1. Collection of demographic information
2. Initial survey by Coalition in Design completed Spring 2021
3. Students invited to design survey (compensated work) AY 2021-22
4. Faculty and student meetings to review progress

3.1.8.4. Review of Assessments + Processes of Curricular/Program Modifications:
1. Summer B 2021 - Invite student researchers to do a Literature Review
2. Fall 2021 - Create initial survey, get IRB approval, distribute survey, analyze results, refine. Aim for 100 percent participation.
3. Spring 2022 - Review results with faculty and students in open format. Devise actionable improvements.
4. Create a repeating survey for regular delivery and assessment.

3.1.8.5. Supporting Materials:
1. Coalition in Design Correspondence and Materials
2. Architecture Student Council information / *Bylaws of the School of Architecture Student Council*
3. DCP Diversity Ambassadors information
4. Student group social equity and inclusion information
5. Policy documents: Committee Structure and Assignments (Equity), meeting schedules & notes.
6. Individual course materials: Syllabi, course materials from secondary courses
7. Documentation of activities occurring outside specific courses: FIBER & CHU research project information

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment
How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
Studio projects in the graduate program cover health, safety, and welfare through the development of work that engages both the code and regulatory requirements of the site and

building type, along with an awareness of responsible stewardship of the environment, development of inclusive urban responses, and equitable accommodations for the occupants of the project and context. Studio culture also emphasizes that HSW are part of the students' own experiences in school and the environments they work in. While introductory parts of this are covered in Core studios 3 and 4, and in Advanced Studios 1 and 3, the primary synthesis of this occurs in the Advanced Graduate Studio 2. Graduate 2 develops a medium-scale public use building in an urban location. Project requirements include an International Building Code analysis, fire safety and egress diagrams, HVAC distribution plans, Structural framing diagrams, Accessibility requirements, and Accommodations for public and vehicular transportation. The basis for most of this knowledge was developed in previous Building Technology coursework (Construction Methods/Materials, Environmental Systems, and Structures coursework - now being placed into an Integrated Technology sequence), but all areas are further covered and taught as the project develops to ensure each student understands and can respond to the HSW concerns of the project.

3.2.1.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC 6355 Advanced Architectural Design Studio 2
2. Secondary Evidence:
   a. ARC 4073/6912 Core Design Studio 3
   b. ARC 4074/6911 Core Design Studio 4
   c. ARC 6241 Advanced Architectural Design Studio 1
   d. ARC 6356 Advanced Architectural Design Studio 3
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum, including technical coursework on regulatory issues.

3.2.1.2. Assessment Processes Used + Cycles of Assessment:

1. Interim and Final reviews of projects during each semester.
2. Faculty and Guest critic responses during review on quality, responsiveness and completeness of the work, including SACS brochure responses.
3. Faculty Curriculum Review each semester discusses the work and development of the students relative to studio goals.
4. The Design Studio Committee meets each semester to discuss overall studio coordination and development required to advance at each level.
5. Studio-level curricular coordination meetings review the strengths and weaknesses of the previous course and plan changes.

3.2.1.3 Benchmarks Used for Assessment:

1. Before the start of each semester all studio faculty meet to review the strengths and weaknesses of the previous course, and to coordinate and update the project type, program, location, deliverables and requirements of the studio.
2. Student success is assessed by grading projects and assignments, with basic HSW being a requirement for a passing grade.
3. Work done in prior studios and support courses is discussed by the Graduate Program Director and studio faculty with emphasis on what requires additional effort or instruction to bring all students to demonstrably complete, competent, and responsible work relative to the health, safety and welfare of the public.

3.2.1.4. Supporting Materials and Evidence Provided:

1. Course Syllabi for: **ARC 6355 Advanced Architectural Design Studio 2**, ARC 4073/6912 Core Design Studio 3, ARC4074/6911 Core Design Studio 4, ARC6241 Advanced Architectural Design Studio 1, ARC 6356 Advanced Architectural Design Studio 3
2. Course Schedules for: **ARC 6355 Advanced Architectural Design Studio 2**, ARC 4073/6912 Core Design Studio 3, ARC 4074/6911 Core Design Studio 4,

ARC 6241 Advanced Architectural Design Studio 1, ARC 6356 Advanced Architectural Design Studio 3

3. Instructional Materials for: **ARC 6355 Advanced Architectural Design Studio 2**, ARC 4073/6912 Core Design Studio 3, ARC 4074 Core Design Studio 4, ARC 6241 Advanced Architectural Design Studio 1, ARC 6356 Advanced Architectural Design Studio 3

3.2.1.5. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. Project program complexity and size were reduced in Advanced Graduate Design 2 from spring 2020 to 2021 in order to allow students to better complete the HSW assignments.
2. Students in the Gainesville Advanced Graduate Design 2 studio were permitted to work in teams starting in spring 2021 to better collaborate and address projects more thoroughly.
3. Intermediate project reviews and deadlines were tightened in Advanced Graduate Design 2 from spring 2020 to 2021 to ensure HSW concerns could be addressed before proceeding to design development.

SC.2 Professional Practice
How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
All M.Arch students must take ARC6281 Professional Practice, which covers the registration process, professional ethics, and a wide range of career opportunities both within and outside of traditional practice. Regulatory issues are also covered in ARC6355, Advanced Graduate Design Studio 2, which requires evidence of regulatory compliance and the process of moving a project from pre-planning to design development. Professional Practice has the objectives of providing an overview of the contemporary and historical profession, understanding and engaging the principles of architectural practice, understanding ethical conduct, and rules, instructing and preparing for the process of registration, and introducing the business and management aspects of the office and projects. The course is carried by the faculty, providing necessary and extensive new information through lectures and the “AIA Students Handbook for Professional Practice”, and 10 Visiting Professionals each semester; offering a Professional Practice Conversation (PPC) to the students about the specifics of their current practices. This format aims to make students aware of the forces influencing continuous change in the subjects studied, and the process of opinion and adaptation to new circumstances that define the profession.

3.2.2.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC6281 Professional Practice
2. Secondary Evidence:
   a. ARC6355 Advanced Graduate Design Studio 2
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum, including technical coursework on regulatory issues.

3.2.2.2. Non-Curricular Activities:

1. AIAS Chapter
2. APX Professional Fraternity – Apollodorus Chapter
3. SOA Lectures + Coming Home Series

3.2.2.3. Assessment Processes Used + Cycles of Assessment:

1. The assessment is based on active student obligations responding to the information received.
2. Active, scheduled class participation, for each lecture and PPC, a group of students is in charge of preparing and posing questions.
3. Six required “deliverables” (that remain on record)
4. Two (individual) exams covering the information above, and covering concepts and questions that will prepare them for the architectural registration exam.
5. Two (Individual) papers each including five of the ten total written opinion Assessments of the PPC.
6. One (individually completed) architectural contract, completed with the use of the AIA Contract Software Program, generously made available to students by the AIA. The contract is the document that truly summarizes in its choices the lessons of the class.
7. At the end of the term, each student is required to present a –so called-- Professional Portfolio. One intended for each individual to present herself in interviews for their chosen entry into the profession.

3.2.2.4 Benchmarks Used for Assessment:

1. Student grades on assignments & exams
2. Active participation from all attendees
3. Portfolio review
4. Interaction with professional visitors each semester

3.2.2.5. Supporting Materials and Evidence Provided:

1. Course Syllabi for **ARC6281 Professional Practice** and ARC6355 and Advanced Graduate Studio 2
2. Course Schedules for **ARC6281 Professional Practice** and ARC6355 and Advanced Graduate Studio 2
3. Instructional Materials for **ARC6281, Professional Practice** and ARC6355 and Advanced Graduate Studio 2

3.2.2.6. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. Course organization for Professional Practice is engineered to produce change each year.
   a. An example is the issue of women in the profession, amply discussed in the class. In later years, the class has provided equal PPC gender representation. PPC conversations repeatedly highlighted the issue of unequal pay for women, and the class includes new readings –i.e. one by Jeanne Gang, a female principal that, much to her surprise, discovered that her own firm was discriminating against women in pay.
   b. Another is, through the PPC’s the discovery of new Delivery methods such as CMAR, that become part of the class content.

SC.3 Regulatory Context
How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
Studio projects at all levels introduce life safety, land use, and regulatory issues when discussing how people inhabit buildings. Advanced Graduate Design 2 (ARC 6355) requires a thorough approach to design and documentation of the regulatory issues, including an International Building Code analysis, height and FAR limits, fire safety and egress diagrams, site analysis diagrams, ADA accessible restrooms and pathways through the projects. These

are reviewed by faculty for appropriate solutions and compliance at weekly intervals through project development.

Building technology coursework covers the overview of regulatory requirements with lectures, projects, labs, and assignments to demonstrate how these must be understood and implemented in architectural design. This coursework forms the foundation for the requirements in studios and particularly for the Advanced Graduate Studios 1 & 2.

Professional Practice discusses the architect's responsibilities to the community for Health, Safety, and Welfare and the protection of occupants, the public and the environment as the foundation of ethical practice

3.2.3.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC 6355 Advanced Graduate Design Studio 2
2. Secondary Evidence:
   a. ARC6281 Professional Practice
   b. ARC4074/6911 Core Design 4
   c. ARC3493C Integrated Building Tech
   d. ARC6611 (Adv Topics Arch Tech) Materials and Methods of Construction
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum, including technical coursework on regulatory issues.

3.2.3.2. Assessment Processes Used + Cycles of Assessment:

1. Interim and Final reviews of projects during each semester.
2. Faculty and Guest critic responses during review on specific issues of regulatory understanding and compliance.
3. Faculty review of code documentation and analysis during the design process.
4. Faculty Curriculum Review each semester where the work is discussed, and development of the students relative to studio goals - Integration and regulatory demonstrations are essential to the Advanced Graduate 2 studio's discussion.
5. The Design Studio Committee meets each semester to discuss overall studio coordination and development required to advance at each level.
6. Studio level curricular coordination meetings review the strengths and weaknesses of the previous course and plan changes. The Graduate Director and Advanced Graduate 1 & 2 faculty discuss and coordinate content to be sure all M.Arch students are prepared for and engaging all requirements.

3.2.3.3 Benchmarks Used for Assessment:

1. Before the start of each semester, the Graduate Director and Advanced Graduate 1 & 2 Studio faculty discuss and update the project type, program, location, deliverables and requirements of the studio.
2. Student success is assessed by project grades, and assignments. Proper regulatory responses are a requirement for a passing grade.
3. Work done in prior studios and support courses is discussed by the Graduate Program Director and studio faculty with emphasis on what requires additional effort or instruction to bring all students to demonstrably complete, competent, and responsible work relative to the health, safety and welfare of the public.

3.2.3.4. Supporting Materials and Evidence Provided:

1. Course Syllabi for **ARC6355 Advanced Graduate Studio 2**, ARC6281 Professional Practice, ARC 4074/6911 Core Design 4, and ARC 3493C/6912 Integrated Building Tech, ARC6611 (Adv Topics Arch Tech) Materials and Methods of Construction

2. Course Schedules for **ARC6355 Advanced Graduate Studio 2**, ARC6281 Professional Practice, ARC 4074/6911 Core Design 4, and ARC 3493C/6912 Integrated Building Tech, ARC6611 (Adv Topics Arch Tech) Materials and Methods of Construction
3. Instructional Materials for **ARC6355 Advanced Graduate Studio 2**, ARC6281 Professional Practice, ARC 4074/6911 Core Design 4, and ARC 3493C/6912 Integrated Building Tech, ARC6611 (Adv Topics Arch Tech) Materials and Methods of Construction

3.2.3.5. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. Annual course coordination between Building Technology faculty and Advanced Graduate Design 2 faculty resulted in worksheets being applied from the building technology class to the graduate studio to reinforce and check regulatory requirements.
2. Review of previous course submissions from 2019 resulted in a more rigorous set of technical requirements with specific deliverables on a timeframe built into the Advanced Graduate Design 2 schedule. These submissions were scheduled, due and reviewed during design development and not held until final review deliverables.

SC.4 Technical Knowledge
How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Technical knowledge is developed in the building technology sequence of courses and then developed and integrated into design studio coursework. Building technology courses were previously separated as Environmental Technologies (ET) 1 & 2, Methods and Materials of Construction (MM) 1 & 2, and Intro & Advanced Structures, plus additional digital coursework in BIM and Advanced Digital modeling. The building technology sequence has moved to an integrated delivery method that combines subject matter from all of the building technologies (ET, MM & Structures) into a four-course sequence where all of the subjects are presented as interrelated and considered holistically, similar to the integrated practice model where no technical concern can advance in isolation. The new four-course technical sequence: Intro to Building Technologies and Integrated Building Technology occur each semester in the Graduate Core program and also in the SoA undergraduate pre-professional program. Coursework in ARC 3493C/6911 Integrated Building Technology 3 is where the previous technical courses are primarily tested and brought together. The class consists of two weekly large-scale lectures followed by smaller lab sections that engage students individually and in teams with assignments and workshops. Students are asked to design a small project that they subsequently test against the lecture materials, developing systems and material assemblies in response to the project requirements. Lab sections review progress weekly as lecture materials, readings, and workshops guide the progress of design development. Two- and three-dimensional drawings are produced and revised similar to the advancement of professional projects through the design phases.

Admission to advanced standing in the M.Arch program is dependent on having this content in preparatory education or in taking Core technical coursework for any deficiencies.

Technical knowledge is integrated across the studio sequence, with the primary evidence in Advanced Graduate Design Studio 2. This integrated studio draws from the technical coursework to assess and apply content on systems, technologies, and assemblies to the projects. Each of the technical concerns must be weighed against the other design considerations and performance of the projects.

3.2.4.1. Curricular Offerings:

1. Primary Evidence:
   a. ARC 3493C/6913 Integrated Building Tech 3
   b. ARC 6355 Advanced Graduate Design Studio 2
2. Secondary Evidence:
   a. ARC 2490C/6911 Intro to Building Technologies
   b. ARC 2491C/6912 Integrated Building Tech 1
   c. ARC 3492C/6913 Integrated Building Tech 2
   d. ARC 6505 Advanced Structural Systems
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum, requiring technical coursework on building technologies for M.Arch advanced standing

3.2.4.2. Assessment Processes Used + Cycles of Assessment:

1. Student grades and assessments/critiques on lab assignments and exams.
2. Interim and Final reviews of projects during each studio semester.
3. Faculty and Guest critic responses during review on specific issues of technical understanding and application.
4. Faculty review of technical integration during the design process in the studio and during technology labs.
5. Faculty Curriculum Review each semester discusses the work and development of the students relative to studio goals. Technical drawings are required as part of the studio deliverables and are discussed for understanding and advancement of the overall design project.
6. The Design Studio Committee meets each semester to discuss overall studio coordination and development required to advance at each level.
7. Studio-level curricular coordination meetings review the strengths and weaknesses of the previous course and plan changes. The Graduate Director and Advanced Graduate 1 & 2 faculty discuss and coordinate content to be sure all M.Arch students are prepared for and engaging all requirements.

3.2.4.3. Benchmarks Used for Assessment:

1. Before the start of each semester the Graduate Director and Advanced Graduate Studio faculty discuss and update the project type, program, location, deliverables, and requirements of the studio. Faculty teaching in Advanced Graduate Studios al lso deliver the Integrated building technology coursework to ensure coordinated delivery of material.
2. Student success is assessed by grading on projects and assignments, with proper technical responses being a requirement for a passing grade.
3. Work done in prior studios and support courses is discussed by the Graduate Program Director and studio faculty with emphasis on what requires additional effort or instruction to bring all students to demonstrably complete, competent, and responsible work relative to technical knowledge.

3.2.4.4. Supporting Materials and Evidence Provided:

1. Course Syllabi for **ARC 3493C/6913 Integrated Building Tech 3, ARC6355 Advanced Graduate Studio 2**, ARC 2490C/6911 Intro to Building Technologies, ARC 2491C/6912 Integrated Building Tech 1, ARC 3492C/6913 Integrated Building Tech 2, and ARC 6505 Advanced Structural Systems.
2. Course Schedules for **ARC 3493C/6913 Integrated Building Tech 3, ARC6355 Advanced Graduate Studio 2**, ARC 2490C/6911 Intro to Building Technologies, ARC 2491C/6912 Integrated Building Tech 1, ARC 3492C/6913 Integrated Building Tech 2, and ARC 6505 Advanced Structural Systems.
3. Instructional Materials for **ARC 3493C/6913 Integrated Building Tech 3, ARC6355 Advanced Graduate Studio 2**, ARC 2490C/6911 Intro to Building

Technologies, ARC 2491C/6912 Integrated Building Tech 1, ARC 3492C/6913 Integrated Building Tech 2, and ARC 6505 Advanced Structural Systems.

3.2.4.5. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. The Building Technology sequence was completely modified to an integrated set of five courses. Assessments of these courses are ongoing each semester, as implemented with the Technology Curriculum Committee.
2. Integrated Building Technology 4 is not currently listed in the Core M.Arch curriculum charts (section 4.2.1), but is planned to be included in the Advanced M.Arch curriculum as courses are shifted from undergraduate and Core to the Advanced curriculum. The Integrated Technology sequence is starting this fall and Integrated Tech 4 will first be delivered in AY 22/23.
3. Individual technology courses are moving to more laboratory over lecture delivery methods. Design studio project coordination is considered directly to content of integrated technology coursework.
4. Advanced Graduate Studio 1 was the previous “Comprehensive” course, and that content (now “Integrated”) was moved to Advanced Graduate Studio 2 in 2015/16. The pair of courses (Advanced Studio 1 & 2) are considered as part of an integrated sequence to prepare for and demonstrate technical competence. Advanced Graduate 1 starts from full-scale details to assemblies and then projects, with Advanced Graduate 2 progressing in a more traditional project development from site to building and directly utilizing technical courses to advance and test design proposals.
5. Advanced Structural Systems still exists in the advanced studio sequence and is being considered for integration into a building technology course that will move from Core (or preparatory education) into the advanced sequence coursework to collaborate with the Advanced Graduate studios.
6. Software-based assessments of building performance will be incorporated into Advanced Studio coursework going forward.

SC.5 Design Synthesis

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Student Criteria SC.5 “Design Synthesis” is addressed in some manner throughout the design studio sequence at the University of Florida. Almost all courses contribute in some way to the development of these skills and abilities. One particular area of the curriculum where these skills are developed and assessed is in ARC6241 Advanced Graduate Architectural Design 1 (“Graduate Design 1”). ARC6241 is an investigation of architecture based on the potentials inherent in materiality and the tectonics of construction. This course introduces “integrative” design by closely investigating and responding to forces—social/historical, technical, performative, and regulatory—that give rise to buildings.

Building on preparatory undergraduate or graduate work, Advanced Graduate Architectural Design 1 introduces students to the challenges and rigors of developing a philosophical position and research-based design process as the foundation for a career in architectural design and practice. Emphasis concentrates on cultivating self-directed speculation, analytical thinking, and synthetic design exploration within the framework of an organized studio program. The framed program anticipates 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 philosophically, conceptually, and architecturally to provide a strong foundation in critical thinking and architectural design. Students are encouraged to use this course to germinate

scholarship and personal perspectives that will be expanded in future studios and the Thesis or Project-in-lieu-of-Thesis (PILOT - formerly MRP).

Architecture is shaped by a number of competing and often contradictory forces. Social and historical considerations challenge architecture to be meaningful to its time and its place. Consideration of users and their programmatic requirements involve human factors and a range of physical abilities, accessibility requirements, life-safety concerns, and cultural referents. Consideration of site and context requires careful understanding of climate, environmental conditions, variable weather and/or climate concerns, and numerous performance-based aspects of building. Responding to racial inequalities requires a nuanced understanding of history and culture in how we make design decisions. And concerns for environmental health and justice require a careful understanding of the measurable environmental impacts of design decisions.

Introductory exercises 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, provide an intellectual foundation from which the students develop architectural responses to program, place, and time.

Specific projects vary by studio, however they all will investigate spatial and material relationships between insides and outsides, negotiating the complexities of a rich program and site at the building scale. While centered on materiality and the tectonics of construction, we also seek opportunities to engage history, socio-cultural relationships, phenomenology, and ecology in the work. Students are charged with developing philosophical approaches that can be transformed into and through architecture.

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

- Translate material studies into ideas, and translate ideas into buildings with a sophisticated architectural definition. Deploy architectural components both pragmatically and poetically.
- Work with a wide range of materials both in isolation and in conjunction with one another, recognizing the spatial/formal potentials embedded in materiality and tectonic assemblies.
- Construct motivating stories that arise from and guide architectural proposals. Ground these in research, reflection, and iterative design work.
- Shape program and built form to embody, communicate, and/or express 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.
- Demonstrate the ability for self-assessment and self-criticism and the ability to establish intellectual positions, frames of reference, and architecturally-appropriate responses to the cultural and contextual issues introduced in the studio.
- Demonstrate visual and verbal communications skills necessary to convey design intent.

3.2.5.1. Curricular Offerings:

1. Primary Evidence:
    a. ARC 6241 Advanced Graduate Design Studio 1
2. Secondary Evidence:
    a. ARC 4073/6911 Core Architecture Design 3
    b. ARC 4074/6912 Core Architecture Design 4
    c. ARC6355 Advanced Graduate Studio 2
3. Tertiary Evidence:
    a. Undergraduate pre-professional curriculum

3.2.5.2. Assessment Processes Used + Cycles of Assessment:

1. Student assessments/critiques on daily and weekly exercises

2. Interim and Final reviews of projects during each studio semester.
3. Faculty review of specific deliverables on synthesis during the design process and formal reviews.
4. Faculty Curriculum Review each semester discusses the work and development of the students relative to studio goals - A synthetic, complete project that draws on a full range of their design, technical, history/theory, research and presentation skills.
5. The Design Studio Committee meets each semester to discuss overall studio coordination and development required to advance at each level.
6. Studio level curricular coordination meetings review the strengths and weaknesses of the previous course and plan changes. The Graduate Director and advanced studio faculty carefully coordinate studio content and deliverables each semester.

3.2.5.3. Benchmarks Used for Assessment:

1. Before the start of each semester the Graduate Director and Advanced Graduate Studio faculty discuss and update the project type, program, location, deliverables and requirements of the studio. Coordination between the Advanced Graduate Studios 1 & 2 is reviewed to cover required content and address weaknesses.
2. Student success is assessed by grading on projects and assignments. Complete projects with all deliverables are a requirement for a passing grade.
3. Work done in prior studios and support courses is discussed by the Graduate Program Director and studio faculty with emphasis on what requires additional effort or instruction to bring all students to complete levels of design synthesis.

3.2.5.4. Supporting Materials and Evidence Provided:

1. Course Syllabi for **ARC 6241 Advanced Graduate Studio 1**, ARC 4073/6911 Core Architecture Design 3, ARC 4074/6911 Core Architecture Design 4, and ARC6355 Advanced Graduate Studio 2.
2. Course Schedules for **ARC 6241 Advanced Graduate Studio 1**, ARC 4073/6912 Core Architecture Design 3, ARC 4074/6911 Core Architecture Design 4, and ARC6355 Advanced Graduate Studio 2.
3. Instructional Materials for **ARC 6241 Advanced Graduate Studio 1**, ARC 4073/6912 Core Architecture Design 3, ARC 4074/6911 Core Architecture Design 4, and ARC6355 Advanced Graduate Studio 2.

3.2.5.5. Student Work Examples:

1. All passing student work for **ARC 6241 Advanced Graduate Studio 1** from fall 2020.

3.2.5.6. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. Program size and complexity has been lowered slightly to allow students to better address both complex site and building design issues. A primary Gainesville campus project in 2020 of border control stations requested two responses at both northern and southern border sites which limited the timeframe for building design. This was responded to in the spring 2021 Advanced Building Design 2 course with additional emphasis on building design, but was modified for the current cycle in AY 2021/22 Advanced Building Design 1 & 2.
2. Software-based assessments of environmental performance are planned to be incorporated into Advanced Studio coursework going forward.
3. Timeframes for delivery of technical coursework are being discussed with some technical coursework from the Core and Preparatory Education proposed to move adjacent to the Advanced Graduate Design studios.

SC.6 Building Integration
How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
The integrated design studio sequence consists of two courses: ARC6241 Advanced Graduate Design Studio 1 and ARC6355 Advanced Graduate Design Studio 2. ARC6241 serves as the introduction to integrative design work. The course uses the technical prompts of materials and methods, structures, and environmental technology and climate as design prompts. This sequential approach, breaking down integrative design into more manageable studies, prepares students for ARC6355. In this second course, students are challenged to bring all of these skills together in “integrated” design proposals.

ARC6355 Advanced Graduate Design Studio 2 focuses on integrated building design. It builds on and incorporates prior coursework, requiring students to integrate speculative design thinking, regulatory considerations, and building systems.

Advanced Graduate Architectural Design Studio 2 reinforces the approach to making initiated 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 studios and the Thesis or Project-in-lieu-of-Thesis (PILOT - formerly MRP).

Studio projects investigate spatial and material relationships between insides and outsides, negotiating the complexities of a rich program and site at the building scale. We seek opportunities to engage history, socio-cultural relationships, phenomenology, ecology, and environment in the work. Students are charged with developing philosophical approaches that can be transformed into and through architecture. As a component of this course, students are required to demonstrate that they are able to integrate both conceptual ideas and technical considerations. Student work must exhibit strong integrated design thinking and an ability to develop design proposals that acknowledge and attend to a wide range of concerns required for the practice of architecture.

3.2.6.1. Curricular Offerings:
1. Primary Evidence:
   a. ARC 6355 Advanced Graduate Design Studio 2
2. Secondary Evidence:
   a. ARC 4074/6912 Core Architecture Design 4
   b. ARC 6241 Advanced Graduate Studio 1
3. Tertiary Evidence:
   a. Undergraduate pre-professional curriculum

3.2.6.2. Assessment Processes Used + Cycles of Assessment:
1. Student assessments/critiques on daily and weekly exercises
2. Interim and Final reviews of projects during each studio semester.
3. Faculty review of specific deliverables on Integration, Systems and Performance during the design process and formal reviews.

4. Faculty Curriculum Review each semester discusses the work and development of the students relative to studio goals - A synthetic, complete project that draws on a full range of their design, technical, history/theory, research and presentation skills.
5. The Design Studio Committee meets each semester to discuss overall studio coordination and development required to advance at each level.
6. Studio level curricular coordination meetings review the strengths and weaknesses of the previous course and plan changes. The Graduate Director and advanced studio faculty carefully coordinate studio content and deliverables each semester.

3.2.6.3. Benchmarks Used for Assessment:

1. Before the start of each semester the Graduate Director and Advanced Graduate Studio faculty discuss and update the project type, program, location, deliverables and requirements of the studio. Coordination between the Advanced Graduate Studios 1 & 2 is reviewed to cover required content and address weaknesses.
2. Student success is assessed by grading on projects and assignments. Complete projects with all deliverables are a requirement for a passing grade.
3. Work done in prior studios and support courses is discussed by the Graduate Program Director and studio faculty with emphasis on what requires additional effort or instruction to bring all students to complete levels of design synthesis.

3.2.6.4. Supporting Materials and Evidence Provided:

1. Course Syllabi for **ARC 6241 Advanced Graduate Studio 2**, ARC 4074/6912 Core Architecture Design 4, and ARC6355 Advanced Graduate Studio 1.
2. Course Schedules for **ARC 6241 Advanced Graduate Studio 2**, ARC 4074/6912 Core Architecture Design 4, and ARC6355 Advanced Graduate Studio 1.
3. Instructional Materials for **ARC 6241 Advanced Graduate Studio 2**, ARC 4074/6912 Core Architecture Design 4 and ARC6355 Advanced Graduate Studio 1.

3.2.6.5. Student Work Examples:

1. All passing student work for **ARC 6241 Advanced Graduate Studio 2** from spring 2021.

3.2.6.6. Examples of Implemented Changes from Assessment + Frequency of Assessment:

1. A greater focus on complete building design occurred in spring of 2021 in response to the breadth of the fall 2020 Advanced Graduate 1 studio. Program size was reduced slightly and studios offered teamwork options to better address the complexities of project completion. Additional time was also given to critique and complete large-scale building sections.
2. Software-based assessments of environmental performance are planned to be incorporated into Advanced Studio coursework going forward.
3. Timeframes for delivery of technical coursework are being discussed with some technical coursework from the Core and Preparatory Education proposed to move adjacent to the Advanced Graduate Design studios.

4 -- Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1. Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The University of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Florida.

The University of Florida's accreditation is reaffirmed every ten years by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC is the national accreditor for institutions in the southeastern US.[20]

The University of Florida current SACSCOC Reaffirmation Letter (2014) is available online at: http://sacs.aa.ufl.edu/media/sacsaaufledu/files/SACSCOC-Reaffirmation-Letter-2014.pdf. It is also included in this document on the next page.

For additional information about the University of Florida's accreditation by the Southern Association of Colleges and Schools Commission on Colleges: http://sacs.aa.ufl.edu/

[20] http://www.sacscoc.org/

Letter from Regional Accreditor
Current University of Florida SACSCOC Reaffirmation Letter (2014) [21]

Joe Glover - Please Handle

SACS COC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 13, 2015

RECEIVED
JAN 23 20[illegible]
OFFICE OF THE PROVOST

Dr. James Bernard Machen
President
University of Florida
P.O. Box 113175
Gainesville, FL 32611

Dear Dr. Machen:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2024 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 16, 2015,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

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

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:sf

cc: Dr. Steven M. Sheeley

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

[21] http://sacs.aa.ufl.edu/media/sacsaaufledu/files/SACSCOC-Reaffirmation-Letter-2014.pdf

NAAB

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies

Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses that are required for all students.

Program Response:

The School of Architecture offers three paths toward a professional Master of Architecture degree in addition to the non-professional Doctor of Philosophy (PhD) and Master of Science in Architectural Studies (MSAS) degrees.

Professional Degree Tracks:

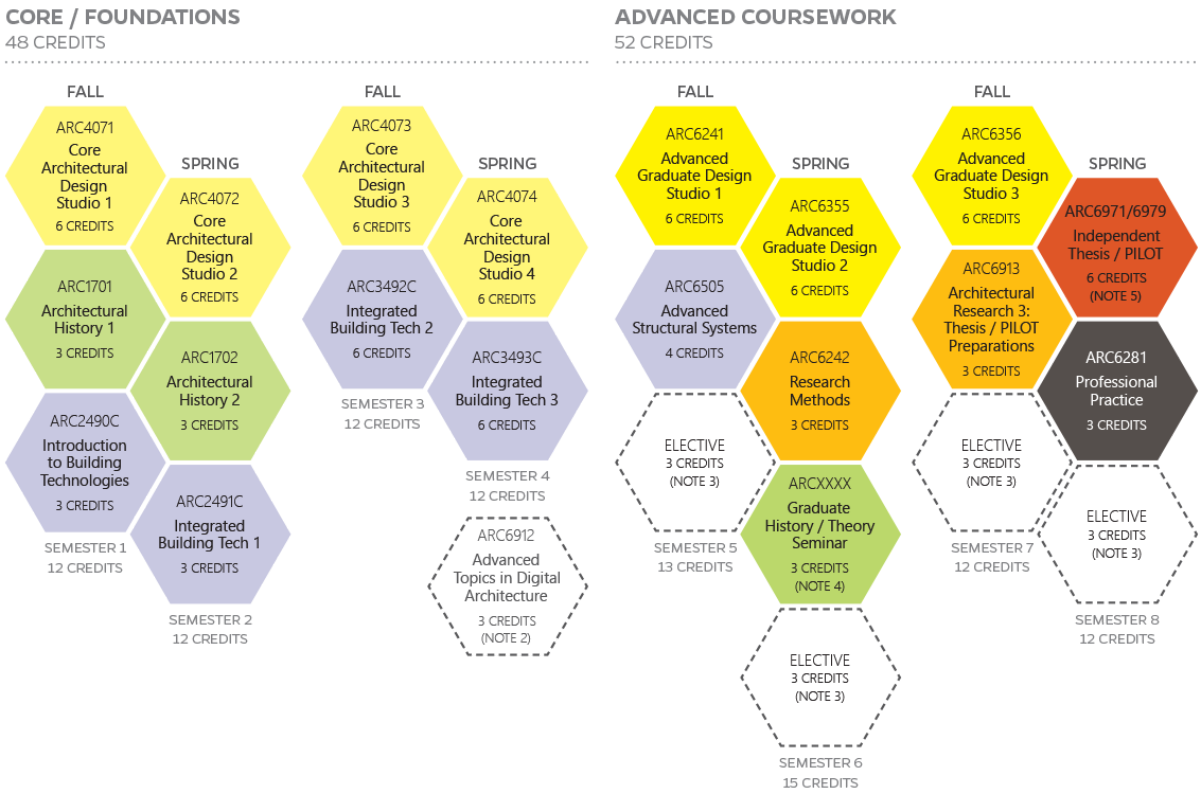
Track I: Master of Architecture - two-year “advanced” program (52 semester credit hours). Requires a qualifying pre-professional undergraduate degree equivalent to the Bachelor of Design in Architecture (typically 120 credit hours). Applicants are evaluated on their undergraduate performance, course sequence, course content with regard to specific student learning objectives and student criteria qualification, and may require additional coursework to meet the accredited degree requirements. The degree program requires a total of 172 semester credit hours.

Track II: Master of Architecture - one-year “second professional degree” program (30 semester credit hours). Requires a NAAB-accredited professional B.Arch degree that qualifies the candidate for licensure and entry into this program. Typically candidates for this program come from practice and are seeking qualification for academic employment. This track is rarely used and has not been subscribed in recent years.

Track III: Master of Architecture - four-year “core” program (48 preparatory or “core” semester credit hours + 52 graduate semester credit hours, for a total of 100 semester credit hours). Accepts students with previous bachelor degrees in fields unrelated to architecture or design (typically with 120 credit hours). The degree program requires a total of 220 semester credit hours.

During the current Fall 2021 semester, there are a total of 130 students enrolled in the professional degree programs. Of those, there are 47 advanced students in Gainesville and 55 Advanced students in Orlando, for a total of 102 students (78.5%) in the advanced degree program (“track 1”). There are 3 core students in Gainesville and 25 core students in Orlando, for a total of 28 students (21.5%) in the core degree program (“track 3”). No students are presently enrolled in the second professional degree program (“track II”).

Typical Course of Study for Degree Track I "Advanced" and Track III "Core"
(New Integrated Building Technology Course Sequence, beginning Fall 2021):



Core/Foundations Coursework Notes:

1. Students enrolled in one of the CityLab programs or those students participating in the Integrated Path to Architectural Licensure (IPAL) will follow slightly different course sequences. Students are advised to consult with their graduate advisors for individualized programs of study.
2. In addition to the courses listed above, Core students are encouraged to complete ARC6912 "Advanced Topics in Digital Architecture" prior to beginning advanced level graduate coursework, if possible. For Core students, this course satisfies 3 credits of elective coursework listed in the Advanced Program.

Advanced Coursework Notes:

3. Electives can be any graduate-level (5000 or higher) courses offered at UF, including those in other departments and disciplines. Students interested in completing a Certificate program can use these electives to satisfy those requirements.
4. ARCXXXX Graduate History/Theory Seminar can be completed in any semester. The course number designation of "ARCXXXX" is used because multiple courses satisfy this requirement.
5. "PILOT" is an acronym referring to a "Project in lieu of Thesis." This option can be selected by students wishing to pursue a project-based Thesis.

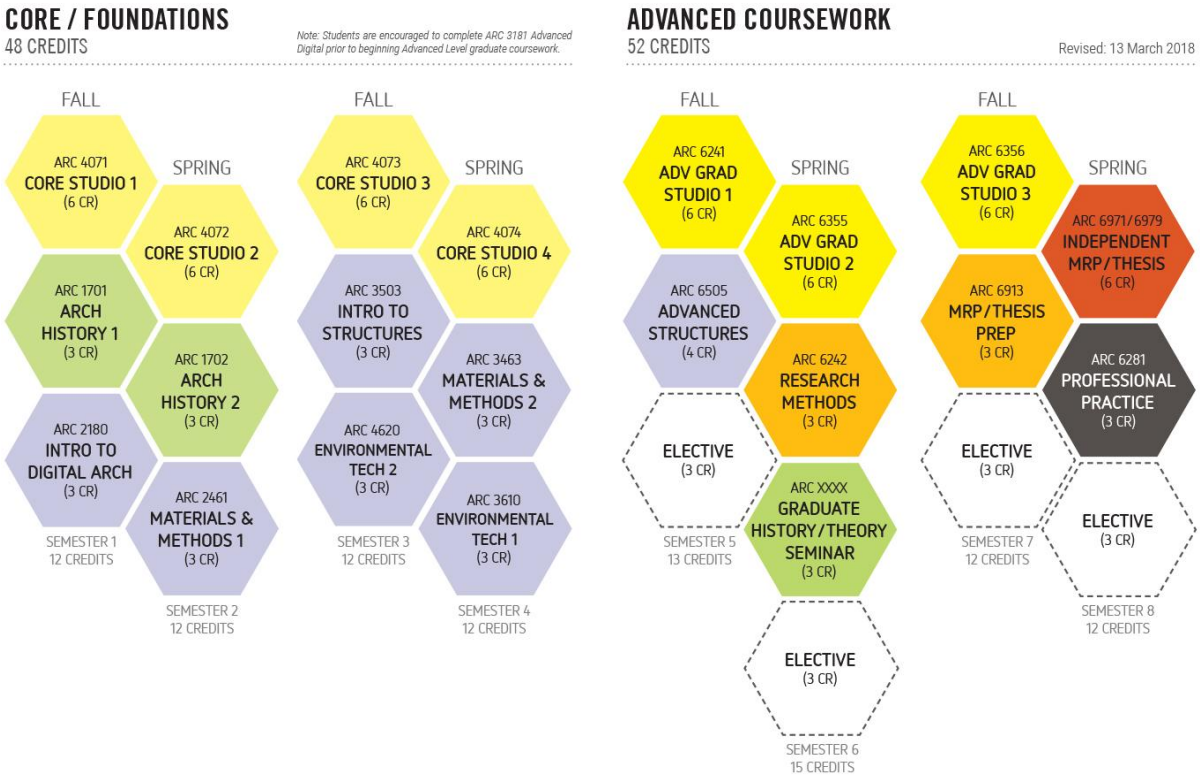
This course sequence incorporates a new set of integrated technology courses, beginning in the Fall 2021 semester.

In 2016, at the request of the faculty and Curriculum Committee, the Technology Committee was charged with considering and possibly making recommendations for restructuring the technology course sequence. Where possible, the goal was to create better and more meaningful alignments between technology coursework and studio objectives while also better integrating the many specialties within the School.

At the time, it was noted that both the 2014 NAAB Conditions for Accreditation and the newly restructured Architectural Registration Exam (version 5.0, launched on 1 November 2016) directly addressed goals of integration. In the Conditions for Accreditation, what was formerly known as a "comprehensive" project was reframed in terms of "Integrated Architectural Solutions." The ARE reconfigured the formerly separate divisions of Construction Systems, Structural Systems, and Building Systems into two new divisions (Project Planning & Design and Project Development & Documentation) where they are integrated with each other and with design skills.

The Technology Committee developed a proposal to revise the curriculum, moving from isolated courses determined by singular subject areas to integrated courses consisting of two or more modules of coursework in different subject areas. Courses would shift from being taught by one faculty member to being taught by multiple faculty, each responsible for one or more modules of the complete course. The proposal was forwarded to the Curriculum Committee and faculty, where it was approved and adopted for students beginning in the fall 2021 semester.

Typical Course of Study for Degree Track I "Advanced" and Track III "Core"
(Historical Technology Course Sequence, for students beginning prior to Fall 2021):



Matrix Showing Transition from Previous Technology Course Sequence (left-most column) to New, Module-Based Integrated Technology Course Sequence (top)

	New Integrated Technology Coursework (beginning Fall 2021)				
	ARC2490C Introduction to Building Technologies (3 credits)	ARC2491C Integrated Building Technologies 1 (3 credits)	ARC3492C Integrated Building Technologies 2 (6 credits)	ARC3493C Integrated Building Technologies 3 (6 credits)	ARC3494C Integrated Building Technologies 4 (3 credits)
ARC2180 Intro to Digital Architecture (3 credits)	2 modules	1 module			
ARC3181 Advanced Digital (3 credits)			1 module	2 modules	
ARC2461 Materials and Methods of Construction 1 (3 credits)	1 module	1 module	1 module		
ARC3463 Materials and Methods of Construction 2 (3 credits)				2 modules	1 module
ARC 3503 Introduction to Structures (3 credits)			2 modules		1 module
ARC3610 Environmental Technology 1 (3 credits)		1 module	2 modules		
ARC4620 Environmental Technology 2 (3 credits)				2 modules	1 module

Where the previous technology course sequence included seven courses totalling 21 credit hours, the new integrated technology course sequence includes five new courses, still totalling 21 credit hours.

Required Professional Courses:

Track I “Advanced” Program includes the following 8 courses (37 credits) that are required to be completed by all students:

Course No.	Title	Credits
ARC6241	Advanced Graduate Design Studio 1	6
ARC6242	Research Methods	3
ARC6281	Professional Practice	3
ARC6355	Advanced Graduate Design Studio 2	6
ARC6356	Advanced Graduate Design Studio 3	6
ARC6505	Advanced Structural Systems	4
ARC6913	Architectural Research 3: Thesis/PILOT Preparations	3
ARC6971/6979	Independent Thesis/PILOT	6
Required Professional Course Credits		**37**

In addition to these courses, all students are required to complete one Graduate-level seminar (3 credits) in the area of History and Theory. The specific topical areas of focus in these seminar courses vary each semester.

The remaining coursework in this degree program (12 credits) consists of open graduate-level elective coursework. These electives can be any graduate-level (5000 or higher) courses offered at UF, including those in other departments and disciplines. Students interested in completing a Certificate program can use these electives to fully satisfy those requirements since all of the Certificate programs can be completed in 12 semester credit hours. Alternatively, the electives can be used to partly satisfy requirements for dual degree programs in Urban and Regional Planning or Construction Management.

Track III “Core” Program includes all 8 required courses listed above (37 credits), as well as the following 10 courses (48 credits) that are required to be completed by all students:

Course No.	Title	Credits
ARC1701/6705	Architectural History 1	3
ARC1702/6912	Architectural History 2	3
ARC2490C	Introduction to Building Technologies	3
ARC2491C	Integrated Building Technologies 1	3
ARC3492C	Integrated Building Technologies 2	6
ARC3493C	Integrated Building Technologies 3	6
ARC4071/6911	Core Architectural Design Studio 1	6
ARC4072/6912	Core Architectural Design Studio 2	6
ARC4073/6912	Core Architectural Design Studio 3	6
ARC4074/6911	Core Architectural Design Studio 4	6
Required Additional Professional Course Credits		**48**

Students in either of these tracks can choose to opt into participating in the Integrated Path to Architectural Licensure (IPAL) program. For students who choose to participate in that program, there are five additional one-credit seminars (5 credits in total) that are required. These courses are grounded in the work of Donald Schön's reflective practice and are taken for academic credit. The purpose of the seminars is to create an intellectual space where students reflect on the interaction between their knowledge gained through academic work, cognitive learning, and knowledge derived from professional work experiences.

Course No.	Title	Credits
ARC6911	IPAL Seminar 1: Architects and their Collaborators	1
ARC6911	IPAL Seminar 2: The Construction Site	1
ARC6912	IPAL Seminar 3: Preparing for the Profession	1
ARC6912	IPAL Seminar 4: International Practice	1
ARC6913	IPAL Seminar 5: Ethics / Professional Behavior	1
Required Professional Course Credits for IPAL Program Participants		**5**

4.2.2 General Studies
An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The University of Florida maintains a requirement of 15 general education credits for all undergraduate students. These credits are to be taken across five subject areas (Composition, Humanities, Social and Behavioral Sciences, Mathematics, Natural Sciences). As part of this requirement, students must complete 3 credits in UF Quest 1 and Quest 2, yielding an additional 6 credits. The Quest initiative embraces three objectives:

- To invite students to pursue knowledge more carefully and to think more thoughtfully about the majors, the extracurricular activities, and the research opportunities that truly speak to their passions.
- To encourage students to take creative and intellectual risks, to follow fascinating lines of inquiry in uncertain directions, and to become comfortable with beginning again when the need arises in order to achieve the richest possible undergraduate experience.
- To set students on a path to become thoughtful citizens of a complex and swiftly changing world, prepared to use the habits of questioning, analysis, and self-reflection to address the challenges life throws at them.

The current Quest curriculum is composed of two course subjects, with Quest 1 addressing the Humanities subject areas, and Quest 2 addressing topics within the Natural and Social Sciences subject areas. Students may choose from a range of 3-credit courses that meet the

Quest 1 and Quest 2 objectives. In addition to the UF general education curriculum, undergraduate students are required to complete 15 credits from approved State Core courses, also distributed across the same five subject areas. When combined with the 6 Quest credits and the 15 general education credits, the total general education credit requirement is 36.

For graduate students, the University of Florida Graduate School evaluates the accreditation status of undergraduate institutions where applicants received degrees. Refer to 4.3.1 “Evaluation of Student’s Prior Academic Coursework” for detailed information about this process. Applicants coming from institutions that do not meet accreditation requirements cannot be admitted for graduate study at the University of Florida.

4.2.3 Optional Studies
All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The professional degree programs at UF include 12 semester credit hours of open, graduate-level electives. These electives can be any graduate-level (5000 or higher) courses offered at UF, including those in other departments and disciplines.

Each semester, the School of Architecture offers a diverse set of topical graduate seminars that students can select from based on their individual goals and research trajectories. The following courses have been offered over the last two academic years:

Semester	Course No.	Course Title	Instructor	Course Coding
Summer 2021	ARC6793	Architecture, Energy, and Ecology	Martin Gold	E/ET/SA
	ARC6912	Advanced Digital Visualization	Lucas Najle	E
	ARC6911	Freehand Drawing	Nic Rabinowitz	E
	ARC6705	Sacred Spaces	Albertus Wang	E/HT
	ARC6512	Structural Modeling - Revit to Robot	Nawari Nawari	E
	ARC6357	Introduction to Technical Documentation and BIM	Malcolm Jones	E
Spring 2021	ARC6399	COVID-19 and the Built Environment	Martha Kohen	E/SA
	ARC6643	Architectural Acoustics	Hassan Azad	E/ET/SA
	ARC6883	Vernacular Architecture	Vandana Baweja	E/HT/SA
	ARC6912	Architectural Phenomenology	Hui Zou	E/HT
	ARC6911	Resilient Urbanism: Island Adaptation - The Nantucket Challenge	Jeff Carney	E/SA
	ARC6399	Florida Atlas	Nancy Clark	E/SA

	ARC5041	Design and Documentation for Themed Environments	Steven Grant	E/TEI
	ARC5042	Fabrication and Execution for Themed Environments	Brittney Gascy	E/TEI
	ARC6044	Development and Operations for Themed Environments	Steven Grant	E/TEI
	ARC6357	Introduction to Technical Documentation and BIM	Malcolm Jones	E
Fall 2020	ARC5040	Introduction to Themed Environments	Steven Grant	E/TEI
	ARC5041	Integration Practices for the Built Environment	Steven Grant	E/TEI
	ARC6280	Adaptive Reuse	Albertus Wang	E/HT
	ARC6911	African Architecture	Donna Cohen	E/HT
	ARC6793	Architecture, Energy, and Ecology	Martin Gold	E/ET/SA
	ARC6911	Crisis, Vulnerabilities, and Design	Martha Kohen	E/ET
	ARC6912	Architectural Detailing	Bradley Walters	E/HT
	ARC6512	Structural Modeling	Nawari Nawari	E/ET
	ARC6912	The Planning Game for Practicing Architects	Alfonso Perez-Mendez	E
Summer 2020	ARC6911	Community Design Practice	Albertus Wang	E
	ARC6912	Advanced Digital Visualization	Lucas Najle	E
	ARC6399	Advanced Urban Design: The American City	Peter Sprowls	E/HT
	ARC6705	Sacred Spaces	Albertus Wang	E/HT
	ARC6512	Structural Modeling - Revit to Robot	Nawari Nawari	E
	ARC6357	Introduction to Technical Documentation and BIM	Lucas Najle	E
Spring 2020	ARC6882	Vernacular Architecture	Vandana Baweja	E/HT/SA
	ARC6399	Puerto Rico Project	Martha Kohen	E/SA
	ARC6911	Florida Resilient Cities	Jeff Carney	E/SA
	ARC6911	Architectural Acoustics	Hassan Azad	E/ET
	ARC4310C	Building Information Modeling	Nawari Nawari	E
	ARC6611	Coastal Construction	Michael Kuenstle	E/ET/SA
	ARC6611	Advanced Materials and Methods of Construction	Stephen Bender	E
	ARC5041	Design and Documentation for Themed Environments	Steven Grant	E/TEI
	ARC5042	Fabrication and Execution for Themed Environments	Brittney Gascy	E/TEI
	ARC6044	Development and Operations for Themed Environments	Steven Grant	E/TEI
	ARC6357	Introduction to Technical Documentation and BIM	Lucas Najle	E

Fall 2019	ARC5040	Introduction to Themed Environments	Steven Grant	E/TEI
	ARC5041	Integration Practices for the Built Environment	Steven Grant	E/TEI
	ARC6280	Adaptive Reuse	Albertus Wang	E/HT
	ARC6357	Evaluating Hudson Yards	Alfonso Perez-Mendez	E/HT
	ARC6670	Lighting Seminar	Martin Gold and Stan Kaye	E/ET
	ARC6911	Advanced Topics in Building Technology	Ryan Sharston	E/ET
	ARC6912	Architectural Detailing	Bradley Walters	E
	ARC6512	Structural Modeling	Nawari Nawari	E/ET
	ARC6399	Advanced Urban Design: The American City	Peter Sprowls	E/HT

Course Coding Key: (E) General Elective
(ET) Environmental Technology
(HT) History/Theory
(SA) Sustainable Architecture
(TEI) Themed Environments Integration

Graduate seminar electives are coded as General Electives ("E"), Environmental Technology electives ("ET"), History/Theory electives ("HT"), Sustainable Architecture ("SA"), or Themed Environments ("TEI"). Students in the professional degree programs are required to take at least three credits of coursework that is coded as History/Theory.

Students interested in completing a Certificate program can use their elective courses to satisfy Certificate requirements. The following Certificate programs are currently offered:

- Interdisciplinary Certificate in Historic Preservation (12 credits): This program includes an introductory course in historic preservation and three other pre-approved courses, or students can attend the Preservation Institute Nantucket. The certificate program consists of 4 courses (12 credits in total) for professional degree students. There is a parallel certificate for Ph.D. students that consists of 5 courses (15 credits in total).

- Graduate Certificate in Sustainable Design (12 credits): For students completing the Master of Architecture (M.Arch) professional degree programs on the main campus in Gainesville, this is a specialized graduate certificate focused on social, ecological, and environmental issues related to resilient and regenerative planning and design. Coursework includes 12 credits that can be selected from a list of approved sustainability courses. In addition, students' M.Arch Thesis or Project-in-lieu-of-Thesis (PILOT) must be engaging issues of sustainability and/or resilience.

- Themed Environment Integration (21 credits): A Graduate Certificate in Themed Environment Integration may be obtained independently or alongside the Masters in Architecture (M.Arch) professional degree. Independently, the graduate certificate requires a minimum of 21 credits and is normally completed in one year. Alongside the professional M.Arch degree program, students take the TEI courses as their electives, plus additional TEI courses. Usually, this adds one semester to the length of the M.Arch degree program.[22]

[22] https://dcp.ufl.edu/citylab/wp-content/uploads/sites/50/2021/04/TEI.pdf

- Graduate Certificate in Sustainable Design (25 credits): This is a nonprofessional graduate certificate offered in the CityLab programs. It is focused on social, ecological, and environmental issues related to resilient and regenerative planning and urbanism involving design, technology, public policy, and the environment. Coursework for this two-year program includes core coursework in sustainable architecture (9 credits), sustainability studio (6 credits), sustainable design elective (3 credits), academic writing workshop (1 credit), and capstone project (6 credits), for a total of 25 semester credits.[23]

In addition to these, the following Certificate programs are currently in development:

- Acoustics
- Computational Design
- Community Design
- Health and the Built Environment

Students can choose to use their elective coursework to partly satisfy the requirements for concurrent graduate degree programs in other fields. A "concurrent degree program" at UF is the simultaneous study on an individualized basis that leads to two master's degrees in two different graduate programs or two master's degrees in the same major. Such a program is initiated by the student and requires prior approval of each academic unit and the Graduate School. If the student is approved to pursue two master's degrees, up to 9 credits of coursework from one degree program may be applied toward the second master's degree, thereby allowing both degrees to be completed in less time. Forms for this program are available online. [24] Professional degree students in architecture at UF frequently pursue concurrent graduate degrees in Architecture and Urban and Regional Planning or Construction Management.

International Travel and Study Abroad

Students can choose to participate in optional study abroad programs for elective credits or to satisfy certain curricular requirements. During the summer between semesters 6 and 7, students may elect to participate in the East Asia or Mexico Summer Study Abroad programs. Both of these 9-credit programs include ARC6356 Advanced Graduate Studio 3 (6 credits) and a Graduate History/Theory Seminar (3 credits).

In the Fall of the final year, graduate students can elect to participate in the semester-long Vicenza Institute of Architecture (VIA) Study Abroad program in Vicenza, Italy. The 15-credit VIA program includes: ARC6356 Advanced Graduate Studio 3 (6 credits), ARC6911 Graduate Lighting Seminar (3 elective credits), ARC6912 Italian Language and Culture (3 elective credits), and ARC6913 Arch Research 3: Thesis/PILOT Preparations (3 credits).

Students can also elect to participate in the Paris Studies Program (ARC3291 Special Studies in Architecture; 3 elective credits) during any summer semester or the Singapore Sustainable Planning and Design Studio (DCP6301; 6 elective credits), offered each spring.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

[23] https://dcp.ufl.edu/citylab/graduate-certificate-sustainable-design/
[24] http://graduateschool.ufl.edu/media/graduate-school/pdf-files/concurrent-degree-program-form-(2).pdf

Program Response:
The University of Florida School of Architecture offers the following four degree programs:

- Bachelor of Design in Architecture (B.Design; pre-professional)
- Master of Architecture (M.Arch; professional degree program; three curricular tracks)
- Master of Science in Architectural Studies (M.S.A.S.; non-professional degree)
- Doctor of Philosophy (Ph.D.) in Architecture (non-professional degree)

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture
The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: N/A

4.2.5 Master of Architecture
The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
The School of Architecture offers three tracks for the professional Master of Architecture (M.Arch) degree:

Track I: Master of Architecture - two-year "advanced" program: Undergraduate pre-professional degree with architecture major (typically 120 credit hours) + 52 graduate semester credit hours. This degree program requires a total of 172 semester credit hours.

Track II: Master of Architecture - one-year "second professional degree" program: Undergraduate professional degree (typically 150 credit hours) + 30 graduate semester credit hours. Requires a NAAB-accredited professional B.Arch degree that qualifies the candidate for licensure and entry into this program. Typically candidates for this program come from practice and are seeking qualification for academic employment. This track is rarely used and has not been subscribed in recent years.

Track III: Master of Architecture - four-year "core" program: Undergraduate degree with non-architecture major (typically 120 credit hours) + 48 preparatory or "core" semester credit hours + 52 graduate semester credit hours. This track requires a total of 220 semester credit hours.

The detailed coursework that is required for each of these curricular tracks is provided on the pages that follow.

NAAB

Track I: Master of Architecture - Two-Year "Advanced" Program

This professional degree program requires two degrees: an undergraduate pre-professional degree in architecture and a graduate professional degree. The curricular track shown below includes the pre-professional Bachelor of Design in Architecture (B.Design) as offered by the University of Florida School of Architecture, followed by the Master of Architecture (M.Arch) at UF.

Bachelor of Design in Architecture (pre-professional degree)							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
ARC1301 Arch Design 1	4	ARC4310C Building Info Modeling	3	State Core Gen Ed Social and Behavioral Sci	3	Open Upper Division Elective	3
ARC1701 Arch History 1	3			Gen Ed Mathematics	3	Open Upper Division Elective	3
DCP1003 Creating our Built Environment	1			Quest 1 (Gen Ed Humanities)	3		
ARC1302 Arch Design 2	4			Gen Ed Biological or Phys Sciences	3		
ARC1702 Arch History 2	3			Gen Ed Composition; Writing Req'd	3		
ARC2490C Intro to Building Technologies	3			MAC1147 Precalculus Algebra and Trig	4		
ARC2201 Theory of Arch 1	3			Quest 2 (Gen Ed Phys, Biological, or Social and Behavioral Sci)	3		
ARC2303 Arch Design 3	5			PHY2053 Physics 1	4		
ARC2304 Arch Design 4	5			State Core Gen Ed Humanities	3		
ARC2491C Integrated Bldg Technology 1	3			State Core Gen Ed; Writing Requirement	3		
ARC3320 Arch Design 5	6						
ARC3492C Integrated Bldg Technology 2	6						
ARC3743 Arch History 3	3						
ARC3493C Integrated Bldg Technology 3	6						
ARC3321 Arch Design 6	6						

ARC4220 Arch Theory 2	3						
ARC4322 Arch Design 7	6						
ARC4494C Integrated Bldg Technology 4	3						
ARC4323 Arch Design 8	6						
Total Req Prof	79	Total Elec Prof	3	Total Gen Stud	32	Total Opt'l St	6
Total No. of Degree Credits (B.Design)							**120**

Master of Architecture (Track I "Advanced")							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
ARC6241 Advanced Grad Design Studio 1	6	ARCXXXX Graduate History/Theory Seminar	3			Open Elective	3
ARC6505 Adv Structural Systems	4					Open Elective	3
ARC6355 Advanced Grad Design Studio 2	6					Open Elective	3
ARC6242 Research Methods	3					Open Elective	3
ARC6356 Advanced Grad Design Studio 3	6						
ARC6913 Arch Research 3: Thesis/PILOT Preparations	3						
ARC6971 or ARC6979 Thesis/PILOT	6						
ARC6281 Prof Practice	3						
Total Req Prof	37	Total Elec Prof	3	Total Gen Stud	0	Total Opt'l St	12
Total No. of Degree Credits (M.Arch Track I "Advanced")							**52**
Total Combined No. of Degree Credits (B.Design + M.Arch)							**172**

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Track II: Master of Architecture - "Second Professional Degree" Program

This professional degree program requires two degrees: an undergraduate NAAB-accredited professional degree in architecture (B.Arch) and a graduate professional degree. The University of Florida does not have an undergraduate professional degree program; the track that follows shows a typical B.Arch curriculum, followed by the one-year M.Arch program at UF.

Bachelor of Architecture (professional degree; not offered by UF)							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
Required Professional Coursework	98	Elective Professional Coursework	6	General Studies	34	Optional Studies	12
Total Req Prof	98	Total Elec Prof	6	Total Gen Stud	34	Total Opt'l St	12
Total No. of Degree Credits (B.Arch; not offered by UF)							**150**

Master of Architecture (Track II "Second Professional Degree")							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
ARC6356 Advanced Grad Design Studio 3	6					Open Elective	3
ARC6242 Research Methods	3					Open Elective	3
ARC6913 Arch Research 3: Thesis/PILOT Preparations	3					Open Elective	3
ARC6971 or ARC6979 Thesis/PILOT	6						
ARC6281 Prof Practice	3						
Total Req Prof	21	Total Elec Prof	0	Total Gen Stud	0	Total Opt'l St	9
Total No. of Degree Credits (M.Arch Track II "Second Professional Degree")							**30**
Total Combined No. of Degree Credits (B.Arch + M.Arch)							**180**

Track III: Master of Architecture - Four-Year "Core" Program

This professional degree program requires two degrees: an non-architecture undergraduate degree (B.A., B.S., etc.) and a graduate professional degree.

Bachelor of Arts, Bachelor of Science, etc. (non-architecture undergraduate degree)							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
Required Professional Coursework	0	Elective Professional Coursework	0	General Studies	111	Optional Studies	9
Total Req Prof	0	Total Elec Prof	0	Total Gen Stud	111	Total Opt'l St	9
Total No. of Degree Credits							**120**

Master of Architecture (Track III "Core")							
Preparatory CORE / Foundations Coursework							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
ARC4071/6911 Core Studio 1	6						
ARC1701/6705 Arch History 1	3						
ARC2490C Intro to Building Technologies	3						
ARC4072/6912 Core Studio 2	6						
ARC1702/6912 Arch History 2	3						
ARC2491C Integrated Bldg Technology 1	3						
ARC4073/6912 Core Studio 3	6						
ARC3492C Integrated Bldg Technology 2	6						
ARC4074/6911 Core Studio 4	6						
ARC3493C Integrated Bldg Technology 3	6						
Subtotal	48		0		0		0

Advanced Graduate Coursework							
Required Professional Courses		Elective Professional Courses		General Studies		Optional Studies	
Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds	Course #s & Titles	crds
ARC6241 Advanced Grad Design Studio 1	6	ARCXXXX Graduate History/Theory Seminar	3			Open Elective	3
ARC6505 Adv Structural Systems	4					Open Elective	3
ARC6355 Advanced Grad Design Studio 2	6					Open Elective	3
ARC6242 Research Methods	3					Open Elective	3
ARC6356 Advanced Grad Design Studio 3	6						
ARC6913 Arch Research 3: Thesis/PILOT Preparations	3						
ARC6971 or ARC6979 Thesis/PILOT	6						
ARC6281 Prof Practice	3						
Subtotals	37		3		0		12
Total Req Prof	85	Total Elec Prof	3	Total Gen Stud	0	Total Opt'l St	12
Total No. of Degree Credits (M.Arch Track III "Core")							**100**
Total Combined No. of Degree Credits (undergraduate degree + M.Arch)							**220**

4.2.6 Doctor of Architecture

The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: N/A

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 Evaluation of Student's Prior Academic Coursework

A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Applicants wishing to apply for admission to one of the professional degree programs at UF are required to submit the following application materials for review and consideration (https://dcp.ufl.edu/architecture/graduate-school/admissions/how-to-apply/):

- Online Application: https://admissions.ufl.edu/
- Application Fee: $30 USD, nonrefundable
- Letter of Intent: Applicants are asked to describe their motives and goals in pursuing a graduate education in architecture, as well as any intended focus or specialization. They are prompted with open-ended questions: "What are you looking for in your graduate studies? What educational and/or life experiences will you bring with you? Why are you applying to the University of Florida?"
- Resume / Curriculum Vitae: This should include a summary of education, work experience, awards/recognition, publications, etc.
- Official Transcripts: Official transcripts and credentials from all institutions of higher education previously attended. The University of Florida calculates undergraduate grade point average (GPA) using the last 60 semester credits (or 90 quarter credits) of an applicant's bachelor's degree. Applicants must have a minimum 3.0 grade point average to be considered for admission. International applicants must provide official transcripts in both their country's native language as well as English translations.
- Graduate Record Examination (GRE) Scores: Minimum GRE score is 300 for Verbal and Quantitative combined. Minimum Verbal score is 140. UF School Code is R5812 and the Department Code is 4401. (Note: UF temporarily waived the requirement for GRE scores in 2021, during the COVID-19 pandemic)
- Demonstration of English Language Proficiency: For applicants from outside the United States and Puerto Rico, they are required to demonstrate English language proficiency in one of the following methods: 1) TOEFL (Test of English as a Foreign Language): The UF School Code for TOEFL scores is 5812 and the Department Code is 12. Minimum TOEFL scores: 550 (paper format), 213 (computer), or 80 (web-based); 2) IELTS (International English Language Testing System): Minimum score: 6; 3) MELAB (Michigan English Language Assessment Battery): Minimum score: 77; or 4) Successful completion of the University of Florida English Language Institute program.
- Three Letters of Recommendation: These letters should be written by people qualified to assess the applicant's past academic performance and/or professional experience, as well as their preparation and aptitude for advanced graduate studies in architecture. As a part of the application process, applicants are asked to provide the names and contact information for individuals who have agreed to write letters on behalf of the applicant. UF contacts those individuals and provides them with a secure website for uploading materials confidentially.

- Portfolio: Applicants are required to prepare a digital portfolio of previous design studio work, independent projects, and/or related creative work. Applicants who have completed pre-professional degrees and are seeking admission into the advanced degree program are expected to demonstrate strength in conceptual design, critical thinking, and understanding of architectural conventions (including plan, section, elevation, three-dimensional diagrams, renderings, physical models, etc). For applicants without extensive backgrounds in architecture, the portfolio should demonstrate any related visual and/or conceptual thinking skills. This may include freehand drawing, painting, photography, furniture design, construction, free verse, critical writing, etc. For the portfolio, there is no limit on the number of pages and no minimum or maximum number of projects to be included, although the final file must be small enough that it can be sent as an email attachment. Preferred page size is 8 1/2″ x 11″, saved as a series of 2-page spreads, in Adobe Acrobat (.pdf) format.

Applications for all graduate professional degree programs are received by the Graduate School. An initial screening of applicants is conducted by the Graduate School to evaluate the accreditation status of undergraduate institutions where applicants received degrees. During the admissions review process, credit is awarded for college-level coursework completed at U.S. institutions of higher education accredited by one of the following institutional accreditors or its equivalent from a foreign institution:

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission

The UF Graduate School further stipulates that: “Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature and content to courses in our undergraduate curriculum to be transferred. Courses that are remedial, technical, vocational or doctrinal in nature are not transferable to an undergraduate degree. It is the prerogative of the student's UF college to determine how transfer credits apply to a degree. Students should expect to receive 60 transfer credits with an AA degree from a Florida public community/state college.”[25]

Applicants coming from institutions that do not meet one of the above requirements cannot be admitted for graduate study at the University of Florida.

Following this initial screening of applicants, the School’s Admissions Officer collects all materials submitted and organizes files for review by the Graduate Admissions Committee. Each academic year, the Director assigns faculty members to serve on the Graduate Admissions Committee. The Committee includes the Associate Director of Graduate Programs, the Associate Director of Undergraduate Programs, the Associate Director of CityLab Programs, as well as faculty representing key curricular areas, including studio design, technology, and history and theory. For specialized non-professional M.S.A.S. degree programs (themed environments integration, pedagogy, acoustics, sustainable design, history/theory, computational design, and community design), faculty working in these curricular areas are consulted for review of applicants.

[25] https://admissions.ufl.edu/apply/graduate/

M.Arch Track I: "Advanced" Degree Program

Admission to the Advanced Master of Architecture professional degree program ("Track I") is restricted to students who have completed a qualifying pre-professional undergraduate degree in architecture (such as a Bachelor of Science or Bachelor of Design in Architecture), a successful record of six to eight previous design studios, and a portfolio of work reflecting sufficient proficiency in architectural design. Most applicants to this program are students who completed the Bachelor of Design in Architecture (B.Des) program at UF. When applicants with undergraduate degrees from other institutions apply to this program, the Admissions Officer and Associate Director of Graduate Programs review each applicant to verify eligibility. Side-by-side curricular comparisons are conducted, using the University of Florida's pre-professional degree program as a basis for evaluation.

Once eligibility is confirmed, applicants are reviewed by the Graduate Admissions Committee. Candidates must demonstrate skill in graphic communication, writing, scholarly achievement (GPA and GRE), support from mentors, and proof of English language competency. Student transcripts and portfolios are reviewed for overall excellence in studio and high performance in technology, structures, and building materials.

Students are required to submit a portfolio of work as a part of the application process. Portfolio review is a critical aspect of both acceptance into the graduate program and an opportunity to contour the intellectual and philosophical character of the program. The Graduate Admissions Committee works diligently to bring both diverse perspectives and excellence in terms of design skill, graphic communication, string architectural fundamentals, and practice experience into the professional degree program. Highly scoring portfolios will show not only skill with computer generated form, parametric modeling, and rendering, but also an understanding of and skill in integrating the fundamentals of plan and sectional organization; integrated schematic development (materiality, building systems and structure) that resolve architectural issues; strong graphic skills; and strong conceptual clarity of critical thinking with regard to architectural form with individually developed modes of process. These later qualities generally elevate portfolios to the highest rankings garnering financial support and opportunity to teach in the undergraduate program.

Each applicant is independently reviewed by no fewer than four faculty serving on the Graduate Admissions Committee who render an opinion of "acceptability" by ranking candidates from 1 to 3 (3 is high; 1 is low). A score of "0" or "1" is considered unacceptable, a score of "2" is a recommendation that the student should be accepted, and a score of "3" indicates that a student should be accepted and considered for a teaching position and/or merit-based scholarship assistance.

The scores of the Graduate Admissions Committee are compiled and averaged to create a ranked order list of candidates. The ranked list is reviewed relative to space available to determine which students may be extended offers of admission. From a typical scoring pool of 180 to 230 applicants, top ranking 80 to 100 candidates are typically invited to the program. Top scoring students are offered teaching assistant positions and scholarship funds. Normally, this delivers a class of approximately 25 to 30 students entering the advanced two-year M. Arch program in Gainesville and approximately 25 to 30 students entering the program in Orlando.

M.Arch Track II: "Second Professional" Degree Program

This program may be offered to students who have completed a NAAB-accredited professional degree program, such as a five-year Bachelor of Architecture (B.Arch) or a previous Master of Architecture (M.Arch) degree. Applicants for this program are expected to have outstanding portfolios and the ability to conduct advanced independent research in architecture. During the application process, transcripts are reviewed to verify that prior degree work was completed at NAAB-accredited programs.

M.Arch Track III: "Core" Degree Program
Admissions to the Core Master of Architecture degree program ("Track III") are conducted in the same manner as the Advanced M.Arch program ("Track I") with the addition of more scrutiny of student letters of intent, undergraduate performance, and letters of reference. Portfolios for these applicants are typically underdeveloped or not included, placing greater emphasis on other aspects of their applications.

4.3.2 Standards for Ensuring Accreditation Criteria are Met
In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
Of the three curricular tracks available, two require certain accreditation criteria to be met in preparatory education experience.

Track I: "Advanced" Degree Program: - Criteria met in Preparatory Education Experience:

- PC.4: History & Theory: At UF, this Program Criteria is met through ARC1701 Architectural History 1. Applicants who did not complete this course at UF are required to provide syllabi and other course materials to demonstrate that they have met relevant accreditation criteria. This documentation is reviewed by the Admissions Officer and Associate Director of Graduate Programs.
- SC.4: Technical Knowledge: At UF, this Student Criteria is met through two courses: ARC3493C Integrated Building Tech 3 and ARC6355 Advanced Graduate Design Studio 2. Applicants who did not complete ARC3493C at UF are required to provide syllabi and other course materials to demonstrate that they have met relevant accreditation criteria. This documentation is reviewed by the Admissions Officer and Associate Director of Graduate Programs.

The materials provided are reviewed relative to accreditation criteria, and applicants are notified if they have met all requirements. If there is not enough evidence that applicants have met particular criteria through their preparatory education experiences, applicants will be requested to provide additional materials. If documentation is not available, applicants will be required to complete additional coursework as a part of their degree program, to ensure that all accreditation criteria are met.

Track II: "Second Professional" Degree Program: - Criteria met in Preparatory Education:
As a second professional degree program, it is assumed that all applicants have already met all accreditation requirements. The following criteria, in particular, must be met through preparatory educational experiences:

- Shared Values: Design
- Shared Values: Environmental Stewardship & Professional Responsibility
- PC.2: Design
- PC.3: Ecological Knowledge & Responsibility
- PC.4: History & Theory
- PC.6: Leadership & Collaboration
- PC.7: Learning & Teaching Culture
- SC.1: HSW in the Built Environment
- SC.3: Regulatory Context
- SC.4: Technical Knowledge
- SC.5: Design Synthesis
- SC.6: Building Integration

During the application process, transcripts for applicants to Track II are reviewed to verify that prior degree work was completed at NAAB-accredited programs.

Track III: "Core" Degree Program: - Criteria met in Preparatory Education Experience:

- None; all professional criteria are met during the student's program of study at UF

4.3.3 Evaluation of Prior Degrees and Admissions Process
A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
All applications for all graduate professional degree programs are reviewed by the Graduate School to evaluate the accreditation status of undergraduate institutions where applicants received degrees. During the admissions review process, credit is awarded for college-level coursework completed at U.S. institutions of higher education accredited by one of the following institutional accreditors or its equivalent from a foreign institution:

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission

The UF Graduate School further stipulates that: "Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature and content to courses in our undergraduate curriculum to be transferred. Courses that are remedial, technical, vocational or doctrinal in nature are not transferable to an undergraduate degree. It is the prerogative of the student's UF college to determine how transfer credits apply to a degree. Students should expect to receive 60 transfer credits with an AA degree from a Florida public community/state college."[26]

Applicants coming from institutions that do not meet one of the above requirements cannot be admitted for graduate study at the University of Florida.

All offers of admission include an explicit statement describing the program to which the applicant is being admitted, including the number of credit hours required and an estimate of program costs.

For applicants to Track I ("Advanced" degree program), letters of admission include the following statement:

> *"Congratulations! I am very pleased to offer you admission with advanced standing into the Master of Architecture program at the University of Florida School of Architecture, beginning in the Fall XXXX semester.*
>
> *The two-year Master of Architecture program with advanced standing consists of 52 credits, based on the enclosed curricular chart, leading to a NAAB-accredited*

[26] https://admissions.ufl.edu/apply/graduate/

professional degree. Your academic advisor will assist in tailoring your course of study to fit your educational background and goals.

For reference, the total tuition for the 52-credit two-year program is estimated to be $XXX for Florida residents and $XXX for non-residents (Detailed information about tuition and fees can be found at the following link: http://www.fa.ufl.edu/bursar/current-tuition-and-fees/).”

For applicants to Track II (“Second Professional” degree program), letters of admission include the following statement:

“Congratulations! I am very pleased to offer you admission into the Master of Architecture second professional degree program at the University of Florida School of Architecture, beginning in the Fall XXXX semester.

Our Master of Architecture second professional degree program consists of 30 graduate credits, based on the enclosed curricular chart, leading to a NAAB-accredited professional degree. Your academic advisor will assist as needed to tailor your course of study to fit your educational background and goals.

For reference, the total tuition for the 30-credit program is estimated to be $XXX for Florida residents and $XX for non-residents (Detailed information about tuition and fees can be found at the following link: http://www.fa.ufl.edu/bursar/current-tuition-and-fees/).”

For applicants to Track III (“Core” degree program), letters of admission include the following statement:

“Congratulations! I am very pleased to offer you admission into the Master of Architecture program at the University of Florida School of Architecture, beginning in the Fall XXXX semester.

Our Master of Architecture program consists of 100 credits, based on the enclosed curricular chart, leading to a NAAB-accredited professional degree. The first 48 credits of preparatory undergraduate coursework are followed by 52 credits of advanced-level graduate coursework. Your academic advisor will assist as needed to tailor your course of study to fit your educational background and goals.

For reference, the total tuition for the 100-credit program is estimated to be $XXX for Florida residents and $XXX for non-residents (Detailed information about tuition and fees can be found at the following link: http://www.fa.ufl.edu/bursar/current-tuition-and-fees/).”

Placeholder dates (“Fall XXXX”) and costs (“$XXX”) are updated each year and replaced with actual dates and costs in the letters sent to applicants offered admissions. Admissions letters for CityLab Orlando reference the market-rate tuition used by that program.

NAAB

5 -- Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure

Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The administrative structure of the School of Architecture follows a familiar model of cascading leadership responsibilities, with lower tiers addressing unit-specific concerns and higher-level tiers addressing issues between academic units, research directives, broad concerns of the academic community, and overarching institutional concerns relative to the Board of Trustees, Board of Governors, university accrediting bodies, and the State of Florida.

The school's administrative structure offers certain responsibilities and privileges by title, operating as a distinct unit within a college, with a director serving as the school's primary academic and administrative officer for the school. The Director is charged with various responsibilities as detailed in the School of Architecture By-laws, including expressing the interests and options of the SoA faculty to the other units within the college, to the college and its administrative officers, to the university and other universities, and to affiliated and shared professional organizations.

The Director can appoint faculty to assist with the operation of the school and its various programs. Current appointments include the following positions and responsibilities:

Associate Director of Undergraduate Programs (previously Undergraduate Coordinator):
The Associate Director of Undergraduate Programs is responsible for the coordination of the undergraduate program, will direct and coordinate upper division admissions with the School of Architecture Admissions Officer, and will assist with undergraduate recruiting. Additionally, the Associate Director will assist with:

- Teaching schedule development
- Curriculum and course planning and scheduling
- Accreditation reports and procedures
- Strategic planning within the undergraduate program
- Undergraduate student advising and counseling
- Undergraduate Design Awards and scholarships
- Undergraduate Honors submissions and review process
- Review SoA communications regarding the undergraduate program. Management of physical resources.

Associate Director of Graduate Programs (previously Graduate Coordinator):
The Associate Director of Graduate Programs is responsible for the management and coordination of the Master of Architecture and Master of Science in Architectural Studies programs situated on the Gainesville campus, will coordinate with Citylab Program Directors regarding graduate program issues, will provide direction and coordination for graduate admissions to the School of Architecture Admissions Officer, will coordinate graduate admissions and appoint members to the Graduate Admissions Committee, and will determine graduate scholarships and graduate

research/teaching assistantship offers and appointments. Additionally, the Associate Director of Graduate Programs will assist with:

- Graduate student advising
- Accreditation reports and procedures
- Strategic planning for graduate programs
- Graduate recruiting and open-house events
- Coordination of the graduate curriculum
- Course planning and scheduling
- Coordination of Graduate Student Design Awards and Medals
- Graduate student convocation
- Graduate student advising and counseling
- Review SoA communications and reports regarding graduate programs.

The Director is also responsible for coordination, oversight and administration of Citylab Orlando. Day-to-day operations of Citylab are managed by the Associate Director of Citylabs and Self-Funded Programs.

Associate Director of CityLabs and Self-Funded Programs:
The Associate Director of Citylabs and Self-Funded Programs is responsible for the coordination of activities of all Citylabs with Citylab program directors, meets regularly with the Director of the School of Architecture and program advisory boards, and assists the Director with recruitment efforts, alumni engagement, and SoA communication strategies. Additionally, the Associate Director of CityLabs and Self-Funded Programs will:

- Provide direction and coordination for graduate admissions with the School of Architecture Admissions Officer
- Assist with accreditation reports and procedures
- Strategic planning for graduate programs
- Assist with the development of new self-funded programs
- Graduate recruiting and open-house events
- Review Citylab communications and reports regarding graduate programs.

Additional administrative positions for targeted programs include; Coordinator of the CORE program, program heads of the various Master of Science in Architectural Studies concentrations (Pedagogy, Acoustics, Sustainable Architecture, and Themed Environments) and program heads for travel programs.

The Director oversees general operations of the School of Architecture staff, which currently include the SoA Office Manager, the SoA Graduate Student Advisor, the SoA Finance Assistant, and the SoA Assistant to the Director.

Leadership positions within the College of Design, Construction and Planning follow a similar structure, with general oversight to the management and coordination of the academic and research units within the college. The Dean serves as the chief administrative officer of the college and represents the interests of the college, its students, and faculty to the broader university and professional communities. Two Associate Deans assist with the oversight and management of Undergraduate Education and Facilities and Research and Research Initiatives. There are numerous managers and administrative assistants within the Dean's office, including, communications, fiscal operations, student advising, foundation and development, information technologies, global learning, and human resources.

Leadership above the College resides largely under the colloquial umbrella of senior administration.[27] The Board of Trustees oversees and sets policy for the university and serves as its legal owner and final authority. The President of the University is the top university

[27] https://ir.aa.ufl.edu/media/iraaufledu/org-charts/00_Admin_Officers.gif

officer in charge of university operations, development and growth. Additionally, a collection of stratified vice presidents serve at the pleasure of the president as follows:

- Provost and Senior Vice President: chief academic officer and second-ranking officer in the university
- Senior Vice President of Agriculture and Natural Resources: overseeing the Institute of Food and Agricultural Sciences (IFAS)
- Senior Vice President of Health Affairs: general supervisor of the Health Sciences Center (HSC)
- Senior Vice President and Chief Operating Officer: supervisor of the Division of Business Affairs, the Office of Human Resources, the Division of Information Technology and the Chief Audit Executive.
- Faculty Senate: the legislative body responsible for faculty participation in university planning and governance, specifically for matters of more than one college, school or other academic unit or that are otherwise of university interest.

Vice President positions include:

- Division of Business Affairs: the chief fiscal and business officer is in charge of all the university budgets.
- Advancement: handles the resources generated for the university by the University of Florida Foundation, Inc. and the University of Florida Alumni Association.
- Chief Diversity Officer: responsible for establishing a university-wide standard for diversity, equity, and inclusion.
- Enrollment Management: provides campus-wide leadership in executing the strategic recruitment, admission, registration, records management and student finance functions for the university.
- Finance: handles the budget, finance and accounting, and financial analysis for the university.
- General Counsel: provides expert, context-sensitive, and responsive legal services, as well as advice on related policy matters, to the University of Florida and its Trustees, faculty and staff in the UF roles, as well as to UF's closely affiliated entities.
- Government and Community Relations: secures funding and substantive legislation that enables UF to provide research, teaching and service for a greater world.
- Human Resources Services: responsible for the design, development and implementation of all human resource management functions.
- Information Technology: chief technology officer in charge of the campus computers and technology.
- Research: director of the research programs of the university, guiding the research that leads to the breakthroughs and discoveries of the future.
- Strategic Communications and Marketing: responsible for marketing and branding, media relations and news, issues management and public affairs, creative services, photography and social media.
- Student Affairs: helps prepare students to assume roles of leadership, involvement and service as productive citizens in a culturally diverse, technologically sophisticated and increasingly complex society.
- University Athletic Association, Inc.: in charge of the intercollegiate athletics program at the University of Florida.

5.1.2 Governance
Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Institutional Governance + Faculty Roles

The University of Florida actively supports shared governance, as evidenced by the inclusion of the Faculty Senate as retaining a level of importance equivalent to that of other Vice Presidents. More so, the faculty of the university play an instrumental role at all levels of governance. University-level governance is typically defined in three forms: appointed positions, such as positions on the Academic Personnel Board (APB); elected positions, such as faculty senators from each College; and volunteer positions, such as the Land Use Committee, or the Transportation and Parking Committee.

Appointed positions often reflect faculty rank and experience towards a specific position. For example, members of the APB must be full professors by rank, as they are charged with the review and assessment of all faculty applications for promotion and tenure. University-level elected positions are determined at the College level, following policies for voting and rank (if defined). Volunteer positions are determined by expressed faculty interest through annual open-calls for nominations by the University.

“Service on University councils and committees is the primary means of direct participation in University governance by faculty. There are five classes of University councils and committees: Senate Operations Committees, Senate Policy Councils, Senate Committees, Joint Committees, and Presidential Committees. Councils and Committees are the vehicles for providing, directly or through the Faculty Senate, faculty determinations, recommendations, or consultations as appropriate. Committees that are designated as "joint," report to both the Senate and President. Presidential committees aid the president in the performance of his or her duties as chief executive of the University. Presidential Committees are created by, report to and have membership appointed by the President.” [28]

UF Faculty Senate Operations Committees:[29]
- Steering Committee
- Committee on Committees
- University Constitution and Regulations Committee
- Senate Nominating Committee

UF Senate Policy Councils:[30]
- Academic Policy Council
- Budget Council
- Infrastructure Council
- Research and Scholarship Council
- Welfare Council

UF Faculty Senate Standing Committees:
- Academic Freedom, Tenure, Professional Relations and Standards
- Compensation & Equity Committee
- Honorary Degrees and Distinguished Awards

[28] http://senate.ufl.edu/committees--councils/committees/
[29] http://senate.ufl.edu/committees--councils/committees/faculty-senate-committees/
[30] http://senate.ufl.edu/committees--councils/councils/

- University Information Technology Committee
- University Libraries Committee

UF Joint Committees:

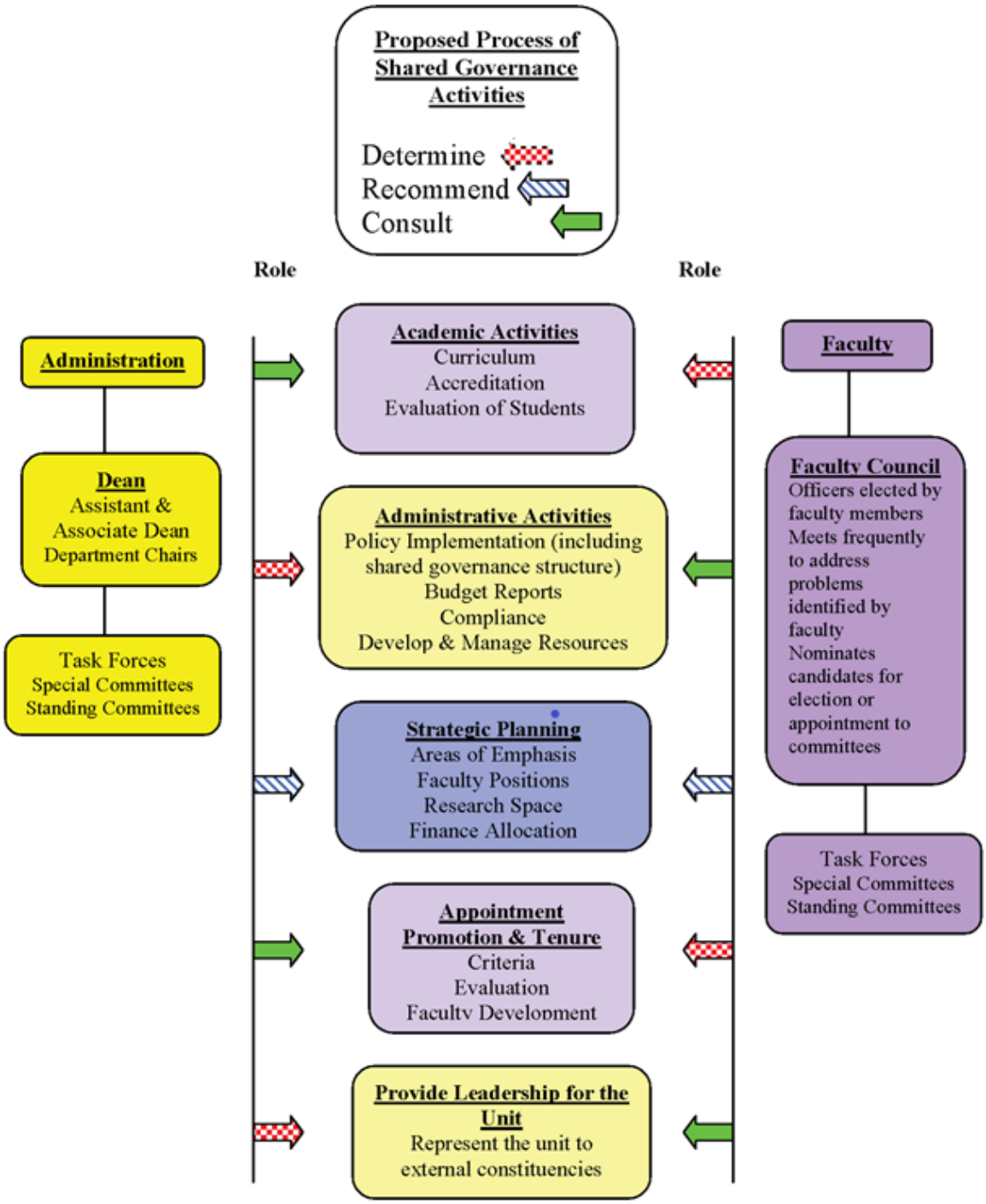
- Academic Assessment Committee
- Academic Personnel Board
- General Education Committee
- Graduate Council
- Lakes, Vegetation and Landscaping Committee
- Land Use and Facilities Planning Committee
- Parking and Transportation Committee
- Preservation of Historic Buildings and Sitges
- Research Policy Committee
- Student Petitions Committee
- Sustainability Committee
- University Curriculum Committee

Presidential Committees:[31]

- Campus Student Housing Committee
- Career Connections Center Advisory Committee
- Commencement Committee
- Cultural Plaza Advisory Committee
- Disaster Plan Committee
- Diving Safety Board
- Environmental Health And Safety Committee
- Food Service Advisory Committee
- Health Center Student Conduct Standards Committee
- Institutional Biosafety Committee
- Intercollegiate Athletics Committee (IAC)
- J. Wayne Reitz Union Board Of Managers
- O'Connell Center Advisory Board
- Persons With Disabilities Committee
- Presidential LGBTQ+ Advisory Committee
- Property Management Committee
- Recreational Sports Board
- ROTC Committee
- Student Admissions Committee
- Student Conduct Committee
- Student Financial Aid Committee
- Title IX Committee For Intercollegiate Athletics
- Undergraduate Advising Council
- University of Florida Campaign For Charities
- University of Florida Performing Arts Policies And Procedures Committee

[31] https://fora.aa.ufl.edu/University/PresidentialCommittees

UF Model of Shared Governance:[32]



College- and School-level governance issues are defined in the College Constitution and School Bylaws, respectively. The current Constitution of the College of Design, Construction

[32] http://senate.ufl.edu/

and Planning (adopted 10 February 2016) is available online here: https://my.dcp.ufl.edu/dcp-content/uploads/2016/09/DCPConstitution-ratifiedFeb2016.pdf.

The Bylaws of the School of Architecture (adopted 14 February 2017) are available here: https://dcp.ufl.edu/architecture/resources-2/by-laws/.

College-level committee assignments are predominately elected positions, with the exception of Search Committee assignments and Ad-Hoc Committees, wherein committee appointments would be determined in consultation between the College and the School. School-level governance is a balance between elected and appointed committee positions. Elected positions focus more so on issues of policy within the school, such as the Policy and Planning Committee or the Merit Pay Committee. Appointed positions carry the responsibility of numerous operations within the school, such as Graduate Admissions, Student Awards, and Curriculum.

College of Design, Construction and Planning (DCP) Permanent Committees:
- DCP Administrative Council
- DCP Consultative Council
- DCP Finance Committee
- DCP Computers and Technology Committee
- DCP Tenure and Promotion Committee
- DCP Faculty Committee
- DCP Curriculum Committee
- DCP Ph.D. Committee

College of Design, Construction and Planning (DCP) Ad-hoc Committees:
- Awards Committee
- Strategic Plan Implementation Committee
- Staff Advisory Council
- Commencement Committee
- Diversity Committee
- Space/Facilities Planning Committee
- Public Relations Committee
- Witters Competition
- UF Faculty Senate - DCP Representatives
- Artificial Intelligence (AI) Working Group
- Sustainability and the Built Environment (SBE) Faculty Governing Committee
- DCP Train-the-Trainer (Mentoring) Working Group
- Historic Preservation Committee

School of Architecture Standing Committees:
- Policy and Planning Committee
- Tenure, Promotion, and Mentoring
- Merit Pay Committee
- Graduate Admissions Committee
- Curriculum Committee
    - Design Studio Curriculum Subcommittee
    - Technology Curriculum Subcommittee
    - History, Theory, and Criticism Curriculum Subcommittee
    - Sustainability Certificate Curriculum Subcommittee
- SOA Awards Committee
- Lecture Series
- Library Committee

School of Architecture Ad-hoc Committees:
- NAAB Accreditation

- Equity

School of Architecture Administrative Appointments:

- Associate Director of Undergraduate Programs
- Associate Director of Graduate Programs
- Associate Director of CityLab Self-Funded Programs
- Ivan Smith Endowment Advisory Board
- Coordinator of International Programs
    - Vicenza Institute of Architecture
    - Preservation Institute Caribbean / Mexico
    - East Asia
    - Paris
- Association of Collegiate Schools of Architecture (ACSA) Representative
- SOA Archives
- Gallery / Exhibits
- SOA Liaison, Architecture Archives, George A. Smathers Libraries
- Jury Schedules
- SOA Website
- Professional Liaison
- American Institute of Architects (AIA)
- AIA Florida Foundation
- NCARB AXP Licensing Advisor
- Pedagogy Program
- Student Organization Liaisons
    - National Organization of Minority Architecture Students (NOMAS)
    - American Institute of Architecture Students (AIAS)
    - Architecture College Council (ACC)
    - Tau Sigma Delta (TSD)
    - Alpha Rho Chi (APX)
    - *Architrave* Undergraduate Student Publication
    - AAIA
    - Studio Culture Committee

In contractual negotiations and collective bargaining with University Administration, the faculty at the University of Florida are represented by the United Faculty of Florida--University of Florida (UFF-UF).

> "Run by and for faculty, the University of Florida Chapter of United Faculty of Florida (UFF-UF) represents over 1600 faculty and professionals in some of the largest colleges and units on campus, including the College of the Arts, Business Administration, Design, Construction and Planning, Education, Health and Human Performance, Journalism and Communications, Liberal Arts and Sciences, Libraries, Museums, and Student Affairs. We also represent teachers at the PK Yonge Developmental Research School. We are the bargaining agent that negotiates and enforces the Collective Bargaining Agreement ("contract") for members of the bargaining unit. We work with our state and national affiliates to educate the public and policy makers on the importance of higher education to Florida's future and on the important work that faculty and professionals do at the University of Florida. We also provide solidarity and professional support for our members."[33]

The current Collective Bargaining Agreement (CBA) that is in effect was ratified June 18, 2021 and expires December 31, 2024, or until the new CBA is ratified. Article 24 on "Salaries" is re-opened annually for negotiation. The complete document is available here: https://www.uff-uf.org/your-cba/.

[33] https://www.uff-uf.org/about-uff/

Staff Governance

In 2003, the University of Florida introduced a new personnel category referred to as Technical, Executive, Administrative, and Managerial Support, or "TEAMS." TEAMS employees do not have the traditional civil service protection of "permanent status." TEAMS employees can be fired for "just cause," but only within the constraints of their one-year contracts.[34] The School of Architecture currently has five full-time TEAMS employees:

- Maryrose (Mary) Kramer, Administrative Specialist II [35] - SOA Office Manager
- Sheryl McIntosh, Admissions Officer I [36]
- Lisa Haynes, Administrative Support Assistant III [37]
- Jennelle Jacquay, Administrative Support Assistant III [38]
- Margaret (Maggie) Hayes Cooper, Administrative Support Assistant I[39] - CityLab Orlando

As Office Manager, Mary Kramer works closely with the Director of the School of Architecture daily to align school goals with staff expertise, availability, and workload. She is critical to the operational management of the school and the well-being of the staff at large. Meetings are held each month with the full office staff, director, and associate directors of undergraduate and graduate programs. Staff is also invited to attend and participate in monthly faculty meetings.

The staff of the School of Architecture is supported by the much larger staff of the College of Design, Construction and Planning. College staff provides a number of services to the School of Architecture, including undergraduate student advising, fabrication lab personnel, research, finances, human resources, website/social media, IT support, and advancement. A full listing of College staff is available online: https://dcp.ufl.edu/about/staff/.

All staff are supported by a wide range of University services. These are detailed in the employee handbook, available here: https://hr.ufl.edu/working-at-uf/employee-handbook/.

Student Governance

Students at the University of Florida are actively involved in governance at multiple operational levels. The most vital voice for student involvement at the university level is student government. This structure operated independently of shared faculty governance and reflects the independent insight and influence of the UF student body: "The University of Florida Student Government, established in 1909, exists to represent and act in the students' interests. Student Government (SG) has created an academic and extra-curricular environment benefiting students through its programs and works to sustain and improve them each year. SG's power is balanced among three branches: Executive, Legislative, and Judicial."[40] Student Government is structured through the "University of Florida Student Body Constitution." This document "was originally drafted and passed in November 1967. In the decades since then, it has been updated many times to fit the needs of the modern student body."[41] The current version of the UF Student Body Constitution is available here: https://sg.ufl.edu/wp-content/uploads/2019/12/Constitution-as-of-2016.pdf.

[34] https://www.gainesville.com/news/20021104/uf-jobs-transition-has-some-on-edge
[35] https://teams-titles.hr.ufl.edu/teams-title/administrative-specialist-ii/
[36] https://teams-titles.hr.ufl.edu/teams-title/admissions-officer-i/
[37] https://teams-titles.hr.ufl.edu/teams-title/administrative-support-assistant-iii/
[38] ibid
[39] https://teams-titles.hr.ufl.edu/teams-title/administrative-support-assistant-i/
[40] https://sg.ufl.edu/about/history/
[41] https://sg.ufl.edu/resources/candidate-resources-and-forms/

Inclusion of student involvement in College- and Unit-level governance is seen as both important and evolving, particularly in response to the cultural shifts of 2020. Within the College, student involvement may follow different paths. Some, such as the DCP Graduate Student Association and DCP Ambassadors, are independent student organizations within the College and help advocate for student interests and promote advancement within, between and across the academic units within the college. Other opportunities for student involvement in college governance may include nominations and/or appointments of student representatives to specific College-level committees, such as DCP Building Committee. Similarly, administrative search committees have included student representatives that are nominated by the academic unit.

In contractual negotiations, graduate students are represented by the University of Florida Graduate Assistants United (UF-GAU) student union. UF-GAU represents all teaching, research, and graduate assistants at the University of Florida. Founded in 1972, the UF-GAU aims to improve the lives of all graduate employees during their time at UF. As a recognized labor union, UF-GAU gives graduate employees the right to negotiate the terms of their employment through a contract with the University of Florida. Through UF-GAU, students have won tuition waivers, free health insurance, regular pay increases, paid sick leave, due process rights, and a formal grievance procedure to enforce these rights.[42] Current campaigns focus on reducing employment fees, improving our health insurance, and gaining Family Medical Leave benefits for all graduate employees. UF-GAU is affiliated with the United Faculty of Florida, the Florida Education Association, the National Education Association, The American Federation of Teachers, and the AFL-CIO. Additional information is available here: https://www.ufgau.org/.

Within the School, student input has always been seen as an instrumental part of day-to-day operations as well as long-term visioning. Historically, student input tended to follow more informal methods, with two notable exceptions; end-of-semester curriculum reviews, and faculty searches. As described in Section 5.3.2, the curriculum reviews serve as an integral part of the curricular advancement within the school for both undergraduate and graduate programs. Graduate students often act as teaching assistants within lower-division undergraduate studios, and assist with preparing and posting representative work for each studio at the end of the fall and spring terms. Graduate teaching assistants in lower-division design studios are welcome to attend the curriculum review and often assist in the presentation of the collective work of a particular studio level.

Regarding the faculty search procedures, search committees have included an undergraduate and graduate student representative as a part of the on-campus interview process. These student representatives are responsible for connecting the larger student body to the interview process, attending each candidate lecture, gathering input from the students regarding each applicant, and developing a summary report and student assessment to be delivered to the SoA faculty. Student involvement for administrative positions is more structured at the committee level, with a student representative (generally a graduate student) holding a voting position on the search committee. In addition to reviewing the applicant pool, this student representative gathers the student bodys' input and relays that information to the search committee as part of the evaluative process.

There are numerous student organizations within the school, including the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Alpha Rho Chi (APX), all of which actively engage the student body, faculty, and school administration.

[42] https://www.ufgau.org/about.html

Student Governance within the School of Architecture traditionally relied on these informal and voluntary structures. While the flexibility of these structures has proven durable over time, concerns have been raised in recent years about inclusion-in and transparency of school administrative decisions. Student involvement will continue to be instrumental as the school identifies administrative and academic systems that are outdated and work on the arduous, important, and necessary process of reshaping the academic and administrative culture of the school to better reflect its diverse population.

In 2020, the faculty determined that the traditionally informal models of student governance were not sufficiently inclusive nor sufficiently representative of the school's diverse student body. Through several meetings during the 2020-21 academic year, the SOA Policy and Planning Committee, with input from NOMAS, created the *Bylaws of the School of Architecture Student Council*. This document was created "to create a more equitable community of learners, to allow for more voices to contribute to the discourse, and to promote equity." The Bylaws formalize the new structure for student governance in the School of Architecture.

The Bylaws establish a Student Council made up of twenty-nine (29) student representatives. Students vote for representatives for their designated year, program, and/or geographic location. For example, first year undergraduate students vote for first-year representatives; graduate core students in Gainesville vote for their own representative; graduate core students in Orlando vote for their representative, etc. The Student Council consists of representatives elected by class/year/campus as follows:

Undergraduate Members:
- First-year (enrolled in ARC1301 or ARC1302): 4 representatives
- Second-year (enrolled in ARC2303 or ARC2304): 4 representatives
- Third-year (enrolled in ARC3320 or ARC3321): 4 representatives
- Fourth-year (enrolled in ARC4322 or ARC4323): 4 representatives

Graduate Members (Gainesville Campus):
- Core (enrolled in ARC4071, ARC4072, ARC4073, or ARC4074): 1 representative
- Adv First-year (enrolled in ARC6241 or ARC6355): 2 representatives
- Adv Second-year (enrolled in ARC6356, ARC6971, or ARC6979): 2 representatives
- MSAS Students: 1 representative
- PhD Students: 1 representative

Graduate Members (CityLab Programs):
- Core (enrolled in ARC4071, ARC4072, ARC4073, or ARC4074): 1 representative
- Adv First-year (enrolled in ARC6241 or ARC6355): 2 representatives
- Adv Second-year (enrolled in ARC6356, ARC6971, or ARC6979): 2 representatives
- MSAS Students: 1 representative

The Council elects its own Leadership Committee from amongst its members. The Leadership Committee includes the following positions: President, Vice-President, Secretary, Treasurer. The Council also selects one representative from amongst its members to serve as a full, voting member on each of the following Committees of the School of Architecture:

- Awards Committee: Student engagement on this committee is subject to maintaining the confidentiality of student records.
- Curriculum Committee: Student members must be an upper division undergraduate or graduate student. Completion of ARC4941 Architectural Education Issues course recommended.
- Curriculum Sub-Committee - Technology: Student members must be an upper division undergraduate or graduate student.

- Curriculum Sub-Committee - History/Theory/Criticism: Student members must be an upper division undergraduate or graduate student.
- Equity Committee
- Library, Archives, and Publication Committee
- Culture Committee (Outreach, Events, Lectures, and Exhibits)
- Policy and Planning Committee

The Council also selects two representatives to participate as advisory members on Faculty Search Committees from amongst its members. These representatives include one undergraduate student and one graduate student representative on each Faculty Search Committee.

In addition to the elected representatives, the Council also includes one ex officio liaison from each UF SOA student organization. The specific student organizations with representation on the Council are reviewed and updated by the Council annually. Ex officio liaisons are non-voting members of the Council, designated by and representing each of their respective organizations. The following organizations or groups are included:

- Alpha Rho Chi (APX)
- American Institute of Architecture Students (AIAS)
- Architrave Undergraduate Publication
- Coalition in Design
- National Organization of Minority Architecture Students (NOMAS)
- Tau Sigma Delta National Honor Society (TSD)
- Women in Design
- Vorkurs Graduate Publication

The Bylaws were discussed as informational items at faculty meetings in the spring 2021 semester. It is anticipated that they will be adopted by the faculty early in the fall 2021 semester. Student representatives are elected annually in December and serve one-year terms (1 January through 31 December).

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 Program's Multi Year Strategic Objectives

The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

In 2018 and 2019, the School of Architecture worked with Laura Pirie of Pirie Associates on a comprehensive strategic planning effort. That work resulted in a draft Strategic Plan that consolidated a number of multi-year objectives identified by the faculty. The draft plan, dated 15 August 2019, was structured around six objectives:

- OBJECTIVE 1 - Communities We Serve: Elevate awareness of architecture's impact and value by partnering with and working on behalf of communities to create and implement built environment research and initiatives.
- OBJECTIVE 2 – The Architecture Profession: Advance the conception, design, delivery, and occupancy of the built and natural environments through dynamic partnering with alumni and the profession.
- OBJECTIVE 3 – Higher Education: Be a recognized, top 10 leader in architecture design and technical education and research at undergraduate, graduate, and Ph.D. levels.

- OBJECTIVE 4 – The University of Florida: Actively engage diverse populations throughout the domains of university inquiry in collaborative work to expand outcomes for all units.
- OBJECTIVE 5 – The College of Design, Construction & Planning: Initiate and co-develop ONE DCP multi-disciplinary frameworks that drive innovation and outcomes in the built and natural environments.
- OBJECTIVE 6 – The School of Architecture: Refocus the SoA to elevate integrated teaching and research and demonstrate pedagogical and professional impacts.

Although the formal plan development was interrupted by the COVID-19 pandemic, the work has served as a helpful reference. A number of the tactics identified in the plan have been put into action. These include coordinating efforts and resources between CHU and FIBER; developing problem-based coursework in collaboration with professionals and alumni; offering Continuing Education Credits offered on a regular basis for professionals; creating an expansive internship program; developing CityLab as model for multi-location program offerings; creating an acoustics lab; increasing design and research awards and fellowships; establishing experiential learning across disciplines; sharing international program operational experience to forge new working relationships with other universities; developing strategies to strengthen existing–and foster new–collaborations across DCP units with the goal of transforming the way disciplines interact and practice; expanding the fabrication laboratory, and integrating modules of FIBER work into appropriate aspects of SoA curriculum. Other actions outlined in the plan have been initiated and are expected to be operational in the next two years. These include creating a Community Design Center; creating “Architectural Design Thinking” and/or “Design and The Environment” curricula that engage primary and secondary school-age students; and hosting national and international conferences. Dean Anumba has adopted one recommendation from the strategic plan as a central goal of the “Collaboratory,” the expansion of the Architecture Building which is scheduled for completion in 2025, which is to “spearhead the creation of a centrally located making and exhibiting space for “creative collisions” where all units can interact in a non-territorial, anything can happen, let imaginations run wild way.”

In addition to the objectives, goals, and tactics laid out in the School of Architecture Strategic Plan, the faculty have identified several areas of emphasis to guide our activities over the coming years. These include:

- fostering greater demographic diversity among students, faculty, and staff
- supporting anti-racist and equitable behavior, pedagogy, curricula, and practices
- developing graduate programs grounded in purposeful strategy related to research and engagement
- improving research and scholarly productivity by faculty
- increasing graduate program enrollment and diversity
- building digital fabrication capabilities to establish a preeminent program in automated construction
- increasing engagement with communities through public interest design and other practices

The full text of the draft Strategic Plan is included below:

NAAB

August 15, 2019
University of Florida School of Architecture

STRATEGIC PLAN

Values

1. DISCIPLINE OF DESIGN – *working toward a definition*
   Design (transitive verb): "do or plan (something) with a specific purpose or intention in mind." [43]
   "Design (verb), as a discipline: plan the creation of a product or service with the intention of improving human experience with respect to a specified problem." [44] This definition is generally trying to capture the following key elements:
   a. "That design is a deliberate act with a pre-set intention,
   b. That design includes the intent that something actually be implemented,
   c. That the objects of design are products and services, which by implication, interface with people rather than with machines or systems,
   d. That improving human experience is the general objective of design, which also makes the discipline of design inherently optimistic. This definition does not preclude — but rather includes by implication — the indirect intentions of serving business, humanitarian, or other purposes, and
   e. That each instance of design effort is focused on a specified problem in human experience." [45]

2. BUILT AND NATURAL ENVIRONMENTS – The natural environment is the ultimate context for everything we create, physically, structurally and systemically. The built and natural environments are inextricably and reciprocally linked to form a place which human beings occupy and for which we are responsible on behalf of ourselves and all living things.

3. SPHERE OF INFLUENCE – The SoA's sphere of influence extends to and is focused at several scales.
   a. LOCAL: our impact is local as it relates to individuals, our student body, and our communities: changing life trajectories, opening up potential, and creating value and benefit.
   b. REGIONAL: we immediately shape and influence the educational and professional architectural community in Florida. Our students teach at every school of architecture in the state and work in offices widely recognized by peers as producing the highest quality outcomes.
   c. NATIONAL: our program is respected and emulated in schools throughout the nation. Our graduates are prepared to work in leading design firms - both in scale and in quality, and our alumni impact the profession both in thought leadership and practice.
   d. INTERNATIONAL: through our interdisciplinary and inter-institutional programs, we are a recognized educational leader in many areas of focus including design, urban design, preservation, climate, and resiliency.

4. COMMITMENT TO SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE – Social, Economic, and Environmental Justice are fundamental to "good design," and the SoA leads on this value in the public realm by demonstrating how the built environment can support healthy living systems, uncover bias, and support higher, sustainable outcomes for the natural and built environments and all living things. This perspective is built into

[43] Lexico Oxford English Dictionary, https://www.lexico.com/en/definition/design
[44] Alexandre Anzo, http://alexandreanzo.com/so-what-is-design-anyway/
[45] Alexandre Anzo, So What is Design Anyway? (18 March 2017), http://alexandreanzo.com/so-what-is-design-anyway/

every studio project and every class in the Technology and Theory sequences rather than being called out as a distinct course sequence of its own.

5. SEAMLESS INTEGRATION OF RESEARCH, LEARNING, AND APPLICATION – a reciprocal and revitalizing loop, research, learning, and application feed the discourse and impact of the School and increase its recognized leadership in Strategic Objective Areas. Seamless and crucial integration across segments of the discipline occur through research objectives built into every level of our curriculum; the MRP process; the PhD programs; and seminars, research centers, and clinics.

6. EXPERIENTIAL LEARNING – Experiential Learning is defined by physical and methodological engagement, experimentation, iteration, and innovation rather than rote intellectual consumption and repetition. The Studio Method, the pinnacle of Experiential Learning, is fundamental to and inseparable from our mission. Inherent to the Studio Method are three essential strategies that ground and reinforce the Experiential Learning Model:
    a. Project-based Approach - Learning goals and objectives are comprehensive and addressed as a whole rather than isolated and objectified. In this approach, students learn to observe and order large, diverse, and contradictory set of in-puts, organize information into a hierarchy influenced by project and context circumstances, articulate a project hypothesis, make a value proposition about priorities and outcomes, and create a formal solution that addresses the problems identified at the outset. This process demands engaging and developing personal skills of observation, reflection, assessment, empathy, strategy, iteration, and innovation.
    b. Social Learning – a collaborative structure that engages several individuals, groups and/or disciplines who work together to accomplish common goals of a learning initiative through varying methodologies. In this context, students learn to work together, shift and adapt roles and responsibilities, and respect and engage individual and group efforts and outcomes.
    c. Formal and Informal Interactive Dialogue and Modeling – through a combination of formal initiatives, open-ended inquiry, observation of the work of others, hands-on learning, and provocative engagement, students with different levels of experience accelerate their learning outcomes by presenting, discussing, assessing, curating, and cognizing their own works and the works of others.

7. ACADEMIC INTIMACY – at the core of our success is the scale of our small group instruction and face-to-face interaction over the entire course of a student's education. This approach allows us to create a rich, individualized learning context to meet every student at their level and create the highest learning outcomes for all.

Vision Statement
The School of Architecture fosters thriving communities through excellence in architectural engagement, education, research, and application which transforms and conserves the built and natural environments.

Mission Statement
Interrogating, integrating, and advocating on behalf of the natural and built environments and the communities which inhabit them, the School of Architecture generates theoretical and applied knowledge and methods in architecture by integrating skill and imagination with technology, employing multi-scalar, experiential learning techniques, and synergizing collaboration, research, and making.

OBJECTIVE 1 - Communities We Serve: Elevate awareness of architecture's impact and value by partnering with and working on behalf of communities to create and implement built environment research and initiatives.

Focus:

- Regional (State) Context: communities, general culture, youth of the general culture through primary and secondary schools; Architecture and Environmental Design Students/Collaborators
- National Context: issues that relate to resilience and regeneration in coastal locations.
- International Context: coastal resiliency and general culture through international exchange relationships

Goals and Tactics

G1. Increase and expand SoA research centers that specifically address issues of communities and the built environment.
   - T1. Synergize efforts of existing research centers that specifically serve communities to be more effective with time, energy, and resources. EX.: investigate, identify, and coordinate efforts and resources between CHU and FIBER to further the capacity and reach of each.
   - T2. Identify and develop new Center(s) that focus on Florida communities and IFAS mission in collaboration with other UF units.
   - T3. Investigate City Program that specially addresses urban areas threatened by impacts of climate change.
   - T4. Build on existing and develop new international exchange program relationships focusing on community impacts. EX.: add community component to Vicenza curriculum?

G2. Develop hands-on, community-based platforms to increase education, engagement, and dialogue between Faculty, Students and Communities.
   - T1. Create Community Design Center / Mobile Learning Unit / Experimental Design Lab. Consider options: materials – use; waste, conservation, performance; Climate Change - resiliency, adaptive interventions, design solutions; Community Engagement - grass roots events/tools for community empowerment.
   - T2. Create "Architectural Design Thinking" and/or "Design and The Environment" curricula that engages primary and secondary school age students, such as:
     - Continue and build upon Design Exploration summer high school design program.
     - Develop and implement design, placemaking, and the built environment curricula to be shared on-site in FL primary and secondary schools.

G3. Create a communication platform that specifically addresses community research and initiatives.
   - T1. Create website that specifically shares community engagement and community research Center initiatives.
   - T2. Create Community Impact exhibit and publication.

OBJECTIVE 2 – The Architecture Profession: Advance the conception, design, delivery, and occupancy of the built and natural environments through dynamic partnering with alumni and the profession.

Focus:
- Alumni
- Architecture and Allied Industry Professionals

Goals and Tactics

G1. Develop problem-based coursework in collaboration with professionals/alumni.
  - T1. Define and create courses and/or research around urban and/or typological problems (such as 4th and 6th years students and the NYC Tower, the work in Jacksonville, Orlando, Miami, Sarasota).
  - T2. Use the RFP process to partner and actualize place-centered courses, research, and applications; engage local municipalities, professionals, faculty, and students.
  - T3. Develop and offer Continuing Education Credits offered on a regular basis for professionals (opportunity to connect research and application?).
  - T4. Nurture support and funding resources for specialized programming from state professionals and allied organizations by asking for their advice and having them help identify trends/needs on such programming.

G2. Create an expansive internship (and graduate placement) program, including both practice and research-oriented internships.
  - T1. Identify and coordinate research/interest, evolving nature of practice, the scale of firms and/or research contexts, and range of work to develop subject area internships. Engage alumni with non-traditional and allied fields career paths as well.
  - T2. Identify and develop credit and/or payment model: Pay students + earn AXP credit or grants to UF + student credit (?).
  - T3. Create a network of professional, allied fields, and research internship opportunities: implement an annual program for student research, interview, placement.

G3. Organize and implement research/application models centered in place/geography, urban conditions, and professional practice.
  - T1. Develop (and recognize) Citylab as a model for multi-location program offerings – each location focuses on place-determined curriculum. Support the important role of Citylab as leader of SoA in building these relationships.
  - T2. Begin with “The Florida City” – North Central Florida; work toward a statewide location network with consistency and quality as a long-term goal.
  - T3. Develop a website and publications that demonstrate UF’s role as the lead organization in place-driven design engagement.

OBJECTIVE 3 – Higher Education: Be a recognized, top 10 leader in architecture design and technical education and research at undergraduate, graduate, and PhD levels.

Focus:
- Students (attracting)
- Peer Institutions, Allied Schools, Allied/Collaborating Disciplines
- Faculty and Allied Faculty Disciplines: locally, regionally and through international relationships

Goals and Tactics

G1. Create Teaching Labs, Centers and/or Clinics to develop and share design pedagogy, research, and applications.
  - T1. Identify commodities, complementary skills, resources, and teaming partners such as institutions, organizations, and professional practice.
  - T2. Develop collaborative research and educational foci – ideas to consider:
    - Regional/local problem-solving on specific issues such as housing, resiliency, infrastructure.
    - Materials experiment lab (structural properties, resilience, fire, acoustics)
    - Environmental technology research with peer institutions such as UC Berkeley, NRER, PNNL, Oak Ridge.
    - Teaching lab (articulate and experiment with UF pedagogical model, not only for the discipline and practice of architecture/design, but as a framework for general problem-solving).
  - T3. Identify publications to showcase the complementary subject matter.
  - T4. Host national and international conferences to share investigations and outcomes.

G2. Attain national and international ranking in 3-5 frameworks that align with and/or can be developed from design, education, and research capacities and interests.
  - T1. Investigate and evaluate alignment with international and national ranking frameworks and programs. *DesignIntelligence* (for example).
  - T2. Identify parallels with existing programming or programs/research that do or can be refined to align with ranking frameworks. Make recommendations for actions and identify the evidence required for framework recognition.
  - T3. Working with the DCP, the University, alumni and others, develop funding strategies to implement efforts to gain national and international ranking. Submit for rankings.

G3. Demonstrate relevance, expertise, and leadership of the School among peer institutions at multiple scales: regionally, nationally, and internationally.
  - T1. Identify thought leadership foci to initiate effort, like pedagogy, FIBER, coastal resiliency, interdisciplinary problem-solving.
  - T2. Initiate symposia, lectures, visiting fellows' programs, and guest reviews to increase cross-pollination of ideas relevant to faculty and/or topical leadership and research.
  - T3. Identify and implement strategies to leverage international programs to create new collaborations and increase recognized leadership (and enrollment) through new exchanges.
  - T4. Publish research/outcomes annually, present at conferences (add quantity).
  - T5. Increase design and research awards and fellowships received from internationally recognized organizations such as Graham Foundation and Fulbright Institute. Develop a list of target organizations and students and/or faculty who will work toward such efforts.

OBJECTIVE 4 – The University of Florida: Actively engage diverse populations throughout the domains of university inquiry in collaborative work to expand outcomes for all units.

Focus:
- Other units, centers, clinics within the University of Florida
- Collaboration w/ other Florida universities

Goals and Tactics

G1. Increase visibility and actions of the SoA to expand built environment literacy throughout the University of Florida and other Florida public universities.
  - T1. Create a forum for public debate.
  - T2. Host partnerships & potential project opportunities/forums.
  - T3. Develop and offer an architecture minor.
  - T4. Engage university-wide student body with a design methodology and the built environment course.

G2. Partner with other university units with a specific focus on educational methodologies, research, and applications.
  - T1. Encourage experiential learning across disciplines, share methodology.
  - T2. Develop and share studio learning models in other disciplines.
  - T3. Share international program operational experience to forge new working relationships with other universities.
  - T4. Inventory what research infrastructure exists throughout the university and create shared research spaces to facilitate intra-university, collaborative research activities.
  - T5. Facilitate visioning for campus-wide collaborative space for exhibits and meetings among University units, support creation of this place.

G3. Initiate and collaborate on new programs and majors that engage interdisciplinary study and/or result in joint degrees.
  - T1. Investigate interest in/willingness of other units to develop interdisciplinary study and joint college degrees, such as: building, materials, and climate science; housing and public policy; social justice and real estate development; design and entrepreneurship; etc.
  - T2. Establish DCP and university support for joint degrees; define timeline, faculty/research lines and funding.
  - T3. Develop curriculum around identified partnerships; implement program(s).

OBJECTIVE 5 – The College of Design, Construction & Planning: Initiate and co-develop ONE DCP multi-disciplinary frameworks that drive innovation and outcomes in the built and natural environments.

Focus:
- All DCP units
- UF Administration (funding)

Goals and Tactics

G1. Create Work Group (SoA Chair and 3-4 faculty members) to initiate outreach out to other DCP units with the intention of strengthening collegiality and interaction.
   - T1. Hold regular meetings to listen to each other's values and goals, uncover common interests, discuss frustrations and impediments to collaboration.
   - T2. Through ongoing interaction, develop a culture of trust and mutual respect among disciplines. Use connections through FIBER and other existing intra-unit efforts to support the effort.
   - T3. Based on what's discovered, create and implement 2-3 low-key events that can bring units together in the first year.

G2. Develop strategies to strengthen existing and foster new collaborations across DCP units to transform the way disciplines interact and practice.
   - T1. Discover and document common teaching, research, and application interests.
   - T2. Strategize how resources (including shared teaching/exhibition space and project-based learning) can be integrated across units to achieve higher outcomes for each. OPTIONS TO CONSIDER:
     - Develop and offer a design-build degree.
     - Create a multi-disciplinary building project.
     - Expand and integrate FABLAB / Materials/Construction.
     - Develop a core studio cluster where design and construction curricula are integrated.
     - Share IPAL, MRPs, and international studies programs.
   - T3. Spearhead creation of centrally located making/exhibiting space for "creative collisions" where all units can interact in a non-territorial manner anything can happen, let imaginations run wild.
   - T4. Convene multi-disciplinary alumni/professional focus group with participants from all units to develop DCP collaborative framework – draw from needs and experience of professional practice to help guide academic research and application ideas.

G3. Build platforms to enable DCP team research; inform and feed into SoA curriculum.
   - T1. Integrate modules of FIBER work into appropriate aspects of SoA curriculum.
   - T2. Based on overlapping interests, initiate teams who wish to develop new research platforms.
   - T3. Initiate DCP criteria to make multi-disciplinary hires that focus on innovation and critical thinking.
   - T4. Support DCP creation of "catalyst coordinator", including grant writing responsibilities, to engage and strategically support collaborative teaching, research, and applications.
   - T5. Publish and disseminate DCP multi-disciplinary results to demonstrate leadership expertise in collaborative research.

OBJECTIVE 6 – The School of Architecture: Refocus the SoA to elevate integrated teaching and research and to demonstrate pedagogical and professional impacts.

Focus:
- SoA faculty and administration
- Doctoral, Graduate, and undergraduate Students
- Alumni and Professionals

Goals and Tactics

G1. Create a culture of greater risk-taking, experimentation, collegiality, and collaboration in the SoA.
  - T1. Create an ad hoc committee (immediate, one year) regarding the internal SoA culture climate. Develop an agenda with the intent of improving interaction and collaboration. Discussions may include: impediments to collaboration, structural changes to encourage greater interaction, etc. report out to entire faculty at year's end.
  - T2. Host faculty round table discussions with 1) alumni and professionals and 2) other disciplines at UF (or other universities) on a rotating basis to stimulate new ideas, new ways of working, new relationships to amplify impacts in profession and academia.
  - T3. Codify outcomes and implement changes to School routines/structures that are derived from ad hoc and round table events. Review on a semi-annual basis to update and evolve.

G2. Restructure course work and teaching loads to invigorate and support integrated teaching, research, and application efforts.
  - T1. Re-imagine, study, and recommend changes to class formats and schedules. OPTIONS TO CONSIDER:
    - Integrate Technology sequence with Studio sequence.
    - 10 weeks of teaching to 6 weeks of independent project work.
    - Semester on/semester off teaching/research schedule.
  - T2. Create DCP multi-disciplinary clusters that increase exposure and broad understanding of collaborative fields – consider in-parallel work modeled from the profession rather than everyone doing the same things (all in design studio, all in estimating or policy classes).
  - T3. Create an "emerging issues in the contemporary built environment" inventory that is engaged throughout coursework and research – update/refine annually.
  - T4. Engage and incorporate faculty and student work in lab/making spaces to support curricular interests.

G3. Recruit and retain the best faculty and graduate and Ph.D. students.
  - T1. Develop and implement graduate student research opportunities to distinguish undergrad and graduate experiences, retain undergrads at UF, and incentivize high-caliber graduate student enrollment.
  - T2. Broadly share research activities to attract Ph.D. students.
  - T3. Create a Teaching & Pedagogy Ph.D. program.
  - T4. Prepare students to be leaders of multi-disciplinary teams.

G4. Disseminate work of the SoA
  - T1. Develop a list of target publications, media channels, and speaking engagements to target. Actively pursue sharing School work through these channels.
  - T2. Consider a communications position within SoA to manage SoA specific efforts. Support communications position with a faculty advisory group -be consistent with efforts

NAAB

5.2.2 Key Performance Indicators

Key performance indicators used by the unit and the institution

Program Response:

The School of Architecture and the College of Design, Construction and Planning are evaluated by the University of Florida as part of the State University System (SUS) Performance-Based Funding model. All universities in Florida are required to track student and faculty performance data according to key metrics. The dean's office regularly updates the school director on the unit's data. In 2020-21–the last year for which data are available–the School of Architecture performed at or above the university average in every category except one: Two-Year Graduation Rate for FCS Associate in Arts Transfer Students. The school leadership team will work with the college and university to identify the causes for and implement solutions to this situation during the 2021-22 academic year.

The school refers to the standards established in three documents to ensure compliance with the goals for student success and faculty performance according to the State of Florida Board of Governors:

1. 2025 System Strategic Plan, Amended October 2019 [46]
2. 2021 Accountability Plan for the University of Florida: "The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals." [47]
3. Performance-Based Funding [48]

University of Florida Performance-Based Funding Metrics, 2017-2021[49]

Key Metrics Common to All Universities[50]	2017	2018	2019	2020	2021
1. Percent of Bachelor's Graduates Employed ($25,000+) and/or Continuing their Education One Year After Graduation	69.4%	70.9%	71.3%	71.8%	75.2%
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	$ 40,700	$ 42,100	$ 42,200	$ 44,800	$ 48,500
3. Cost to the Student: Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	$ 10,660	$ 10,340	$ 2,140	$ (1,010)	$ (3,750)
4. Four Year Graduation Rate (Full-Time FTIC)	87.2%	66.0%	67.1%	70.9%	70.7%
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	95.5%	94.6%	95.2%	95.5%	96.3%
6. Bachelor's Degrees Awarded in Areas	56.9%	58.8%	57.6%	59.2%	58.8%

[46] https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf
[47] 2021 Accountability Plan for the University of Florida, https://www.flbog.edu/wp-content/uploads/2021/06/2021_UF_Accountability_Plan_BOG_Approved.pdf, 3.
[48] https://www.flbog.edu/finance/performance-based-funding/ and https://www.flbog.edu/wp-content/uploads/2021/06/BUD-06a-PBF-Information-2021-22.pdf
[49] State University System of Florida Performance-Based Funding, https://www.flbog.edu/finance/performance-based-funding/
[50] For definitions and additional information about metrics, see: https://www.flbog.edu/wp-content/uploads/2021/07/2021_PBF_METRIC_DEFINITIONS.pdf

of Strategic Emphasis					
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	29.7%	27.7%	28.6%	27.2%	25.8%
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	70.3%	70.9%	70.6%	69.4%	67.5%
9a. Two-Year Graduation Rate for FCS Associate in Arts Transfer Student					38.5%
9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year					85.2%
Institution-Specific Metrics	2017	2018	2019	2020	2021
9b. Faculty Awards	21				
10f. Number of Licenses/Options Executed Annually (Ranking)	3	2	2		
9. Percentage of Bachelor's Degrees Awarded Without Excess Hours		82.1%	83.6%	85.3%	
10h. 6-Year Graduation Rates (Full-time only)				88%	88.8%

The University of Florida identified that 2020-21 performance funds would be used for the following initiatives: “Achieving Top 5 Public University National Ranking status by investing in faculty recruitment and retention, and targeted support for students, faculty, graduate students and infrastructure.”[51] The strategic initiatives of the University are further described in the University of Florida Strategic Plan. [52]

Information about unit level SoA Key Performance Indicators and goals through SACSCOC are covered below in Section 5.2.3.

5.2.3 Program Progress Toward Mission and Multi Year Objectives
How well the program is progressing toward its mission and stated multi year objectives.

Program Response:
The University’s institutional assessment and accreditation processes are overseen by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The reaffirmation process occurs every ten years, with the last reaffirmation cycle occurring in 2014. The University has established a leadership team to manage the overall process, with designated College Coordinators, who in turn advise each academic unit to the procedures, submission requirements, and deadlines for reporting assessment data. Assessments are aligned with each undergraduate and graduate degree program, and each academic unit is allowed to the criteria, timing, and methods of self-evaluation within specific constraints. With the School of Architecture, these assessments are directed to the Bachelor of Design in Architecture degree, the Master of Architecture Degree, and the Master of Science in Architectural Studies degree. The assessment methods regarding Student Learning Outcomes are tailored to the characteristics of each degree program; however, there is substantial overlap between degree programs regarding Program Goals, particularly regarding enrollment trends, demographic breakdown of the student body, and matriculation. Supporting documentation for the Bachelor of Design and the Master of Architecture degree programs are provided below.

[51] State University System 2020-2021 Performance Funding Initiative, https://www.flbog.edu/wp-content/uploads/2021/06/2021-22-LBR_Performance-Funding-Summary.pdf
[52] https://president.ufl.edu/initiatives/uf-strategic-planning/

Bachelor of Design in Architecture (B.Des in Architecture) Degree Program
SACSCOC Assessment AY2019-20, Revised: 25 January, 2021

Program Goals

Assessment #1: Number of registered students (UG)

- Program Goal: To maintain a targeted upper-division admissions cohort of 90 students, yielding a total upper-division enrollment of 180 students.
- Evaluation Method: Track the total number of students (native UF students and transfer students) applying for upper-division admissions and review/analyze data by School of Architecture administration.
- Results: Following a competitive upper division admissions process in the spring of 2019, 103 students were admitted into upper-division for the fall 2019 semester. The fourth-year enrollment was maintained at 96 students, yielding an overall upper division enrollment for the 2018-19 academic year of 199 students.
- Use of Results: As with the past several years, enrollment numbers continue to remain strong. The Spring 2018 upper-division applicant pool was the largest we have seen in several years and was highly competitive, which required us to enlarge the overall upper-division admission to 103 students. In response, we have been more assertive in balancing between FTIC students beginning in the fall term and transfer, change-of-major, and Gator Design students moving through our abbreviated summer first-year curriculum. The balance will allow us to manage our teaching methods, reduce our student/teacher ratios in lower-division studios, and better prepare our students for the upper-division admissions process and future success in our upper division curriculum. In this regard, our program changes are modest and targeted on careful management of enrollment and student advising. As with previous years, stable numbers in lower-division benefits our upper-division admissions and the program as a whole. We continue to monitor the number of upper-division transfer applicants and are working directly with the community college programs to encourage applicants to consider applying to UF.

Assessment #2: Demographic Information (UG)

- Program Goal: To develop and maintain a diverse student body that matches or exceeds the diversity metrics as reported in the UF Enrollment and Demographics report for Undergraduate Degree-seeking enrollment.
- Evaluation Method: Track data for ethnicity, gender and nationality within the overall BDes undergraduate student enrollment compared to overall diversity metrics for undergraduate degree-seeking enrollment at UF.
- Results:

DCP B. Design in Architecture Enrollment Data (Fall 2019/ Spring 2020)

GENDER	POPULATION %
Female: 58.76%	Asian: 10% (40)
Male: 41.24%	Black: 8% (30)
	Hispanic: 29% (111)
	Native American: 1% (4)
INTERNATIONAL: 35	White: 47% (194)
	Other: 4% (16)
	X: 0 (0%)

UF Undergraduate Degree-seeking Enrollment 2019 (university-wide)[53]

GENDER	POPULATION %
Female: 56.42%	Asian: 8.7% (3,295)
Male: 43.58%	Black: 5.76% (2,182)
	Hispanic: 22.78% (8,626)
	Native American: 0.18% (69)
INTERNATIONAL: N/A	White: 52.86% (20,019)
	Other: 6.46% (2,444)*
	X: 3.27% (1,239)

* Note: UF Institutional research breaks down university enrollment into the subcategories *Native Hawaiian or Other Pacific Islander, Non-Resident Alien, Race/Ethnicity Unknown, and Two or more races.* Registration Data for the BDesign does not have that level of detail for race and ethnicity. As such, the categories noted above have been consolidated to align with "Other" for noted race/ethnicity, and "X" for undisclosed race/ethnicity.

- Use of Results: The Undergraduate Coordinator reviewed the demographic data and cross-referenced this data with the 2019-20 UF Diversity metrics. Undergraduate enrollment meets or exceeds the UF metrics on nearly all levels, with the exceptions of student populations noted as international and unknown. As with the 2018-19 SACSCOC Report, the Undergraduate Coordinator elected to reference the UF Diversity metrics, with the understanding the UF institutional standards will reflect that of the Board of Trustees and Board of Governors.

Assessment #3: Number of graduates (UG)
- Program Goal: To graduate 90% of each upper-division cohort on time (spring term).
- Evaluation Method: Using a fourth-year cohort, track the percentage of students graduating with the Bachelor of Design in Architectural Studies at the end of the spring term, with review/analysis of data by the school administration.
- Results: 87% of the fourth-year class were certified to graduate in the spring of 2020 within four years, and 91% within six years.
- Use of Results: The Undergraduate Coordinator reviewed the graduation rates. The overall graduate numbers met the program goal of 90% graduation, using the six-year graduation window. As done previously, the program will make an effort to maintain the 4-year and 6-year graduation rates, which outperform the same measures at the university level. It should be noted that there is uncertainty regarding the impacts of COVID on the spring 2020 graduation rates. Similarly, there may be a noticeable impact on 4- and 6- year graduation rates for the next year, perhaps more. The undergraduate coordinator will monitor this ongoing situation and make accommodations when appropriate.

Assessment #4: Number of graduates produced per budgeted faculty position
- Program Goal: Evaluate the associated FTE required to cover required teaching assignments for the final year of coursework, with the targeted ratio of the number of graduates produced per budgeted faculty position to be 11.25 (90 graduates/7 FTE)
- Evaluation Method: Using a fourth-year cohort, track the number of graduates and associated FTE assignments, with review/analysis of the data by the school administration.
- Results: Using the associated FTE required to cover required teaching assignments for the final year of coursework for 2019-20, the ratio of the number of graduates produced per budgeted faculty position is 12.28 (86 graduates/7.0 FTE).
- Use of Results: This ratio suggested that the balance of the graduating cohort size dropped slightly from the preceding year. It is not clear why the number was lower, and given the

[53] https://ir.aa.ufl.edu/uffacts/diversity/

complexities encountered during the spring 2020 semester, it may not be possible to determine an exact cause. The undergraduate coordinator decided that no adjustment is needed at this point and will monitor the progress of the 2021 class.

Student Learning Outcomes:
Assessment methods for all SLO's as follows: *Project Work reviewed by design studio jury including external reviewers*

SLO 1: Content Knowledge: *Demonstrate and understand the design process and associated skills*
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 194
- Percentage of students that passed the assessment and met the outcome: 96.52
- Results: Of the students reviewed, 97% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 2: Content Knowledge: Develop vocabularies and graphic skills associated with the studio teaching methodology
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 187
- Percentage of students that passed the assessment and met the outcome: 93.03%
- Results: Of the students under evaluation, 93% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 3: Content Knowledge: Acquire, interpret & analyze information as it relates to the design process
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 194
- Percentage of students that passed the assessment and met the outcome: 96.52%
- Results: Of the students reviewed, 97% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 4: Skills: Communicate about the discipline to a variety of audiences using a variety of formats and approaches
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 194
- Percentage of students that passed the assessment and met the outcome: 96.52%
- Results: Of the students reviewed, 97% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 5: Skills: Acquire skills in drawing, electronic imaging, materials & environmental issues
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 191
- Percentage of students that passed the assessment and met the outcome: 95.02%
- Results: Of the students reviewed, 95% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 6: Communication: Think critically, analytically & logically about spatial design
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 186
- Percentage of students that passed the assessment and met the outcome: 92.54%
- Results: Of the students reviewed, 93% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

SLO 7: Critical Thinking: Develop an understanding of the relationship between behavior & the built environment
- Threshold of Acceptability: 85% met or well-met
- Number of Students assessed: 201
- Number of students that passed the assessment: 181
- Percentage of students that passed the assessment and met the outcome: 90.0%
- Results: Of the students reviewed, 90% met the criterion for success for this SLO. The undergraduate coordinator reviewed the data and determined that no adjustments are necessary at this time.

Master of Architecture (M.Arch) Degree Program
SACSCOC Assessment AY2019-20, Revised: 29 January 2021

Program Goals

Assessment #1: PG-1: Enrollment
- Goal: Maintain continuous overall enrollment of 120-180 M.Arch students each semester (excluding summers).
- Results: In the Fall 2019 semester, 154 students were enrolled in the M.Arch program. During the Spring 2020 semester, 139 students were enrolled in the M.Arch program. Enrollment during this period averaged 146.5 M.Arch students each semester, which met the program goal.
- Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. No program changes were required at this time.

Assessment #2: PG-2: Minority Student Enrollment
- Goal: Match State of Florida minority student demographic statistics.
- Evaluation Method: Minority student enrollment numbers are collected internally. These enrollment numbers are compared with statistics provided by the UF Office of Institutional Planning and Research.
- Results:

	M.Arch Fall 2019	**M.Arch Spring 2020**	**Univ. of Florida Fall 2019**	**State of Florida July 2019**
White	38.31% (59)	40.29% (56)	51.29% (29,014)	53.2%
Hispanic/Latino	25.97% (40)	27.34% (38)	19.66% (11,123)	26.4%
Asian	5.19% (8)	5.76% (8)	7.81% (4,418)	3.0%
Black	7.14% (11)	7.91% (11)	5.61% (3,173)	16.9%
American Indian or Alaska Native	0% (0)	0% (0)	0.19% (106)	0.5%
Native Hawaiian or Other Pacific Islander	0% (0)	0% (0)	0.20% (113)	0.1%
Two or More Races	0% (0)	0% (0)	3.48% (1,970)	2.2%

Unknown	23.38% (36)	18.71% (26)	3.56% (2,014)	0%
Nonresident Alien	29.87% (46)	21.58% (30)	8.20% (4,636)	0%
Total	100% (154)	100% (139)	100% (56,567)	100%

	M.Arch Fall 2019	**M.Arch Spring 2020**	**Univ. of Florida Fall 2019**	**State of Florida July 2019**
Female	50.00% (77)	46.04% (64)	55.72% (31,519)	51.5%
Male	50.00% (77)	53.96% (75)	44.28% (25,048)	48.5%
Total	100% (154)	100% (139)	100% (56,567)	100%

Notes:
1. Numbers in parentheses following percentages indicate the number of students.
2. University of Florida data is from the University of Florida Office of Institutional Planning and Research.[54]
3. State of Florida data is from the United States Census Bureau. [55]

When compared with the University of Florida and State of Florida, student enrollment numbers in the M.Arch program indicate that the program has both successes and challenges regarding minority student enrollment. Hispanic students are well-represented in the program, averaging 26.62% of the overall student body. This exceeds both the University of Florida (19.66%) and the State of Florida (26.4%). Asian students are also well represented in the program, averaging 5.46% of the student body compared with 3.0% of the State of Florida population that identifies as Asian.

Black student enrollment remains a challenge. Black student enrollment in the M.Arch. programs averaged 7.51% during this period. This exceeded the proportion of Black students enrolled at the University of Florida (5.61%) but did not approach the proportion of the population that identifies as black in the State of Florida (16.9%). For reference, African Americans constitute approximately 13.4% of the overall population of the U.S.[56]

When looking at all NAAB-Accredited Architecture Degree programs across the United States, Black students make up only 5.14% of the student body (NAAB 2019 Annual Report on Architectural Education). African Americans are even more under-represented in the architectural profession, totaling approximately 4% of all Associate AIA members and only 2% of all licensed architects in the U.S. [57]

It is also important to note that the representation of students by gender is also somewhat skewed. Females accounted for an average of 48.12% of the student body in the program, although they accounted for 55.72% of the University of Florida and 51.5% of the State of Florida.

Enrollment by Hispanic and Asian students meets the program goal. Enrollment of Black students and female students does not meet the program goal.

- Use of Results: The results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. Admissions and recruitment procedures will be reviewed to

[54] https://ir.aa.ufl.edu/uffacts/enrollment-1/
[55] U.S. Census Bureau, https://www.census.gov/quickfacts/FL
[56] U.S. Census Bureau, https://www.census.gov/quickfacts/fact/table/US/PST045219
[57] AIA Diversity in the Profession of Architecture Key Findings 2015, https://www.architecturalrecord.com/ext/resources/news/2016/03-Mar/AIA-Diversity-Survey/AIA-Diversity-Architecture-Survey-02.pdf

identify possible strategies for improving enrollment by black students and female students in the program.

Assessment #3: PG-3: Matriculation
- Goal: At least 90% of students should complete their degree program within five academic years.
- Evaluation Method: Students actively enrolled in each degree program are tracked internally to determine their progress towards graduation and the time required for matriculation. Internal departmental information and Student Administration degree certification is used in this evaluation.
- Results: This assessment indicated that 41 of 41 students, or 100%, completed their degree program within five years. This exceeded the threshold of acceptability (90%), and the Program Goal was met.
- Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. No program changes were required at this time.

Assessment #4: PG-4: Student Credit Hours
- Goal: At least 90% of students should graduate with no more than the minimum number of credits required for their degree track, currently 52 credits for 2-year (“advanced”) students and 100 credits for 4-year students.
- Evaluation Method: Departmental tracking of credit hours is used to calculate the number of credit hours earned by graduating students. These numbers are compared with the minimum program requirements to calculate the percentage of students graduating with no more than the minimum number of credits required for their degree track.
- Results: The results of this assessment indicated that 40 of 41 students, or 97.6%, completed their degree programs with no more than the minimum number of credits. This exceeded the threshold of acceptability (90%), and the Program Goal was met.
- Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. No program changes were required at this time.

<u>Student Learning Outcomes</u>

SLO #1: Knowledge
- Outcomes: 1) Acquire, interpret and analyze information as it relates to the design process; 2) Use critical thinking and specialized knowledge of architecture systems to identify and assess problems; 3) Develop design responses in a competent and ethical manner.
- Assessment Method: Students prepare project proposals that integrate knowledge and demonstrate their mastery of the discipline. Students then present project work to a jury made up of faculty, visiting scholars, and practicing architects. Students are assessed through questionnaires completed independently by each member of the jury.
- Threshold of Acceptability: 75% met or well-met
- Number of students assessed: 129
- Number of students that passed the assessment: 120
- Percentage of students that passed the assessment and met the outcome: 93.28%
- Results: Of the 129 students reviewed, 43.93% Met and 49.35% Well Met, totaling 93.28% that passed the assessment. This exceeds the threshold of acceptability. This SLO has been met satisfactorily.
- Programmatic Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. Since a satisfactory number of students passed the assessment, no program changes were recommended at this time.

SLO #2: Skills
- Outcomes: 1) Develop an area of focus and a self-directed inquiry; 2) Work collaboratively toward integrative proposals.
- Assessment Method: Students prepare project proposals that integrate knowledge and demonstrate their mastery of the discipline. Students then present project work to a jury made

up of faculty, visiting scholars, and practicing architects. Students are assessed through questionnaires completed independently by each member of the jury.
- Threshold of Acceptability: 90% met or well-met
- Number of students assessed: 129
- Number of students that passed the assessment: 122
- Percentage of students that passed the assessment and met the outcome: 94.57%
- Results: Of the 129 students reviewed, 46.12% Met and 48.45% Well Met, totaling 94.57% that passed the assessment. This exceeds the threshold of acceptability. This SLO has been met satisfactorily.
- Programmatic Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. Since a satisfactory number of students passed the assessment, no program changes were recommended at this time.

SLO #3: Professional Behavior
- Outcomes: 1) Engage in the advancement of the discipline of architecture; 2) Engage in the economic, ethical, and aesthetic aspects of professional practice.
- Assessment Method: Students prepare project proposals that integrate knowledge and demonstrate their mastery of the discipline. Students then present project work to a jury composed of faculty, visiting scholars, and practicing architects. Students are assessed through questionnaires completed independently by each member of the jury.
- Threshold of Acceptability: 90% met or well-met
- Number of students assessed: 129
- Number of students that passed the assessment: 123
- Percentage of students that passed the assessment and met the outcome: 95.74%
- Results: Of the students assessed, 95.74% of the students met the required outcome and passed the assessment. This exceeds the threshold of acceptability. This SLO has been met satisfactorily.
- Programmatic Use of Results: Results were reviewed by the Graduate Program Coordinator, Graduate Adviser, and School Director. Since a satisfactory number of students passed the assessment, no program changes were recommended at this time.

SLO Assessment Rubric

	Well Met	Met	Not Met
KNOWLEDGE			
1. Ability to acquire, interpret and analyze information as it relates to the design process.	Information is taken from source(s) with enough interpretation and evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Information is taken from source(s) with some interpretation or evaluation, but insufficient to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mainly factual, with little questioning. The conclusion is logically tied to information (information is chosen to fit the desired conclusion); some related outcomes are identified clearly.	Information is taken from source(s) without any interpretation or evaluation. Viewpoints of experts are taken as fact, without question. Conclusions are inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
2. Ability to use critical thinking and knowledge of architectural systems to identify and assess	Issue/problem to be considered critically is stated clearly and described	Issue/problem to be considered critically is stated but description leaves some terms	Issue/problem to be considered critically is stated without clarification or

problems.	comprehensively, delivering all relevant information necessary for full understanding. The specific position is imaginative, considering the complexities of an issue. Others' points of view are synthesized.	undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Specific project position is clear and acknowledges different sides of an issue.	description. Specific position is stated but is simplistic and obvious.
3. Ability to develop design responses in a competent and ethical manner.	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product. Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Incorporates new directions or approaches to the assignment in the final product. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Considers new directions or approaches without going beyond the guidelines of the assignment, problem statement, or studio prompt. Only a single approach is considered and is used to solve the problem.
SKILLS			
4. Ability to individualize an area of focus and develop a self-directed inquiry.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's own points of view. Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts / theories / frameworks of fields of study. Independently connects examples, facts, or theories from more than one field of study or perspective.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. When prompted, presents examples, facts, or theories from more than one field of study or perspective.
5. Ability to work collaboratively toward integrative proposals.	Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Multiple technical concerns are addressed in novel and	Offers alternative solutions or courses of action that build on the ideas of others. Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. Multiple technical considerations are addressed in relation to one another.	Shares ideas but does not advance the work of the group. Engages team members by taking turns and listening to others without interrupting. Multiple technical considerations are addressed independently.

	inventive ways to support and further design objectives.		
PROFESSIONAL BEHAVIOR			
6. Engage in the advancement of the discipline of Architecture.	Explores a topic in-depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. Reviews prior learning (past experiences inside and outside of the classroom) in-depth to reveal significantly changed perspectives about educational and life experiences, which provide a foundation for expanded knowledge, growth, and maturity over time.	Explores a topic in-depth, yielding insight and/or information indicating interest in the subject. Reviews prior learning (past experiences inside and outside of the classroom) in-depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
7. Understand the economic, ethical and aesthetic aspects of professional practice.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross relationships among the issues. Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.

Note: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

5.2.4 Program Strengths, Challenges, and Opportunities
Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
Working with Laura Pirie of Pirie Associates in 2018 and 2019, the School of Architecture conducted a comprehensive strategic planning effort. That work resulted in a draft Strategic Plan that consolidated a number of multi-year objectives identified by the faculty. Although the formal plan development was interrupted by the COVID-19 pandemic, the work serves as a useful reference. As a part of that effort, a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) was developed on 11 January 2019, as follows:

<u>STRENGTHS</u>
1. Quality of Undergraduate Students
2. International Programs
3. Institutes and Centers
    a. Florida Institute of Built Environment Resilience (FIBER)
    b. Center for Hydro-Generated Urbanism (CHU)
4. Thesis and Project-in-lieu-of-Thesis (PILOT) Work

5. Cooperative Agreements
6. CityLab Orlando, and the CityLab model
7. Student Publications
    a. *Architrave* Undergraduate Publication
    b. *Vorkurs* Graduate Publication
8. Professional Internship Program
9. Integrated Path to Architectural Licensure (IPAL)
10. Architecture Advisory Council (AAC)

WEAKNESSES
1. External Grant Funding
2. Graduate Student Applications (number)
3. Low number of young / early-career tenure-track faculty
4. Facilities
    a. Auditorium
    b. Review Space
    c. Fabrication and Making Spaces
    d. Gallery
5. Research Capacity (research and non-research tracks)
6. STEM PhD Work
7. Limited publication of Thesis/PILOT Work
8. Website
9. SoA Publication

OPPORTUNITIES
1. (Invite) Dean/DCP to participate in Studio
2. (Increase) Awareness of SoA among General Public
3. Increase Capacity (create more)
4. Research and non-research tracks
5. Location – Florida/FIBER
6. Increase International Exposure
7. Alumni engagement

THREATS
1. FUNDING $$
2. Graduate Student Tuition, especially differential out-of-state and international tuition rates
3. Non-urban Location
4. Teaching Gallery (uncertainty of status)
5. Impediments to Implement Capacity Strategies (need clarity here)
6. Integration of a Ph.D. Program
7. M.Arch recruitment

The strengths, weaknesses, opportunities, and threats identified during the 2019 strategic planning process have formed the focus of discussion in faculty meetings, faculty retreats, semi-annual curricular reviews, Architecture Advisory Council meetings, and staff meetings. As a result, faculty and staff have begun addressing a number of concerns identified in the SWOT analysis. The CityLab model has been expanded to Jacksonville (starting January 2022), additional CityLab initiatives are under consideration, the school is expending additional resources on graduate student recruitment, faculty have integrated FIBER research projects with the school's curriculum, new resources have been made available to assist faculty in writing successful grant applications, and and the college-wide Ph.D. program successfully added an Architecture concentration.

5.2.5 Ongoing Outside Input from Others

Ongoing outside input from others, including practitioners.

Program Response:
The SoA has a large alumni base of over 4,000 graduates and strong connections to the profession both nationally and internationally. Outside input is frequently requested both formally and informally, and the school makes an attempt to keep alumni and the profession updated by sending all graduates an annual copy of the *Architrave* student publication with a letter of current school events and happenings.

The SoA Architectural Advisory Council (AAC) is a group of 20 distinguished alumni who meet with the school once each semester to provide input and advice on integration between education and practice. The group also meets with all advisory boards from across DCP once a year to strengthen collaboration and connections between disciplines in the built environment. External reviewers, including AAC members, faculty from other universities, and practicing architects are invited to all final reviews in the school each semester and are asked to complete an evaluation booklet for each student project. The booklets are collected for evaluation and to assist with the SoA self assessment portions of the SACSCOC accreditation.

The student and alumni group, Coalition in Design, has been active in providing input, criticism and advice on the SoA positions on diversity, social equity and inclusion. This has resulted in formalized meetings, surveys and responses to critical concerns which are ongoing.

Professional groups have prompted significant educational initiatives for the SoA since the last NAAB visit. CityLab Orlando has grown exponentially and now has half of the M.Arch students in the program, with new facilities and additional MSAS programs in Themed Entertainment Integration (TEI) and Healthcare Design. A CityLab Jacksonville is beginning operations this fall with support of the local architectural community.

During August 2021, surveys of professionals and students/recent alumni were conducted online through Qualtrics. The responses to those surveys were compared with national data collected by Design Intelligence. The percentages noted below are based on the total number of responses received; the numbers in parentheses indicate the number of responses.

2021 Survey of Professionals

Q1 - Quality of UF Master of Architecture graduates' preparedness to enter the profession:

	University of Florida Graduates	All Architecture Graduates [58]
Very satisfied	**55%** (11)	10%
Satisfied	40% (8)	**54**%
Neither satisfied nor dissatisfied	5% (1)	22%
Dissatisfied	0% (0)	11%
Very dissatisfied	0% (0)	2%

Q2 - Are UF SOA M.Arch students graduating with an adequate understanding of the following?

	More than adequate	Adequate	Inadequate	Unsure

[58] Design Intelligence Insights, accessed 29 August 2021.
https://www.di-rankings.com/professional-insights-architecture/#gop

1. Community engagement processes	35% (7)	**40%** (8)	15% (3)	10% (2)
2. Design for constructability	15% (3)	**60%** (12)	25% (5)	0% (0)
3. Environmental impact of materials	35% (7)	**55%** (11)	10% (2)	0% (0)
4. Environmental impact of processes	20% (4)	**60%** (12)	15% (3)	5% (1)
5. Functional research	**50%** (10)	40% (8)	5% (1)	5% (1)
6. Facilities life cycles, including equipment and infrastructure	10% (2)	**55%** (11)	25% (5)	10% (2)
7. Impact on urban or regional resources	**55%** (11)	25% (5)	10% (2)	10% (2)
8. Material life cycles	20% (4)	**60%** (12)	15% (3)	5% (1)
9. MEP systems	5% (1)	**75%** (15)	20% (4)	0% (0)
10. Programming	**50%** (10)	40% (8)	10% (2)	0% (0)
11. Project typology (unique needs based on project typology)	**60%** (12)	30% (6)	5% (1)	5% (1)
12. Recycling processes	35% (7)	**40%** (8)	15% (3)	10% (2)
13. Site analysis	**85%** (17)	10% (2)	5% (1)	0% (0)
14. Site/civil/survey designs	30% (6)	**50%** (10)	20% (4)	0% (0)
15. Structures	35% (7)	**45%** (9)	20% (4)	0% (0)

Q3 - Are UF SOA M.Arch students graduating with an adequate understanding of the following business of design fundamentals?

	More than adequate	Adequate	Inadequate	Unsure
1. Business model for professional service firms	15% (3)	**55%** (11)	25% (5)	5% (1)
2. Collaborative teaming	**85%** (17)	15% (3)	0% (0)	0% (0)
3. Client communication and professional skills	**60%** (12)	40% (8)	0% (0)	0% (0)
4. Engineering and construction discipline awareness	35% (7)	**45%** (9)	20% (4)	0% (0)
5. How client needs relate to individual work	35% (7)	**50%** (10)	15% (3)	0% (0)
6. Importance of projects, budgets, and schedules	20% (4)	**45%** (9)	35% (7)	0% (0)
7. Typical and emerging procurement processes	**35%** (7)	25% (5)	**35%** (7)	5% (1)
8. Real estate and commercial law	5% (1)	20% (4)	**45%** (9)	30% (6)

Q4 - Rate the importance of the following attributes for a new architecture graduate entering the workplace:

	Very important	Important	Moderately Important	Slightly Important	Not Important
1. Ability to collaborate effectively	**75%** (15)	25% (5)	0% (0)	0% (0)	0% (0)
2. Ability to positively influence others	**45%** (9)	40% (8)	15% (3)	0% (0)	0% (0)
3. Adaptive/flexible	**90%** (18)	10% (2)	0% (0)	0% (0)	0% (0)
4. Comfortable interfacing with outside parties	45% (9)	**55%** (11)	0% (0)	0% (0)	0% (0)
5. Committed work ethic	**100%** (20)	0% (0)	0% (0)	0% (0)	0% (0)
6. Effective interpersonal skills	**60%** (12)	35% (7)	5% (1)	0% (0)	0% (0)
7. Emotional intelligence	**50%** (10)	40% (8)	10% (2)	0% (0)	0% (0)
8. Empathy	**40%** (8)	35% (7)	25% (5)	0% (0)	0% (0)

Q5 - Rate the importance of the following factors you consider in your hiring decisions for a new architecture graduate entering the workplace:

	Very important	Important	Moderately Important	Slightly Important	Not Important
1. GPA	0% (0)	25% (5)	**50%** (10)	15% (3)	10% (2)
2. Design excellence	**65%** (13)	30% (6)	5% (1)	0% (0)	0% (0)
3. Research skills	0% (0)	**95%** (19)	5% (1)	0% (0)	0% (0)
4. School attended	5% (1)	**40%** (8)	**40%** (8)	5% (1)	10% (2)
5. Study abroad experience	5% (1)	20% (3)	**35%** (7)	25% (5)	15% (3)
6. Constructability focused	10% (2)	35% (7)	**40%** (8)	10% (2)	5% (1)
7. Adequate understanding of professional services business structure	0% (0)	5% (1)	**50%** (10)	40% (8)	5% (1)
8. Knowledge of sustainable design	5% (1)	**40%** (8)	**40%** (8)	15% (3)	0% (0)
9. Technology adoption	40% (8)	**50%** (10)	10% (2)	0% (0)	0% (0)
10. Design for health	0% (0)	**50%** (10)	30% (6)	10% (2)	10% (2)
11. Previous work experience	30% (6)	**40%** (8)	20% (4)	10% (2)	0% (0)

Q6 - Do you have any additional comments that you might wish to share regarding the professional Master of Architecture degree programs at the University of Florida?

- “I applaud UF's MArch program's emphasis on preparing students for their careers in architecture. There has long been a disconnect between academia and practice, and it's refreshing to see an institution attacking that problem head-on. Thank you.”
- “The graduates that we have employed from the University of Florida have typically performed better than the average of recent graduate peer-group employees. Their previous work experience is evident. Also they excel in their ability to collaborate and to produce project visualizations.”
- “Students graduating from UF SOA are among the best of all new graduates coming into the practice (consistently).”
- “Majority of the students are very focused, have well-thought our projects, and present themselves and their projects very well.”
- “The greatest strength of UF graduates is the way they are taught to think. A UF graduate has a framework for adapting prompts, technology and hand skills, decision making, design development, critiquing quality design, and conveying ideas. Their critical thought and question making is head and shoulders above other graduates with a professional centric degree. In my opinion the questions of practice, constructability, budgets, and schedule, can and should be learned through mentorship and experience during the AXP process.”

2021 Survey of M.Arch Students and Recent Graduate Alumni

Q1 - What do you plan to do after graduating from the M.Arch degree program (or what best describes what you have done since graduation)?

	University of Florida Students + Recent Graduate Alumni	All Architecture Students[59]
Work in a private practice	**47.19%** (42)	**38%**
Pursue an advanced degree in architecture	10.11% (9)	19%
Work for a corporation	21.35% (19)	18%
Pursue an advanced degree in something other than architecture	1.12% (1)	3%
Work in academia	2.25% (2)	2%
Self-employment	6.74% (6)	2%
Work in a field other than architecture	3.37% (3)	2%
Work in government	2.25% (2)	1%
Volunteer or work for a non-profit or community service organization	1.12% (1)	1%
Undecided	4.49% (4)	13%

Q2 - Do you believe you are (or will be) well-prepared for working in your profession upon graduation?

[59] Design Intelligence Insights, accessed 29 August 2021. https://www.di-rankings.com/students-insights-architecture/#pag

	University of Florida Students + Recent Graduate Alumni	All Architecture Students[60]
Yes	**85.23%** (75)	**93%**
No	14.77% (13)	7%

Q3 - Rate the quality of the University of Florida Master of Architecture (M.Arch) degree program in terms of how well it is preparing you (or prepared you) for the following:

	Excellent	Very Good	Good	Fair	Poor
1. Communication and presentation skills	**57.95%** (51)	27.27% (24)	12.50% (11)	2.27% (2)	0.00% (0)
2. Community involvement (mentorship programs, volunteering, civic opportunities, etc.)	**35.23%** (31)	15.91% (14)	15.91% (14)	25.00% (22)	7.95% (7)
3. Construction materials, means, and methods	26.14% (23)	**29.55%** (26)	19.32% (17)	19.32% (17)	5.68% (5)
4. Design technologies (BIM, AI, VR, AR, etc.)	**35.23%** (31)	17.05% (15)	22.73% (20)	11.36% (10)	13.64% (12)
5. Design theory and practice	**60.92%** (53)	22.99% (20)	16.09% (14)	0.00% (0)	0.00% (0)
6. Engineering fundamentals (MEP and structural)	19.54% (17)	**26.44%** (23)	21.84% (19)	21.84% (19)	10.34% (9)
7. Global issues / international practice	27.59% (24)	**28.74%** (25)	25.29% (22)	10.34% (9)	8.05% (7)
8. Interdisciplinary studies (awareness of, and collaboration with, multiple disciplines impacting the built environment)	**33.33%** (29)	22.99% (20)	24.14% (21)	13.79% (12)	5.75% (5)
9. Planning / project methodologies	**43.68%** (38)	25.29% (22)	14.94% (13)	12.64% (11)	3.45% (3)
10. Practice management	**27.59%** (24)	25.29% (22)	20.69% (18)	17.24% (15)	9.20% (8)
11. Providing study abroad opportunities	**62.07%** (54)	21.84% (19)	8.05% (7)	6.90% (6)	1.15% (1)
12. Research methodologies (context, data, etc.)	**45.35%** (39)	34.88% (30)	11.63% (10)	5.81% (5)	2.33% (2)
13. Sustainability / healthy design	**36.78%**	27.59%	21.84%	12.64%	1.15%

[60] DesignIntelligence Insights, accessed 29 August 2021. https://www.di-rankings.com/students-insights-architecture/#pag

	(32)	(24)	(19)	(11)	(1)
14. Understanding the impacts of urbanization on design	**45.98%** (40)	25.29% (22)	19.54% (17)	6.90% (6)	2.30% (2)

Q4 - Please rate the quality of the University of Florida Master of Architecture program's studio facilities:

	Excellent	Very Good	Good	Fair	Poor
1. Access to facilities	**53.41%** (47)	29.55% (26)	7.95% (7)	6.82% (6)	2.27% (2)
2. Dedicated studio space	**54.55%** (48)	25.00% (22)	12.50% (11)	6.82% (6)	1.14% (1)
3. Adequate natural lighting	**59.09%** (52)	25.00% (22)	12.50% (11)	2.27% (2)	1.14% (1)
4. Adequate openness	**59.77%** (52)	26.44% (23)	10.34% (9)	1.15% (1)	2.30% (2)
5. Adequate adaptable space	**45.88%** (39)	24.71% (21)	18.82% (16)	7.06% (6)	3.53% (3)
6. Access to advanced software	**36.78%** (32)	31.03% (27)	14.94% (13)	9.20% (8)	8.05% (7)
7. Access to advanced hardware	**34.48%** (30)	29.89% (26)	17.24% (15)	11.49% (10)	6.90% (6)
8. Adequate student to faculty time	**54.65%** (47)	32.56% (28)	9.30% (8)	3.49% (3)	0.00% (0)

Q5 - Rate the overall quality of your program:

	University of Florida M.Arch Students	All Architecture Students[61]
Excellent	**48.28%** (42)	**54%**
Very good	28.74% (25)	31%
Good	18.39% (16)	9%
Fair	4.60% (4)	3%
Poor	0.00% (0)	1%

Q6 - Have you participated in an internship program in architecture?

	University of Florida M.Arch Students	All Architecture Students[62]
Yes	**55.06%** (49)	**61%**

[61] Design Intelligence Insights, accessed 29 August 2021. https://www.di-rankings.com/students-insights-architecture/#pag
[62] Design Intelligence Insights, accessed 29 August 2021. https://www.di-rankings.com/students-insights-architecture/#pag

No	44.94% (40)	39%

Q7 - Do you plan to take the Architect Registration Exam (ARE)?

	University of Florida M.Arch Students	All Architecture Students[63]
Yes, I plan to	**48.31%** (43)	73%
Yes, I have already started	**23.60%** (21)	6%
Yes, I have already completed	**10.11%** (9)	4%
No	7.87% (7)	7%
Undecided	10.11% (9)	10%

Q8 - Which Master of Architecture program are you attending (or did you attend as a student)?

Main Campus (Gainesville FL)	53.93% (48)
CityLab Orlando (Orlando FL)	46.07% (41)

Use of Results
The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
Self-assessments are important to the SoA as we face broad challenges to our discipline from communities in need, environmental crises, institutional requirements for greater faculty productivity, demands from students and alumni for social equity, diversity and inclusion, concerns with our existing educational models in furthering problems rather than solving them, and training students to lead change in the profession over simply responding to work requirements. This has been a painful but necessary process and is resulting in action plans for improving our curriculum and approach to teaching and learning. Throughout the APR we address assessment needs and responses and are working to update a strategic planning process that did not foresee a global pandemic or the urgency of fundamental social change that students and alumni have demanded. The SoA has a committee structure to review issues and assessments, and a regular meeting schedule with all faculty and student groups to review and take action on changes.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:
The most effective and long-standing measure of curricular assessment within the school is the end-of-semester curricular review. This review centers on an exhibition of student work from each studio and at all undergraduate and graduate programs, which is very much akin to the Visiting Team Room exhibits of the previous NAAB accreditation process. The review is led by the curriculum committee chair, with individual studio-level coordinators presenting the collective studio objectives, criteria and representative student work of their respective studio sections.

[63] Design Intelligence Insights, accessed 29 August 2021. https://www.di-rankings.com/students-insights-architecture/#pag

Open to all faculty, this meeting has become a cornerstone of the school in terms of reflecting upon and discussing the state of the curriculum as evidenced in student work. Though these discussions can become impassioned at times, the faculty understand that heated discussions are not intended to be personal critiques, but rather reflect the commitment of the faculty as a whole to reconsider and reinvest in curricular objectives in an open forum, wherein strengths and weaknesses in projects and pedagogical strategies can be debated to ensure that the curriculum remains a nimble living project. In this regard, the curriculum is understood to be under perpetual revision and reinforcement, and broader changes can be implemented simultaneously as more incremental adjustments to specific topics, focuses, and criteria.

Additional external metrics may be incorporated by School leadership to better identify areas of strength and weakness within the school. These may include standardized test scores for each incoming class, ARE pass rates, insights and feedback from firms regarding UF graduates, alumni feedback regarding the academic preparations at UF and their professional experiences after graduation, insights and observations of guest critics invited for final reviews, and Design Intelligence rankings.

5.3.1 Relationship Between Course Assessment and Curricular Development
The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
Curricular development and management are the purviews of the school's faculty, and as such, reflect the evolving efforts and interests of the faculty regarding architectural pedagogy. In this sense, curricular assessment and development are understood to be both fundamental and ongoing on many levels. The school and its faculty have long understood the critical relationship between curriculum, accreditation requirements, student criteria, and have maintained an approach that establishes overlaps and intersections between differing aspects rather than catering solely to faculty concerns or the requirements of student performance criteria. In this regard, the broader curriculum anchors the most constructive moment for resonance between different interests and expectations, and these are presented and discussed as part of the end-of-semester curriculum review. The chair of the SoA Curriculum Committee runs each review, and in doing so, notes any comments that may indicate areas of curricular concern, redirection, and reinforcement and presents these topics back to the curriculum committee for further discussion and development. If concerns are identified within specific curricular topics (architecture theory, for example), then the concern is forwarded to the curricular sub-committee for discussion. Any response is then forwarded back to the Curriculum Committee for consideration. Changes that are modest in scope and do not require adjustments to the UF Catalog or course tracking can be implemented directly through the Curriculum Committee via a recorded vote. If the changes are of greater substance, the Curriculum Committee will start the appropriate curriculum change process per University requirements. These changes may include subsequent reviews and approvals by various college- and university-level committees.

5.3.2 Roles and Responsibilities of Personnel and Committees
The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
As noted in the School of Architecture Bylaws, curricular management and development is the responsibility of the SoA faculty. This decision reflects the interests of the faculty as a governing body to ensure the longevity and integrity of the curriculum, in both the support of and/or challenge to administrative decisions and directives. The SoA Curriculum Committee is the primary governance structure charged with curricular development. This committee is composed of appointed faculty members to represent the different topical foci of the

curriculum (building technologies, design, history and theory, etc.). The Curriculum Committee chair is elected by the committee and manages the agenda, meeting schedule and general workflow of the committee. The work of the committee includes addressing curricular initiatives of the faculty, reviewing and assessing curricular changes and course requests, and establishing the groundwork for curricular review. Curricular reviews occur at the end of the fall and spring semesters, wherein faculty from each studio assemble a representative collection of student work.

Focused subject committees (building technology committee, history/theory committee, etc.) are intended to provide direct input to the SoA Curriculum Committee and may review specific proposals and changes prior to review at the curriculum committee. These committees are typically composed of all faculty teaching coursework within that topic.

Design studios are similarly framed, with a Design studio committee that is composed of assigned studio-level coordinators. Studio coordinators are determined as part of the academic-year teaching schedule. Studio coordinator responsibilities can be divided into two broad categories; the first addresses review/establishment of studio objectives and student criteria relative to project proposals, whereas the second addresses logistical coordination between all studios, concurrent coursework, events, trips, etc.

All committees are open and faculty are welcome to attend and participate in meeting discussions, though voting is limited to committee members. As is noted elsewhere in the report, the School is in the process of integrating student governance within the overall governance structure for the school, and student representatives will be part of the SoA Curriculum Committee in the near future.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Workload Balance

Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

SoA faculty have a typical teaching load not to exceed two courses per semester. Each fall a proposed multi-year teaching schedule is presented for faculty review and planning, with modifications made only as needed. Sabbaticals and Professional Development Leaves are offered to all full-time tenured, tenure-track, and non-tenured faculty on a 6-year cycle. One- or two-semester leaves are available based on a review of the DCP Dean, with over 90% of SoA applicants receiving leave when requested in the past 5 years. Faculty can also receive a single course release from the school based on availability and need, some for research and others for special projects or SoA service needs (such as NAAB accreditation prep). Newly hired faculty in research-based tenured/tenure-track lines receive two semesters of a single course release, with two semesters of a graduate research assistant and between $40,000 - $100,000 of start-up funding to assist in establishing their research/scholarship trajectory.

UF has made significant advances in the status and promotion of full-time non tenure-track faculty (formerly Lecturers) with designations as Assistant, Associate and Full Instructional Professors. These ranks carry the rights and responsibilities of tenure-track faculty with advancement based on Teaching and Service without the Research/Scholarship requirements. Currently, UF discourages adjunct faculty hires in Gainesville unless necessary

to cover teaching loads, with CityLab hiring adjunct faculty with specialized backgrounds in areas of need. The stability of full-time faculty advances coordination efforts and allows for a shared load of service responsibilities across a larger group of dedicated colleagues.

Faculty are encouraged to apply for grant funding and can buy out teaching time at the rate of their salary if successful in obtaining external grants that require their time and focus. Faculty are also invited to enter the queue for teaching in the Vicenza Institute of Architecture international studies program, the oldest continuously running international program at UF, begun in 1983. The program brings two faculty from the SoA each semester to Vicenza to teach undergraduate and graduate students in our studio and housing there. A dedicated resident program director (Franca Stocco) administers the program in Italy and manages the logistics with our SoA International Program Coordinator (Alfonso Perez), allowing faculty to focus on teaching and traveling in Europe with our cohorts of typically 20-30 students.

5.4.2 Architect Licensing Advisor
Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
Since joining the faculty in 2008, Associate Professor Bradley Walters, AIA, NCARB has served as the School's NCARB Architect Licensing Advisor. His most recent re-appointment was on 18 August 2014, and his current term runs through 7 July 2022. Professor Walters is a Registered Architect in Florida (License No. AR94869; Status: Active) and in New Jersey (License No: 21AI01719800, Status: Active). He is an NCARB Certificate Holder and is an active member of the American Institute of Architects. Professor Walters served as President of AIA Gainesville in 2015, Vice President in 2014, and served on the AIA Gainesville Board of Directors from 2011-2015.

As Architect Licensing Advisor, Professor Walters formally introduces the licensure process to graduate students as a part of ARC6281 Professional Practice. He also speaks to first-year undergraduate students and student organizations to introduce the licensure process to students. Professor Walters coordinates with Frank Bosworth, director of the School's Integrated Path to Architectural Licensure (IPAL) program.

Professor Walters has attended numerous in-person and online training events to stay up-to-date on the requirements for licensure. He participated in the following NCARB Licensing Advisor Summits (formerly referred to as "IDP Coordinators Conferences"):

- 2021 Licensing Advisors Summit, Miami FL, 5-7 August 2021 (virtual/online participant)
- 2017 Licensing Advisors Summit, Chicago IL, 27-29 July 2017
- 2014 IDP Coordinators Conference, Miami FL, 31 July – 2 August 2014
- 2013 IDP Coordinators Conference, Miami FL, 25-27 July 2013
- 2012 IDP Coordinators Conference, Chicago IL, 26-29 July 2012

When scheduling conflicts prevented him from attending certain events, alternate faculty attended the meetings on behalf of UF. These faculty members have included Frank Bosworth, Stephen Bender, Stephen Belton, and Lisa Huang.

5.4.3 Opportunities for Professional Development
Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Faculty are encouraged to apply for professional and academic conferences with travel and registration funding made available by the College based on an application process at the start of each academic year. An accepted conference proceeding or presentation is required for funding, and the majority of faculty who apply receive between $500 - $2,000 towards attendance. Tenure-track faculty are prioritized in the selection process to ensure progress toward their peer-reviewed scholarship. The SoA has approximately $18,000 in travel funding available for AY 2021/22. Graduate students are also eligible for conference funding, with the UF Graduate School offering up to $300 if the program matches funding, which the SoA has done at every request for the past five years.

The SoA covers travel support for the NCARB Licensing Adviser (see 5.4.2) to attend bi-annual Licensing Advisors Summit meetings and the previous annual IDP Coordinators Conferences. The SoA also supports programs at annual AIA Florida Conferences with a CityLab Orlando booth, alumni receptions, and students encouraged to attend.

Regular training is offered by UF and DCP across a range of professional development for staff, and time off for attendance at events on and off-campus is available and encouraged. Staff have been recipients of DCP and UF awards of excellence for their dedication and service to students and the program.

Sabbatical and Professional Development Leave is available to all full-time tenured, tenure-track, and non-tenured faculty on a six-year cycle as described in section 5.4.1 on workload balance.

5.4.4 Student Support Services

Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

The School offers a range of advising services to students at multiple levels, depending on the specific type of advising that is requested. Undergraduate student advising is managed by two College of Design, Construction and Planning advisors. These advisors are positioned within the Dean's office suite and provide advising support regarding tracking, registration, academic holds, prerequisites, course schedules, etc. For graduate students, the primary position responsible for student advising is the School of Architecture Graduate Advisor and Admissions Officer. This individual works directly with students regarding graduate academic affairs, such as admissions, degree and course requirements, course registration, tracking, academic holds, degree certifications, and graduation audits. The graduate advisor will also assist with student counseling and mental well-being. The Associate Directors of Undergraduate and Graduate Programs will supplement respective advising roles and will work hand-in-hand with advisors to address specific academic advising issues.

The school, faculty and staff all take students' mental and emotional health seriously and offer support to students in need to the extent that is possible. The school also recognizes the inherent limitations of any one individual or the school as a whole, particularly when addressing mental health issues of students. Students are encouraged to take advantage of the full breadth of University support and resources that are held within the *UMatter, WeCare* initiative. It is not uncommon for students and the school to reach out directly to *UMatter, WeCare* when the counseling needs extend beyond what the school is able to provide internally. Contact information for *UMatter, WeCare* is provided as part of each course syllabus and is available via the University website (https://umatter.ufl.edu/).

Regarding career guidance, internship and job placement, the School offers a range of opportunities through which students can pursue their professional interests and aspirations. It is important to note that many students work with faculty in a less formal setting to establish

contacts within offices or seek professional advice that is targeted to their interests. Many students take advantage of different professional resources that the school provides, including:

- The Design, Construction and Planning Career Fair: This annual event brings together professional offices and representatives from the five academic units within the College, to share their work, discuss professional opportunities and offer portfolio reviews and interviews for students.
- The Design, Construction and Planning Job Website: The College maintains a searchable jobs posting board (https://dcp.ufl.edu/jobs/). Offices wishing to post job openings and/or positions can provide appropriate details, a description of job duties, and points of contact so interested students can apply.
- NCARB and APX discussions: Students are introduced to licensure requirements and procedures as part of the Professional Practice coursework. This introduction is generally led by the NCARB//APX advisor, who offers an overview of the nature of professional registration and licensure, and can advise interested students about the rules, restrictions and procedures for establishing an NCARB and APX Record, how to record experiences, and how to find an efficient and effective path towards professional licensure.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Human, Physical, and Financial Resources in Support of Social Equity, Diversity, and Inclusion

Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The nationwide protests that followed the 2020 murder of George Floyd brought new urgency to the School of Architecture's efforts to build a more just and equitable professional program. Social justice has always been a concern of the architecture curriculum at UF, but student reaction to the growing nationwide movement for Black lives made clear that the program had much work to do.

Students and alumni prepared a lengthy "UF SoA Call to Action From Alumni & Current Students."[64] The document detailed the extent of student and alumni concern with structural inequalities within the School of Architecture and its educational programs. In response, Director Frank Bosworth, Equity Committee Chair Donna Cohen, and other faculty met weekly with students, alumni, and faculty to discuss problems identified by the students and consider potential remedies. The school hosted structured events during the 2020-21 academic year, including open forums, discussions, and presentations. In April 2021, the faculty published a collectively written letter that included an apology for past harm and a commitment to enacting systemic responses to systemic problems.[65]

At the encouragement of Dr. Bosworth's successor, David Rifkind, three student/alumni leaders–Rachel Chon, Jalisa Mills, and Shane Ah-Siong–formed an independent consultancy focused on the critical analysis of race in architecture programs. The Dean's office made funding available for the School of Architecture to hire the company to prepare a report on the school's professional curriculum. Their report is due in December 2021 and will be the focus

[64] UF SoA Call to Action From Alumni & Current Students, https://docs.google.com/document/d/1WUYb70_Nw9HI-CETrcQa22FIe_JdhRBf5Ki59oHdvc8/edit

[65] We Hear Your Call to Action - A Letter from the Faculty of the School of Architecture, https://dcp.ufl.edu/architecture/we-hear-your-call-to-action-a-letter-of-commitment-from-the-faculty-of-the-school-of-architecture/

of discussion at a faculty meeting in Spring 2022. The Coalition will work with faculty teaching design, history, and theory courses to identify areas of concern and propose improvements in the professional curriculum.

Faculty and students continue to address two critical areas of concern, the lack of BIPOC representation among the school's faculty, staff, and students and the persistence of structural inequalities in disciplinary practices as represented by the curriculum. The Equity Committee meets monthly to discuss concerns and make recommendations, which are taken up by the full faculty at monthly faculty meetings and annual faculty retreats. Faculty and students work with chapters of Black Architects in the Making in both Gainesville and Orlando.

Financial resources have been used to support diversity in graduate student recruitment at both the master's and doctoral levels. The School has also been able to offer students from Latin American and Caribbean countries scholarships that reduce their tuition rates to match those of in-state students.[66] These efforts have been successful at bringing greater diversity to the student body.

5.5.2 Plan for Maintaining or Increasing Diversity of Faculty and Staff
Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The School of Architecture actively recruits BIPOC, women, and LGBTQ candidates for faculty and staff positions, using procedures developed by the school's Equity Committee and reviewed by the college's Diversity Officer, Dr. Nawari Nawari, who is also a member of the School of Architecture faculty. These efforts include expanding the potential pools of candidates by carefully considering the diversity of lecturers and guest critics invited to participate in our programs and by extensive personal outreach to potential candidates and to colleagues globally–especially at Minority Serving Institutions–during faculty searches. Adjunct faculty hired to teach at CityLab Orlando are recruited with consideration for their development as strong candidates for future full-time positions at all of our campuses.

[66] Latin American/Caribbean (LAC) Scholarship, https://internationalcenter.ufl.edu/latin-american-caribbean-lac-scholarship

Comparison of Faculty, Staff, and Student Demographics (School of Architecture, Fall 2021 Percentages, followed by number of faculty, staff, or students in parentheses)[67]

	FACULTY		STAFF		UNDERGRAD		GRADUATE	
	Male	Female	Male	Female	Male	Female	Male	Female
American Indian or Alaska Native	3% (1)	0	0	0	0	0	0	0
Asian	13% (4)	0	0	0	4% (15)	9% (38)	1% (1)	5% (6)
Black or African American	0	0	0	0	1% (4)	2% (8)	7% (9)	4% (5)
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0
Hispanic or Latino	0	7% (2)	0	0	10% (43)	20% (82)	11% (14)	10% (13)
White	50% (15)	23% (7)	0	100% (5)	21% (87)	24% (99)	19% (25)	27% (35)
Two or more races	0	0	0	0	2% (7)	4% (18)	6% (8)	0
Nonresident Alien	0	0	0	0	0	1% (3)	0	0
Race and ethnicity unknown	3% (1)	0	0	0	1% (2)	1% (4)	1% (1)	11% (14)
Total	**70%** (21)	**30%** (9)	**0%** (0)	**100%** (5)	**39%** (158)	**61%** (252)	**44%** (58)	**56%** (73)

5.5.3 Plan for Maintaining or Increasing the Diversity of Students
Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
All admissions to undergraduate programs at UF are handled centrally by the Admissions Office without consultation with Colleges or regarding majors. Each program handles graduate admissions directly in coordination with the UF Graduate School, which has minimum admission standards all M.Arch program applicants must meet for consideration. The Graduate Admissions Committee reviews all eligible applicants based on the strength of their scores, letter of intent, letters of recommendation, and portfolio. While racial or gender demographic preferences in admission is prohibited by state law, the SoA encourages applications from candidates from under-represented groups and actively recruits in search of diverse applicants. Applicants from Latin America, Mexico, and the Caribbean can take advantage of the LAC Scholarship program and be awarded a scholarship from the SoA which permits them to receive in-state tuition rates for the Gainesville program (less than half the out-of-state/international rates). Increases in student applications from these countries are a priority for outreach and recruiting. [68]

[67] This Comparison Chart includes all full-time faculty, staff, and students on all campuses, including Main Campus in Gainesville FL and CityLab Orlando.
[68] https://internationalcenter.ufl.edu/latin-american-caribbean-lac-scholarship

The SoA has articulation agreements in the undergraduate program for admission from 2-year architecture programs at 5 State Colleges in Florida. These admissions are controlled by the SoA and based on a portfolio and GPA review each spring. The State College applicants have a more diverse profile than the UF undergraduate cohort and help increase the diversity of the upper division of the B.Des program. The M.Arch program comprises approximately 50% UF undergraduates, and increases in that diversity assists in recruiting for graduate study at UF.

CityLab Orlando has a program with Valencia College and the University of Central Florida (UCF) for a 2+2+2 program, where students complete their two year lower-division architecture studies at Valencia, continue to their next two years of B.Design degree at UCF, and complete their two year M.Arch degree at CityLab. This agreement lowers barriers to admission and recruits a more diverse group of students into the UF M.Arch program.

The SoA plans to initiate a direct admissions program from the undergraduate B.Design degree to the Advanced M.Arch program for all students who meet a minimum GPA. This enables recruiting more directly and easily from a very strong UF undergraduate cohort with particular emphasis given to recruiting diverse candidates.

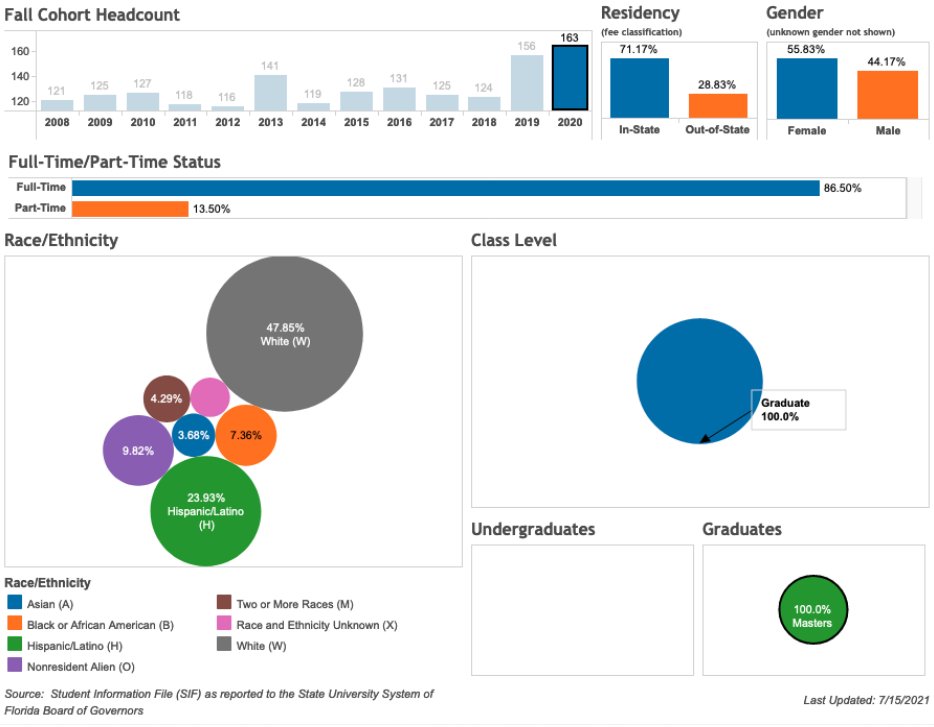
The current summer Design Exploration Program for recruiting high school students is being expanded into a college program to engage students in schools without an architecture degree. Opportunities for Core M.Arch studies at UF will be presented at colleges that can increase diversity, with interest expressed by Bethune Cookman, a Daytona Beach HBU.

Based on 2020 UF Student Demographics (see charts below), SoA graduate programs have a better representation of Black and Hispanic/Latino students than the general UF population and have a gender balance of higher female than male students, but the percentages still lack the total diversity of the general populations they serve.

The UF Diversity and Inclusion Program provides academic support for current students and applicants. [69]

[69] https://admissions.ufl.edu/explore/diversity-and-inclusion

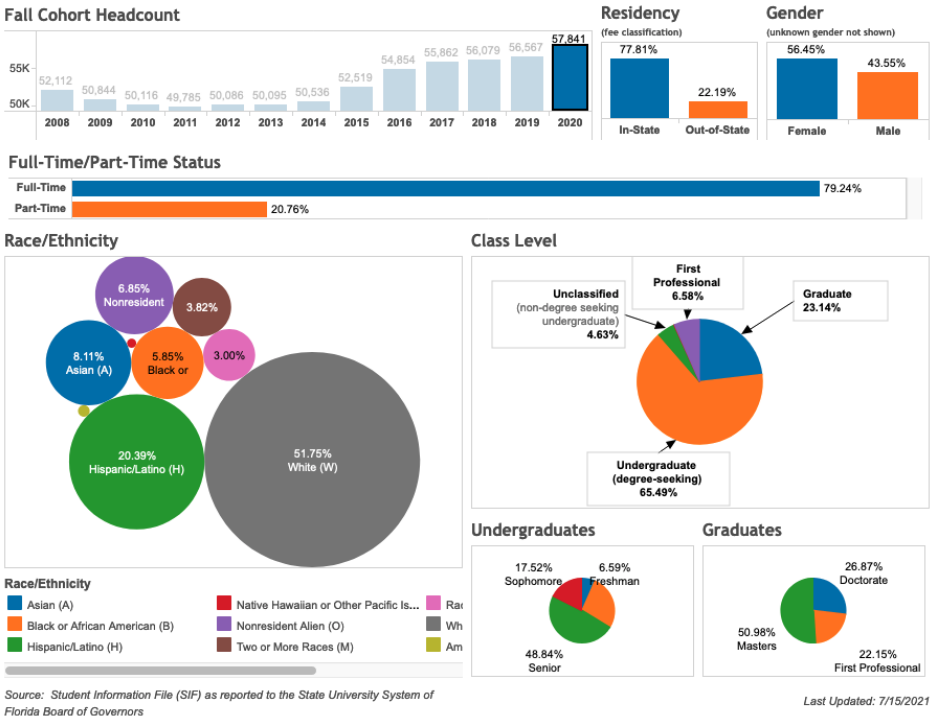
UF Enrollment & Demographics: Graduate Architecture Students, Fall 2020 [70]



Source: Student Information File (SIF) as reported to the State University System of Florida Board of Governors

Last Updated: 7/15/2021

UF Enrollment & Demographics: All UF Students, Fall 2020 [71]



Source: Student Information File (SIF) as reported to the State University System of Florida Board of Governors

Last Updated: 7/15/2021

[70] UF Institutional Planning and Research, https://ir.aa.ufl.edu/uffacts/enrollment-1/
[71] UF Institutional Planning and Research, https://ir.aa.ufl.edu/uffacts/enrollment-1/

NAAB

5.5.4 Institutional, College, and Program Policies to further Equal Employment Opportunity/Affirmative Action (EEO/AA)
Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
University of Florida Regulation 1.0061 establishes the University's Equal Employment Opportunity Policy, creates an Affirmative Action Plan for Equal Employment Opportunity, and establishes the Administrative Organization of the University's Affirmative Action Program. [72] The Regulation notes:

(1) Equal Employment Opportunity Policy.
   (a) The University shall provide equal employment opportunities and practices for all qualified persons which conform to laws against discrimination on the basis of race, creed, religion, color, marital status, protected veteran status, sex, national origin, disability, political opinions or affiliations, age, genetic information, or handicap; and to promote the full realization of equal opportunity through a positive, continuing program of affirmative action which shall be aimed at enlarging and expanding the employment opportunities of qualified women and minority groups throughout the University.
   (b) The University is committed to three (3) basic goals relating to Equal Employment Opportunities:
      l. The analysis of current practices and policies, and the adoption of new or revised practices and policies when necessary, ensures the establishment of specific procedures for equalizing.
      2. The elimination and correction of practices and individual inequities which perpetuate or result from discrimination toward women or minority groups.
      3. The intensified recruitment and consideration of women and minority groups to ensure that candidates and employees with appropriate qualifications, potential, and responsibility are afforded equal opportunity for selection, training, and promotion and are compensated without discrimination due to race, creed, color, religion, marital status, protected veteran status, sex, national origin, political opinions or affiliations, age, genetic information or disability.
   (c) The University shall provide for Equal Employment Opportunity by:
      l. Recruiting, hiring, training, and promoting persons in all job classifications without discrimination with regard to race, creed, color, religion, protected veteran status, marital status, national origin, political opinions and affiliations, sex, age, genetic information, or disability, unless specific sex, age, physical or mental disabilities are bona fide occupational qualifications.
      2. Ensure that employment and promotion decisions are in accord with existing criteria.
      3. Ensure that all personnel actions, benefits, and programs are administered without illegal discrimination.
(2) Affirmative Action Plan for Equal Employment Opportunity -- The Affirmative Action Plan for Equal Employment Opportunity, as mandated by Executive Order #ll246, implements the Equal Employment Opportunity Policy stated above. The Plan is subject to annual review and change as circumstances require. The Plan contains a set of specific and result-oriented procedures to which the University commits every good faith effort, a workforce analysis which identifies deficiencies in the representation of women and minority groups, and goals and timetables to correct the deficiencies and to increase the employment of women and minorities at all levels.

[72] UF Regulation 1.0061 Affirmative Action Plan for Equal Employment Opportunity, and Administrative Organization for the Affirmative Action Plan, https://regulations.ufl.edu/wp-content/uploads/2012/09/10061.pdf

Additional University Policies for Equal Opportunity and Affirmative Action are available online here: https://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/. The University office for Multicultural and Diversity Affairs develops programs, advocacy, and education for UF students, faculty, and staff. For information: https://multicultural.ufl.edu

The College of Design, Construction and Planning has a Diversity Officer (SoA faculty member Dr. Nawari Nawari) tasked with engaging faculty, staff, and students on issues of diversity and offering guidance on faculty search protocols, staff hiring processes and admission goals. A 2021 initiative is the DCP Diversity Ambassadors, a group of students working to assist on issues of diversity, inclusion and social equity.[73]

The Equity Committee in the SoA works directly with the Coalition in Design (alumni and students) to address issues and propose improvements to the School and College.

5.5.5 Resources and Procedures to Provide Adaptive Environments

Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

The School fully supports the inclusion of all students with different physical and mental abilities and follows University protocols for identifying students in need and finding appropriate strategies for each concern. Student initiation is instrumental in this process, beginning with a formal request for accommodations through the UF Dean of Students Disability Resource Center (DRC). This step is necessary to determine the character and degree of accommodation that may be needed. For example, faculty are expected to follow the kinds of accommodations as noted in the DRC Letter of Accommodation. This may include additional time for taking tests, note-taking services, or leniency regarding attendance.

Conventional course delivery accommodations are generally met quickly and without difficulty. In contrast, studios often present unique challenges, particularly if the accommodations require additional time or if physical limitations of the student run counter to the studio's exercises and assignments. These circumstances are addressed on a case-by-case basis, as strategies for student success need to be tailored to bridge between the specific needs and limitations of the student and the learning objectives of the studio.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space for Studio-Based Learning

Space to support and encourage studio-based learning.

Program Response:

The School of Architecture has approximately 30,000 square feet of designated space for studio instruction on campus and an additional 7,400 square feet of space for graduate studio instruction at Citylab-Orlando. All design instruction is handled directly through these dedicated studio spaces, and design faculty universally reinforce the importance of working in a studio to all students, regardless of studio-level or program. For students in Gainesville, each studio door is equipped with combination locking door hardware that allows students in different studio spaces secure their own studio space and maintain access to the room as needed. Undergraduate studios take up the bulk of dedicated studio space and reflect in

[73] https://dcp.ufl.edu/?events=inaugural-meeting-of-the-dcp-diversity-ambassadors-set-for-friday-sept-11

simple terms the large scale of the undergraduate program in comparison to the Master of Architecture program. The CityLab-Orlando facility is access-controlled with keyfobs which provide access to one large studio space.

All undergraduate and graduate studio spaces are available 24 hours per day, seven days a week. Cold desks are assigned to all students enrolled in architectural design studios. Square footage allocations per student fluctuate by studio level, with more space in upper-division and graduate-level studios. Except for Core level CityLab students who have cold desks, CityLab-Orlando recognizes the different needs of its students by providing activity-based zones in the studio that allows students to organize themselves for group projects, individual work, or study sessions. Students use a space scheduling app to check out a workspace. Activity-based zones include computer lab, 3D-printer lab, laser cutter room, model-building tables, desks, group seating, whiteboard break-out areas, pin-up wall space, zoom rooms, special project areas. Students are provided with a range of storage spaces for flatwork, supplies, laptops, and personal items.

Informal studio reviews are often conducted directly in the studio. Individual studio faculty may schedule review spaces for interim reviews as needed. Final reviews are more carefully scheduled by the school and studio coordinators. The school has very few dedicated review spaces available. Access to additional review spaces, such as the DCP Gallery, may be requested from the college in advance but is not assured, as other academic units within the college may have similar requests. In response, it has become customary for second-year undergraduate studios to be used for upper-division and graduate studio final reviews, in order to expand the available review space.

5.6.2 Space for Didactic and Interactive Learning
Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
For both Undergraduate and graduate courses, non-studio learning spaces may be provided by available University resources (lecture and seminar spaces), depending on course enrollment numbers, times, room availability, etc. This may also include reserved times/access in UF computer labs, with coordinated software systems available at each workstation. CityLab-Orlando has a large classroom, and two seminar-size classrooms, all equipped with hyflex technology, all furnished with flexible furniture.

The school maintains a dedicated woodshop for student use. The woodshop is currently located in Fine Arts C, a nearby building that houses the first-year undergraduate studio spaces and adjoins the Fine Art and Architecture Library. The school has access to the FabLab, which is a joint facility between the College of Design, Construction and Planning and the College of Fine Arts. This facility is located to the east of campus and is approximately a ten-minute walk from the School of Architecture. The Fablab provides students access to various digital fabrication technologies, such as laser cutters, a three-axis mill, a water jet, and several types of three-dimensional printing systems. It also provides a range of drawing and modeling materials to students. CityLab-Orlando students have access to two types of 3D printing, a laser cutter, and small tools in the studio.

5.6.3 Space to Support Faculty Teaching, Research, Mentoring, and Advising
Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

The school currently has dedicated space for all administrative functions of the school (Director's office, office manager, student advising, and administrative support). Per the UF Collective Bargaining Agreement, all faculty have a dedicated office space. All faculty offices meet/exceed the 120sf limit per FL Statute. Dedicated research spaces are limited and generally require a demonstrable need to be allocated (grants, PhD students, etc.). CityLab-Orlando has dedicated space for all administrative functions of the location (program director offices, lecturer office, advising area, and shared workspace for adjuncts).

5.6.4 Resources to Support all Learning Formats
Resources to support all learning formats and pedagogies in use by the program.

Program Response:
The school has remained nimble with its limited resources in its response to the evolving nature of design pedagogy. The school has maintained the centrality of studio learning and, as such, directs most of the pedagogical resources to reinforce studio-based teaching and learning. Studios are equipped with plotters and students can plot as needed. Following COVID restrictions and/or expectations for hybrid teaching models, many studios are also equipped with mobile video-conferencing equipment, which includes a 75" touch-screen LED monitor, PTZ camera (directly mounted or on a free-standing tripod) and paired lapel and table microphones, and on-board computers for internet and UF network access. CityLab-Orlando studio space is similarly equipped. Studios that do not require full video-conferencing capabilities have access to mobile LED monitors for digital review, and may be connected to the UF wireless network via an attached laptop (faculty or student). As noted above, plotting is available in the studio and digital fabrication technologies are available for student use.

The school reserves several weeks each semester in the DCP Gallery for studio-level exhibitions, discussions, and reviews. These events help amplify the importance of cross-generational learning within the school and often align with transitions between projects and/or exercises within the various studio levels. CityLab-Orlando maintains a gallery for exhibiting the student work, and exhibits periodically in the main campus DCP Gallery.

The college has an initiative for a new academic building well underway and anticipates construction to commence in 2023. The program for the new building is not yet finalized, but currently includes additional research spaces for acoustics, color and lighting, as well as large scale fabrication and assembly spaces, as well as collaboration spaces, designated spaces for public review and exhibit, and studio spaces. It is important to note that many of these spaces are intended to be collaborative in nature. As such it will work as a resource in the college to foster more dynamic interaction between academic units within the college.

Impacts of Online, Off-Site, or Hybrid Formats on Digital and Physical Resources
If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
The circumstances surrounding COVID-19 have forced the school to re-evaluate its resources and teaching methodologies. This has included both online and hybrid teaching models, and some of the physical resources and technologies associated with these changes have been noted above. In addition, the school has adopted an online whiteboard system (Miro) as a primary means for posting student work for discussion, review, and commentary. This system, when accompanied by more familiar video-conferencing systems (primarily Zoom via Canvas), allowed the school to maintain much of the shared learning that is associated with studio models, even when students were working remotely. WIth the start of the Fall 2021 semester, The University of Florida returned to full capacity with in-person teaching the Fall of 2021. Studios returned to

in-person instruction, though many are exploring the various ways in which digital whiteboards might continue to be used as an instrumental design and discussion tool.

UF School of Architecture CityLabs are off-campus programs that increase access to the UF School of Architecture graduate design education and are locations for interdisciplinary collaboration. They accomplish this through their urban locations, flexible degree tracks, year-round course offerings, industry marketable specializations, strong connections to the professional community, and hybrid course delivery. Even before COVID-19, CityLab-Orlando had installed hyflex learning technology to increase flexibility for our students and better connect over-distance to the main campus. By learning from and evaluating teaching methodologies employed during the pandemic, CityLabs will classify most courses as Hybrid Course Delivery, where 50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This also allows our future JaxLab and CityLab-Orlando cohorts to share courses, meeting over-distance for some of the learning and meeting in-person for specific learning activities or events. Our goal is to provide quality online instruction paired with high quality, in-person activity. To meet the in-person activity needs CityLab has reorganized its studio from a cold desk to an activity-based arrangement. CityLab students often have full-time jobs and families and therefore have historically spent less time in the studio. The reorganization of physical resources such as the studio creates attractive opportunities for intentional presence to draw students into the studio. CityLab-Orlando recognizes the successes of teaching during the pandemic and the specific needs of its students by providing this transformed studio experience.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

After six years of using the Responsibility Center Management (RCM) system for allocating funds, RCM was reviewed and revised during the fiscal year 2016. The Budget Review Steering Committee and Task Force identified common issues and determined solutions to simplify the model, make the model more predictable, and ensure its alignment with university strategic goals. The guiding principle of the budget model is to make revenue and overhead allocation as simple as possible by providing clear and predictable calculations.

Three major changes included:

1. Allocating collected tuition revenue directly to the colleges.
2. Assessing a fixed percentage of Indirect Costs (IDC) for Sponsored Project Administration costs, based on a tiered structure.
3. Assessing fixed percentage of IT/General Administration overhead.

These changes make budgets simpler, more transparent and affords up front planning time for the units. The newly revised model took effect in fiscal year 2017 and now is referred to as the “UF Budget Model.” [74]

The university allocates funds to the College of Design, Construction and Planning, and the College distributes a portion of those funds to the School of Architecture. The School supplements this funding from a number of sources.

From 2013 to 2015, 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 tenured 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

[74] https://cfo.ufl.edu/wp-content/uploads/2020/04/University-Budget-Model-Manual.pdf

discretionary funding for support of graduate scholarships, the Ivan Smith endowment fund supported coursework from distinguished visitors, including Kai-Uwe Bergmann from the Bjarke Ingels Group, Michael Pyatok from Pyatok Architecture, Enrique Walker from GSAPP Columbia, and a conference on African Architecture, including Kunle Adeyeme from NLE Amsterdam/Lagos.

During fiscal years 2015/16 and 2016/17, the School of Architecture 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.

Over the past four years, the School of Architecture budget has grown an average of 2.60% annually. This number will increase as the college finalizes the process of revising the 2021-22 budget to incorporate additional merit pay raises averaging 3%.

School of Architecture Budget - Main Campus (Gainesville FL)

State Appropriations	**FY 2018-19**	**FY 2019-20**	**FY 2020-21**	**FY 2021-22**
Current Budget Allocations				
Salary - Current	$ 2,919,932.69	$ 3,276,800.38	$ 3,263,093.14	$3,156,026.00
OPS - Current	$ 204,023.53	$ 100,095.46	$ 51,432.16	$152,274.22
Operating - Current	$ 54,633.00	$ 45,500.00	$ 1,000.00	$76,050.00
Total Allocation	**$ 3,178,589.22**	**$ 3,422,395.84**	**$ 3,315,525.30**	**$3,384,350.22**
Expenditures				
Salary - Current	$ 2,910,400.50	$3,188,321.08	$ 3,204,979.11	TBD
OPS - Current	$ 203,205.59	$ 94,832.06	$ 43,777.36	TBD
Operating - Current	$ 53,025.88	$ 43,861.33	$ 0.00	TBD
Total Expenditures	**$ 3,166,631.97**	**$ 3,327,014.47**	**$ 3,248,756.47**	**TBD**
Year End Balance	**$ 11,957.25**	**$ 95,381.37**	**$ 66,768.83**	**TBD**

Carry-Forward Allocations	**FY 2018-19**	**FY 2019-20**	**FY 2020-21**	**FY 2021-22**
Carry-Forward Allocations				
Salary - Carry-Forward	$ 21,120.00	$ 31,710.00	$ 68,091.92	$1,189.81
OPS - Carry-Forward	$ 42,916.47	$ 3,692.34	$ 3,851.10	$31,947.33
Operating - Carry-Forward	$ 21,528.46	$ 3,695.51	$ 48,330.34	$68,410.69
Total Carry-Forward Allocations	**$ 85,564.93**	**$ 39,097.85**	**$ 120,273.36**	**$101,547.83**
Expenditures				
Salary - Current	$ 21,120.00	$ 31,710.00	$ 66,902.11	TBD

OPS - Current	$ 37,282.50	$ 3,692.34	$ 3,770.30	TBD
Operating - Current	$ 21,274.99	$ 3,695.51	$ 45,769.28	TBD
Total Carry-Forward Expenditures	**$ 79,677.49**	**$ 39,097.85**	**$ 116,441.69**	**TBD**
Year End Balance	**$ 5,887.44**	**$ 0.00**	**$ 3,831.67**	**TBD**

The CityLab-Orlando program remains strong and has grown steadily since its inception in 2012. CityLab Orlando is an off-campus, self-funded, market-rate tuition program offering graduate coursework in downtown Orlando, Florida. Students enrolled in the CityLab-Orlando program pay market-rate tuition of $750 per credit hour, as set by the Board of Governors. All students are charged the same rate because there is no tuition differential for in-state or out-of-state students. CityLab-Orlando has maintained a positive budget since its inception, continuing to grow year-over-year. The Themed Environments Integration (TEI) program, introduced in 2019, has led to significant increases in enrollment. The CityLab Sarasota program, first introduced in 2015, has not been used in recent years. However, a new program, CityLab Jacksonville, is set to launch in the Spring 2022 semester. All of the CityLab programs are self-funded, and all provide discretionary funds for use by the School of Architecture.

School of Architecture Budget - CityLab Programs (Orlando/Sarasota/Jacksonville)
CityLab programs are self-funded and do not receive any State appropriations. Fund Allocations in this table represent Self-Funded Revenue and associated program expenditures.

Self-Funded Budget	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Revenue				
Total Revenue	**$ 913,767.87**	**$ 1,100,901.78**	**$ 1,495,637.21**	**$ 1,869,750.00**
Expenditures				
Salary - Current	$ 438,083.05	$ 599,810.47	$ 562,772.57	$ 792,397.62
OPS - Current	$181,255.97	$ 193,196.15	$ 306,140.94	$ 444,085.19
Operating - Current	$ 283,218.07	$ 293,235.16	$ 385,358.24	$ 539,432.89
Total Expenditures	**$ 902,557.09**	**$ 1,086,241.78**	**$ 1,253,938.30**	**$ 1,775,915.81**
Year End Balance	**$ 35,509.29**	**$ 50,169.29**	**$ 291,868.01**	**$ 332,883.61**

The CityLab self-funded programs must maintain a reserve balance of $250,000. Beginning in 2022, year-end balances in excess of this amount will be re-allocated as follows: 50% is retained by CityLab Programs, 40% is distributed to the School of Architecture, and 10% is distributed to the College of Design, Construction and Planning.

The Vicenza Institute of Architecture (VIA) is a study abroad program of the School of Architecture. The VIA program is financially independent of the School and receives no state funding. VIA operates on program fees paid by participating students as well as fees paid to UF by partner programs that use the VIA facilities during the summer months. The program maintains an operational surplus. During the COVID-19 pandemic of 2020-2021, a portion of the surplus was used to cover expenses incurred. Even with these exceptional expenses, the VIA program has remained solvent without any reduction in facilities, staff, or services available to students.

NAAB

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Located in the Fine Arts complex adjacent to the Architecture Building, the dedicated Architecture and Fine Arts (AFA) Library is a departmental library within the University's George A. Smathers Libraries.[75] AFA is designed to serve the programs of the College of Design, Construction and Planning, and the College of Fine Arts. Its location provides a centralized facility for students in architecture, landscape architecture, historic preservation, interior design, urban planning and the fine arts. AFA Library holds about 130,000 volumes, 200 current serial subscriptions, and other materials with subject emphases in the design disciplines, visual arts, and music. Collections dealing with Latin American architecture, building technologies, environmental aspects of architecture, contemporary design, and Florida's built environment are extensive. The University of Florida Libraries hold over 6,000,000 cataloged print volumes, 1.5 million ebooks, more than 4,000,000 microfilm units, and over 148,524 full-text print and electronic journals. Over 14 million pages from the libraries' collections are digitized for online public access. Each year 1.2 million pages of archival, photo, and textual materials are added.

Additional UF Library collections relevant to architecture are housed within seven campus locations. The Architecture Archives is located in Special Collections in partnership with the College of Design, Construction and Planning.[76] The archives hold specialized materials of interest to architectural researchers with their main focus (but not limited to) on the archival drawings and historic materials related to architecture and design in Florida and the Caribbean. It houses a large body of work from noted Florida architects. Two examples of holdings are the complete office archive of Alfred Browning Parker (a graduate of the program and a friend and follower of Frank Lloyd Wright) and John Howey's Sarasota School of Architecture Collections 1926-2001. The archives of EDSA of Fort Lauderdale, one of the nation's premier landscape architecture firms, is also held at the University of Florida, and includes over 400,000 slides of landscape designs and historical examples. The UF Digital Collections provides access to digital reproductions of selected drawings, photos and other items held by the Architecture Archives. The archives are opened for research and used by undergraduate, graduate, doctoral students and faculty. Library West (Humanities & Social Sciences) and the Marston Science Library also provide support for classes and research in the design fields.

The CityLab-Orlando program has access to all digital and physical collections of the UF library system with a 1,650 book, and growing, collection of on-site print volumes and periodicals. The CityLab-Orlando collection is now part of the UF Affiliated Library system[77], with UF Architecture and Fine Arts Librarian Ann Baird as the liaison between the branches of the collection.

While the Libraries continue to maintain a robust program of collecting print materials, increasingly, there is an emphasis on providing access to research databases and other materials (ebooks, ejournals, streaming video, and audio) that are available electronically. Databases specifically of interest to architecture and design researchers include Academic Search Premier, Dissertations and Theses Global, Art and Architecture Source, Avery Index to Architectural Periodicals, Oxford Art Online, Building Types Online, JSTOR, Ei Engineering Village, and Web of Science. Streaming video products include the complete catalog of Films on Demand, Docuseek 2, Academic Video Online (AVON), and other specialized products. ARTstor provides access to a comprehensive collection of visual images.

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[75] Architecture and Fine Arts (AFA) Library, https://afa.uflib.ufl.edu/
[76] Architecture Archives, https://architecturearchives.uflib.ufl.edu/
[77] UF Affiliated Libraries, https://uflib.ufl.edu/libraries-collections/affiliated/

All students, faculty, and staff may use interlibrary loan services. The Libraries hold memberships in a number of consortia and in institutions such as the Center for Research Libraries, ensuring access to materials not held locally. A service known as “Uborrow” allows UF patrons to easily borrow materials from any other Florida state university or college library.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
The library liaison for architecture and the design fields is Ann Baird (MA, ABD), the Architecture and Design Librarian, specifically assigned to assist faculty and students in the College of DCP. Additional professional expertise and support in AFA is provided by Ann Lindell, (MLIS, MFA), Director of the Architecture & Fine Arts Library, and Alan Asher (MLIS, MM, DM), Music Librarian. The liaison communicates with architecture and design faculty and purchases materials to support their curriculum and research needs. Faculty and student suggestions for purchase are welcomed and encouraged. To support their work on projects, reports, theses, and dissertations, the liaison consults individually through office visits with students to plan literature reviews, to offer targeted advice on resource selection and to provide individualized instruction for using the research collections, including databases and other electronic source material. On request from the architecture and design faculty, the liaison provides in-class specialized research instruction relevant to the overall course and to specific assignments throughout the semester. These sessions are typically followed up by one-on-one consults with students. Online instruction through E-Learning can be provided by the liaison through an individualized embedded PowerPoint demonstrating the research process as appropriate for that class, or in a live instructional meeting through ZOOM. Consults with students may be conducted face to face as well through ZOOM. Emails and phone consultations are another means of interaction of the liaison librarian with students, faculty, and staff.

AFA Library maintains a website that interprets and extends collections. This website is a locus for substantive information about the library and architectural resources. LibGuides, online research guides, specifically created by the liaison for architecture and design, are guides which provide curated links to databases and other resources, along with instructional information specially prepared for each discipline, allowing for easy 24-hour access to pertinent information for all. CityLab-Orlando maintains an official library branch, management of it is coordinated with the liaison for architecture and design.

Other library personnel, particularly in technical areas, do work to acquire, catalog, preserve and make architectural materials accessible. The AFA Library employs 3.0 FTE professional librarians, 3.0 FTE support staff, and approximately 2.0 FTE student assistants. Library-wide, the George A. Smathers Libraries staff consists of more than 300 FTE Librarians, technical/clerical staff and student assistants. These staff are also available to CityLab students, and visit the facility regularly.

All libraries provide computing facilities operated by campus Academic Technology available for use by all UF students and faculty. Printing and scanning equipment also are available. The libraries also provide access to emerging technologies such as 3D printing, mobile technology, handheld scanners, digital photography equipment, video production, and more. AFA Library alone provides 15 Windows based and 4 Apple iMac Computers with word processing and other production software networked to centrally accessible printers, 8 iPads for checkout, 5 flatbed scanners, a KIC Bookeye Scanner, and a WideTek44 Large Format Drum Scanner. Assistance in using these technologies is always available.

6 -- Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The following statement is posted on the program's public website at: https://dcp.ufl.edu/architecture/accreditation/.

> "In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."
>
> The University of Florida School of Architecture offers the following NAAB-accredited degree programs:
>
> - Master of Architecture (M.Arch) – Track I: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours
> - Master of Architecture (M.Arch) – Track II: Undergraduate professional degree + 30 graduate semester credit hours
> - Master of Architecture (M.Arch) – Track III: Undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours
>
> Next accreditation visit for all programs: 2022.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:
These documents are available on the program's public website at:
https://dcp.ufl.edu/architecture/accreditation/.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:
Career Development Information is provided through counseling, advising, and professional events within the School of Architecture; career fairs and events provided by the College of Design, Construction, and Planning (DCP); career development resources provided by the UF Career Connections Center, and both digital and physical materials held on the program's website and Library.

Within the SoA, Bradley Walters, Graduate Program Coordinator and licensed architect, advises students on curricular decisions and career guidance, as well as 40% of the full-time faculty are licensed architects, who draw from their professional experiences to inform their teaching, connect current students with alumni-practitioners, and provide informal career guidance through office hours and course conversations. The program hosts a public lecture series on several Monday evenings each semester to encourage dialogue about practice. The lecture series brings practitioners who share their work and ideas with students. These lecturers also visit studios and sit on reviews, when timing allows. In recent years, guest lecturers have included: Perry Kulper, Robert McCarter, Rossitza Kotelova, Nick Pacula, Marsha Maytum, Joel Lamere, Rodrigo Perez de Arce Antoncich, Nasrine Seraji, Jeremy King, Lisa Iwamoto, Craig Scott, Tim Ronalds, Raymond Queck & Nigel Westbrook.

The School of Architecture hosts an annual Coming Home lecture series and reunion event organized by faculty members Adeline 'Nina' Hofer and Judi Shade Monk, along with three alumni coordinators.[78] The most recent event was November 7 - 8, 2019, and welcomed six alumni who are emerging leaders in their areas of expertise to deliver presentations about their work, to participate in studio reviews, and to a social mixer. The overarching theme of this event is an open and honest query into the professional path of each speaker and the myriad forces affecting those paths following graduation from UF. Presenting alumni are selected from differing facets of practice within the architecture, design, and construction communities and beyond. Historically, these alumni are from the same graduating class; their rapport, respect, and admiration for one another is palpable to students and faculty alike.

The Coming Home Series is a celebration of the breadth of professional opportunity available to School of Architecture graduates and the lifelong connections and friendships that are forged in our studios every year. Current students and faculty are offered a lens into the diverse and ever-evolving modes of practice that a degree from the University of Florida School of Architecture can serve as the foundation for. This event affords current students the chance to both expand and further hone their own professional aspirations while alumni bear witness to the evolution of the program and strong traditions that they are a part of and a forum to offer feedback on its current and future trajectory.

Each Spring, the College of Design, Construction and Planning (DCP) hosts the DCP Industry Expo, formerly known as the DCP Career Fair.[79] The most recent Expo took place on February 10 – 11, 2020, in the Exactech Arena / Stephen C. O'Connell Center (campus basketball arena). The 2020 Industry Expo welcomed 154 companies to campus to connect with and interview over 650

[78] https://dcp.ufl.edu/dcp-events/second-annual-uf-soa-coming-home-alumni-storytelling-series/
[79] https://dcp.ufl.edu/expo/students/

current DCP students in Architecture, Construction Management, Historic Preservation, Interior Design, Landscape Architecture, Sustainability and the Built Environment and Urban and Regional Planning. The companies were looking to fill full-time positions as well as summer internships. Before the event, students submitted resumes for review by potential employers. Additionally, students were provided with a full listing of companies attending the Expo as well as the CF+ app to identify the companies' current available positions. In addition, DCP hosts an annual resume/portfolio review event offering students the opportunity to sit down with professionals in their discipline to review and critique their resumes and/or portfolios. Each Fall, the annual Women of Influence event is an opportunity for all DCP students to meet, attend panel presentations, and have small group discussions with female alumni who own or manage businesses from the various disciplines. Each spring semester, just prior to the DCP Industry Expo, CityLab-Orlando holds Interview Day(s). Firms are invited to the CityLab facility to attend scheduled interviews with students. Before this event, CityLab coordinated with AIA-Orlando, Young Architects Forum, and Women in Architecture for portfolio and resume workshops. IPAL 1 seminar, Architects and their Collaborators provides an introduction to the profession with as many as 12 firm visits each Fall. Students visit firms, consultants, and special suppliers like furnishings. Offices give a brief presentation to show types of work, philosophy, office organization, hierarchy, operation. Students tour the office with an introduction to staff. There is ample time for questions and answers. These provide invaluable insight into the range of practice and career options.

Each Spring, DCP hosts the Witters Competition, interdisciplinary academic competition to foster better understanding among design, construction and planning students. Established in 1993, the endowed competition requires Each multidisciplinary team of students must include, at a minimum, one student from the Herbert Wertheim College of Engineering and a minimum of three students that represent different disciplines in the College of Design, Construction and Planning, specifically: architecture, construction management, historic preservation, interior design, landscape architecture, sustainability in the built environment and urban and regional planning. The competition provides the opportunity for students to network, share ideas, collaborate, and be exposed to other disciplines. The top prize is a $3,500 split amongst team members.

At the University of Florida, all graduate and undergraduate students have access to the Career Connections Center (https://career.ufl.edu), which provides career advising, workshops, and access to career development resources. Their physical office is located in the Reitz Union, the primary student union in central campus and a short walk from the Architecture Building. This Center offers a range of services from resume workshops to assistance in developing a career action plan to practice with professional communication.

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the School of Architecture makes available to all students, parents, staff, and faculty, through our website, links to the following resources: [80]

An Overview of the Process of Becoming an Architect:

- NCARB Basics: Becoming an Architect: https://www.ncarb.org/become-architect/basics
- AIA Licensing Basics: https://www.aia.org/pages/2651-getting-licensed

Professional and Student Organizations:

- National Architectural Accrediting Board (NAAB): https://www.naab.org/
- National Council of Architectural Review Boards (NCARB): https://www.ncarb.org/
- Association of Collegiate Schools of Architecture (ACSA): https://www.acsa-arch.org/
- American Institute of Architects (AIA): https://www.aia.org/
- National Organization of Minority Architects (NOMA): https://www.noma.net/
- American Institute of Architecture Students (AIAS): https://www.aias.org/

[80] https://dcp.ufl.edu/architecture/accreditation/

- Alpha Rho Chi: https://www.alpharhochi.org/

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
These documents are available on the program's public website at:
https://dcp.ufl.edu/architecture/accreditation/.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
Information about the application process for the Master of Architecture professional degree programs is available on a public website at:
https://dcp.ufl.edu/architecture/graduate-school/admissions/how-to-apply/.

Information about graduate assistantships and fellowships is provided on a public website at:
https://dcp.ufl.edu/architecture/graduate-school/admissions/graduate-teaching-assistant/.

6.6 Student Financial Information

6.6.1 Student Access to Resources

The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

The School of Architecture endowment currently has $8.3 million dedicated to student scholarships and fellowships, with over $396,000 given to students in AY 20/21, which helps support more than two-thirds of each entering graduate class. Scholarships are primarily utilized to recruit top students to the program, support students with financial needs with a strong desire to attend study abroad programs, and occasionally to respond to emergency circumstances where our students are in jeopardy of being forced to leave the program for unexpected financial reasons.

In addition to scholarships, the School of Architecture offers Graduate Teaching and Research Assistant opportunities to engage our most talented graduate students. In teaching, these Graduate Teaching Assistants (GTAs) assist in our undergraduate teaching mission benefiting undergraduate, while providing financial support and valuable experience to graduate students. The school offers GTA positions to an average of 21% of graduate students each year. Graduate Research Assistant (GRAs) opportunities are offered by individual faculty members and are tied to specific research projects and external funding sources. Both GTAs and GRAs receive a monthly stipend, tuition reimbursement, and health insurance coverage as part of their positions.

To guide students, the UF Office of Student Financial Affairs is a resource to all graduate students for financial planning and advice (https://www.sfa.ufl.edu). The Office assists students with applications for financial aid and oversees the distribution of financial aid and scholarships. As the federal financial aid programs are needs-based, students can submit degree-specific expenses, including study abroad program costs, through a “Cost of Attendance Petition” to further clarify expenses for their specific situation.

The School of Architecture provides estimated expenses for the degree program on its website (see Section 6.6.2) in addition to in-person advising. Sheryl McIntosh, Graduate Advisor and Admissions Officer, meets with students to discuss admissions, course registration, scholarship applications, and accessing resources outside the School of Architecture, such as financial aid. In addition to academic advising, the Associate Director of Graduate Programs oversees the scholarship and GTA/GRA selection processes.

6.6.2 Student Access to Estimates for Program Costs
The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The School of Architecture provides an initial estimate of expenses for graduate students on its website.Expenses are computed for each semester and the required costs related to academics are highlighted. Students can also reference the estimates provided by the Office of Student Financial Affairs for more general categories, such housing and food. [81]

One-time startup expenses are included for those graduate students entering the Core program and who have not studied architecture before. Students are provided with a Student Supply List outlining the equipment and tools needed. Applicable to all graduate students, the UF | SoA Student Computing Requirement Policy outlines the minimum requirements for computer hardware and software needed to successfully complete the degree program. In addition, the SoA provides information on study abroad program costs, which are optional.

[81] https://www.sfa.ufl.edu/cost/graduate-costs/

Estimated Expenses for Master of Architecture (M.Arch) Students (2020-21):

Start-up Expenses	Main Campus (Gainesville)	CityLab Orlando
Computer Purchase [82]	$ 1,300.00	$ 1,300.00
Software Purchase - Basic Computing Software	$ 200.00	$ 200.00
Architecture Studio Equipment and Tools [83]	$ 500.00	$ 500.00
Subtotal	**$ 2,000.00**	**$ 2,000.00**

Preparatory Core / Foundations (Track III)	Main Campus (Gainesville)	CityLab Orlando
Year 1		
Tuition + Fees - 24 credit hours (Florida resident rates) [84]	$ 5,105.04	$ 18,966.96
Core 1 Studio Materials + Supplies	$ 150.00	$ 150.00
Core 2 Studio Materials + Supplies	$ 150.00	$ 150.00
Software Purchase - Architecture Specific [85]	$ 400.00	$ 400.00
Books [86]	$ 500.00	$ 500.00
Subtotal - Year 1	**$ 6,305.04**	**$ 20,166.96**
Year 2		
Tuition + Fees - 24 credit hours (Florida resident rates)	$ 5,105.04	$ 18,966.96
Core 3 Studio Materials + Supplies	$ 250.00	$ 150.00
Core 4 Studio Materials + Supplies	$ 250.00	$ 150.00
Software Purchase - Architecture Specific	$ 400.00	$ 400.00
Books	$ 500.00	$ 500.00
Subtotal - Year 2	**$ 6,505.04**	**$ 20,166.96**
Foundations Coursework Total (Florida resident rates)	**$ 12,810.08**	**$ 40,333.92**
Foundations Coursework Total (non-resident rates)	**$ 48,453.44**	**$ 40,333.92**

[82] Expenses estimated per UF SOA Student Computing Requirements Policy
[83] Expenses estimated based on Core 1 Student Supply List
[84] Main campus costs are calculated at the undergraduate rate for Florida residents, as these preparatory courses correspond to undergraduate course numbers. For the 2020-21 academic year, the total Florida resident rate was $212.71 per credit hour. The total non-resident rate was $955.28 per credit hour (https://www.fa.ufl.edu/directives/2019-20-academic-year-tuition-and-fees/). Students enrolled in the CityLab Orlando program pay a market-rate tuition of $750 per credit hour for all coursework.
[85] Expenses estimated per UF SOA Student Computing Requirements Policy
[86] Books are estimated at $125 per required lecture class

Estimated Expenses for Master of Architecture (M.Arch) Students (2020-21) - *continued*:

Advanced Coursework (Track I and III)	Main Campus (Gainesville)	CityLab Orlando
Year 1 (Year 3 for Students in Track III "Core" Program)		
Tuition + Fees - 28 credit hours (Florida resident rates) [87]	$ 17,527.72	$ 22,128.12
Adv Grad 1 Studio Materials + Supplies	$ 500.00	$ 250.00
Adv Grad 2 Studio Materials + Supplies	$ 250.00	$ 250.00
Adv Grad 2 Studio - Required Travel Expenses	$ 1,200.00	$ 0.00
Software Purchase - Architecture Specific	$ 400.00	$ 400.00
Books	$ 375.00	$ 375.00
Subtotal - Year 1	**$ 20,252.72**	**$ 23,403.12**
Year 2 (Year 4 for Students in Track III "Core" Program)		
Tuition + Fees - 24 credit hours (Florida resident rates)	$ 15,023.76	$ 18,966.96
Adv Grad 3 Studio Materials + Supplies	$ 250.00	$ 250.00
Thesis / PILOT Materials + Supplies	$ 250.00	$ 250.00
Software Purchase - Architecture Specific	$ 400.00	$ 400.00
Books	$ 125.00	$ 125.00
Subtotal - Year 2	**$ 16,048.76**	**$ 19,991.96**
Advanced Coursework Total (Florida resident rates)	**$ 36,301.48**	**$ 43,395.08**
Advanced Coursework Total (non-resident rates)	**$ 73,986.92**	**$ 43,395.08**

Included with the tuition and fees calculation, the SoA charges both materials fees and equipment fees to undergraduate students to support the physical infrastructure. The cap on these fees is $30 per credit hour for equipment and $50 per course for materials, the fees can stack, and our average charge per course is $180.00. The University highly regulates these fees. Materials fees must be expended in the semester they are collected, and equipment fees must be amortized over the life of the equipment. A current focus of the equipment fees is to provide plotting within each studio space with the SoA supplying paper and ink needs for the equipment. The equipment fees are also utilized for portable televisions and projectors for teaching and student reviews, and furniture upgrades. CityLabs have no material and equipment fees.

[87] Main campus costs are calculated at the graduate rate for Florida residents. For the 2020-21 academic year, the total Florida resident rate for DCP Graduate Students was $625.99 per credit hour. The total non-resident rate was $1,350.71 per credit hour (https://www.fa.ufl.edu/directives/2019-20-academic-year-tuition-and-fees/). Students enrolled in the CityLab Orlando program pay a market-rate tuition of $790.29 including fees per credit hour for all coursework. The market-rate tuition and fees is the same for Florida resident and non-resident students.

The School of Architecture offers several optional study abroad programs that carry additional costs. Programs are introduced to students through a series of informational sessions during the fall semester. The costs of these optional programs are as follows:

Vicenza Institute of Architecture

- Description: One-semester program living and studying architecture in the SoA's facilities in Vicenza, Italy. Program is an option for Master of Architecture students in their Advanced Grad 3 semester.
- Program Cost: $10,950
- Cost Includes housing, two meals per day, travel and lodging for three multi-day group trips, and travel for group day-trips. (Cost does not include international travel to/from Italy, and students pay standard UF tuition and fees.)

East Asia Program

- Description: Summer study abroad program, which satisfies the Advanced Grad 3 studio requirement. Students travel for 31 days of travel during Summer A semester and develop studio projects for the following 8 weeks, bridging into Summer B semester.
- Program Cost: $7,525
- Cost Includes tuition and fees for 9 credit hours, Lodging and transportation while traveling with the group in Asia. (Cost does not include: meals and metro transit expenses while traveling in Asia or the international flight to/from Asia.)

Preservation Institute Caribbean / Mexico Program

- Description: Preservation Institute Caribbean / Mexico Program is a summer traveling design studio and integrated seminar that examines new strategies of sustainable placemaking in the tropics. The work is an ongoing study investigating the influence of landscape, climate, and culture on placemaking in Mexico and the Caribbean.
- Summer C Vertical studio: Advanced SoA Graduate Design 3, Senior Level Studio for 6 credits and 3-credit seminar. This studio can also be taken as elective credits by SoA students and other majors.
- Program Cost: $5,261
- Cost Includes: Tuition and fees for 9 credit hours, lodging and transportation while traveling with the group in Mexico. (Cost does not include: meals or the international flight to/from Mexico.)

Paris Studies Program

- Description: A special studies 3-credit travel seminar exploring historical and contemporary architecture in Paris and surroundings. Summer B intersession for 2-weeks of travel.
- Program Cost: $3,466 ($3,796 for CityLab students)
- Cost Includes: Tuition and fees for 3 credit hours, lodging, transportation and museum entry fees while traveling with the group in France. (Cost does not include: meals or the international flight to/from Paris.)

Architecture Faculty Resumes

University of Florida

7 September 2021

NAAB

National Architectural Accrediting Board, Inc.

JASON ALREAD, AIA, LEED AP

Courses Taught *(Four semesters prior to current visit)*

ARC 6911	Masters Research Project
ARC 6355	Advanced Graduate Design 2
ARC 3463	Methods and Materials of Construction 2
ARC 1301	Architectural Design 1
ARC 1000	Architecture and Humanity

Educational Credentials

M.Arch., Yale University, 1991
B.Des., University of Florida, 1988

Teaching Experience

Professor, University of Florida, 2014-Present (Director 2014-2019)
Associate Professor & Director of Graduate Education, Iowa State University, 1998-2014
Adjunct Professor, Drake University, Iowa, Interior Design Program Coordinator, 2002-2004

Professional Experience

Sole Practitioner, Jason Alread, AIA, 2000-Present
Principal, Substance Architecture, Des Moines, IA, 2004-2010
Design & Consulting, Herman Miller, Inc., Zeeland MI / Des Moines, IA, 2000-2002
Associate & Project Architect, Herbert Lewis Kruse Blunck Architecture, Des Moines, IA, 1992-2000
Intern, Rowe Architects, Tampa, FL, 1992
Intern, Kaplan McLaughlin, Diaz Architects, San Francisco, CA, 1992
Intern, Fisher Friedman Associates, San Francisco, CA, 1991

Licenses/Registration

Registered Architect - State of Iowa #03469
NCARB #63875
LEED AP, USGBC #080829

Selected Publications and Recent Research

"Integration, Consolidation, or Inertia? The Role of Building Technology Courses in Changing Curricula", (2017, Building Technology Educators Symposium)
Design-Tech: An Integrated Approach to Building Science and Technology, 2nd ed. w/ T.Leslie & R. Whitehead (Routledge, 2014)
Campus Beautiful: Shaping The Aesthetic Identity of Iowa State University, Chapters 4,5,6, (ISU, 2015)
"A Museum of Living Architecture: Continuity and Contradiction at the Des Moines Art Center", w/ T. Leslie (JAE, Vol 62, Issue 2, 2007)

Professional Memberships

The American Institute of Architects
Construction Specifications Institute, CDT

HASSAN AZAD, Ph.D.

Courses Taught *(Four semesters prior to current visit)*

DCP 7790	Doctoral Core I
ARC 6912	Architectural Research II
ARC 6911	Architectural Research I
ARC 6643	Architectural Acoustics
ARC 4620	Environmental Technology II

Educational Credentials

Ph.D. Design, Construction & Planning, University of Florida, 2018
M.Sc. Low Energy Architecture, University of Tehran, 2009
B.Sc. Architectural Engineering, Iran University of Science & Technology, 2005

Teaching Experience

Assistant Professor, University of Florida, 2019-present
Teaching Assistant, University of Florida, 2013-2018

Professional Experience

Senior Acoustic Engineer, Vibro-Acoustic Consultants, San Francisco, CA, 2019
Research Associate, Siebein Associates Inc., Gainesville, FL, 2018

Licenses/Registration

none

Selected Publications and Recent Research

Azad, H., Meyer, J., Siebein, G., Lokki, T., 2019. "The Effects of Adding Pyramidal and Convex Diffusers on Room Acoustic Parameters in a Small Non-diffuse Room", MDPI Journal - Acoustics

Kania, C., Azad, H. 2020. "An Architectural Investigation of the Effects of Sound in an Open Studio Environment", 179th Meeting of the Acoustical Society of America, a virtual conference.

Azad, H., Siebein, G., Gold, M. 2019."The effect of scattered reflections on reverberation time in a small non-diffuse room", 48th International Congress and Exposition on Noise Control Engineering, Inter-Noise 2019, Madrid, Spain

Azad, H., Ketabi, R., Siebein, G., 2018. "A Study of Diffusivity in Concert Halls Using Large Scale Acoustic Wave-Based Modeling and Simulation", 47th International Congress and Exposition on Noise Control Engineering, Inter-Noise 2018, Chicago, Illinois

DeGrandis, J., Azad, H., Sauro, R., 2018. "Using laboratory measurement data to improve acoustic simulations and evaluate performance", 176th Meeting of the Acoustical Society of America, Victoria, Canada.

Azad, H., Siebein, G., 2018. "On the Prediction of Sound Diffusion Coefficient", 175th Meeting of the Acoustical Society of America, Minneapolis, Minnesota.

Professional Memberships

The American Institute of Architects
Acoustical Society of America
Audio Engineering Society
Institute of Noise Control Engineering
Society of Building Science Educators
Building Technology Educators Society

VANDANA BAWEJA, Ph.D.

Courses Taught *(Four semesters prior to current visit)*

ARC 6883	Vernacular Architecture and Sustainability
ARC 4882	Vernacular Architecture and Sustainability
ARC 3880	Sustainable Architecture
ARC 1702	Architectural History 2
ARC 1701	Architectural History 1
ARC 1000	Architecture +Humanity
IDS2935	Globalization and Cities in Cinema

Educational Credentials

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

Teaching Experience

Associate Professor, University of Florida, 2017–present
Assistant Professor, University of Florida, 2009–2017
Visiting Assistant Professor, Department of Art, Oberlin College, Ohio, 2008–09

Professional Experience

Co-Editor, Arris: The Journal of the Southeast Chapter of the Society of Architectural Historians, 2020–Present
Curator, "An Exhibition on the New Architecture of Berlin" for the German Festival in India, 2000–01
Architect, Sawhney Consultants Pvt. Ltd. (SCPL), New Delhi, India,1994–96

Licenses/Registration

none

Selected Publications and Recent Research

"Representing the Mumbai Waterfronts in the Hindi Film Deewaar [The Wall] (1975)" in Infrastructure Designs: Global Perspectives from Architectural History, ed. Joseph Heathcott (London: Routledge, 2021).
"Otto H. Koenigsberger (1908–1999) and Global Histories of Modernism," DOCOMOMO Journal 63, (2020).
"A Brief History of Sustainable Architecture." In Routledge Handbook of the History of Sustainability, Edited by Jeremy Caradonna, 273–295. London: Routledge, 2018.
"Beyond Alternative Modernities," ABE (Architecture Beyond Europe) Journal, Number 9, (2016).
"Otto Koenigsberger and Modernist Historiography," Fabrications: The Journal of the Society of Architectural Historians, Australia and New Zealand JSAHANZ, Volume 26, Number 2 (2016): 226–250.
"Architecture and Urbanism in Slumdog Millionaire," Traditional Dwellings and Settlements Review, Volume 26, Number 2 (Spring 2015): 7–23.

Professional Memberships

Architectural Association (AA), London, UK
International Association for the Study of Traditional Environments (IASTE), USA.
Society of Architectural Historians (SAH), USA.
Association of Collegiate Schools of Architecture (ACSA), USA.
Southeast Chapter of the Society of Architectural Historians (SESAH).

NICHOLAS BAZO

Courses Taught *(Four semesters prior to current visit)*
ARC 5043 Integration Practices for Built Environments

Educational Credentials
M.F.A, University of Central Florida, 2010
B.A, Rollins College, 2002

Teaching Experience
Instructor of Record, University of Central Florida, 2010

Professional Experience
Director of Education, Garden Theatre, Winter Garden, FL 2020-present
Director of Programs, The Theatre Offensive, Boston, MA 2011-2020
Director of School Programs, Citi Performing Arts Center, Boston, MA 2010-2011
Teaching Artist/Actor/Director, Orlando Repertory Theatre, Orlando, FL. 2006-2008

Licenses/Registration
none

Selected Publications and Recent Research
HIV Prevention: A Rehearsal for Life, (Boston Children's Hospital and The Theatre Offensive 2015)
Sharing the True Colors: An Exploration of Theatre Created by Gay, Lesbian, Bisexual, and Transgendered Youth (University of Central Florida – Master Graduate Thesis 2010)

Professional Memberships
American Alliance of Theatre and Education
Theatre Communications Group
Theatre for Young Audiences USA

STEPHEN BELTON

Courses Taught *(Four semesters prior to current visit)*

ARC 6971	Masters Research Thesis (Spring 2021 + Spring 2020)
ARC 6913	Architectural Research 3: MRP/Thesis Preparation (Fall 2021 + Fall 2020)
ARC 6911	Architectural Research 1: Material Matters (Fall 2021)
ARC 6356	Advanced Studio 3 (Fall 2020)
ARC 6355	Advanced Studio 2 (Spring 2021)
ARC 2461	Materials and Methods of Construction 1 (Spring 2021)
ARC 3321	Architectural Design 6 (Spring 2020)
ARC 2304	Architectural Design 4 (Spring 2020)
ARC 2303	Architectural Design 3 (Fall 2021 + Fall 2020)

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

Teaching Experience
Associate Professor, University of Florida, 2018-present
Assistant Professor, University of Florida 2010-2018
Weller Teaching + Research Fellow, Washington State University, 2008-2009
Studio Instructor, Harvard Career Discovery, 2001

Professional Experience
Project Architect, Nieto Sobejano, Madrid SPAIN, 2002-2008
Designer, AGAS Arquitectos, Madrid SPAIN, 2001-2002
Researcher and Prototype Designer, Kennedy Violich Architecture, Boston MA, 2000

Licenses/Registration
Registered Architect - State of Maine #ARC3757 (inactive)

Selected Publications and Recent Research
"Furniture Design: Rethinking Normative Material Behavior." Proceedings from 2016 National Conference on the Beginning Design Student (NCBDS 32), February, 2016, p. 45-48.
"Materiality: Between the Immediate and the Mediated." Proceedings from 2015 National Conference on the Beginning Design Student (NCBDS 31), February, 2015, p. 141-148.
"The Digital Joint: The Evolution of Craft through Mediated Material Processes." Proceedings from ACSA 2014 Fall Conference | Working Out: Thinking While Building, October 2014, p.57-58.
"A Negotiated Materiality: Allographic Practices with Autographic Effects." Proceedings from ENHSA Conference What's the Matter: Materiality And Materialism at the Age of Computation, October 2014.
"Digital Joinery: Representational Techniques in the Absence of Space." 2014 Design Communication Conference Proceedings, October 2014, p.281-287.
"From Centrifugal to Centripetal Space: Eichler Homes and the Inversion of Figure-Ground in Postwar Suburban Housing." Online Proceedings of Space and Place: 5th Global Conference.

Professional Memberships
Building Technology Educators Society

STEPHEN DOUGLAS BENDER, AIA

Courses Taught *(Four semesters prior to current visit)*

ARC6979	Masters Research Project
ARC6971	Masters Research Thesis
ARC6913	Masters Research Project Preparation
ARC6913	IPAL 1
ARC6913	IPAL 2
ARC6611	Advanced Topics Arch Tech – Materials & Methods of Construction
ARC6911	Core Studio 1
ARC6355	Advanced Studio II
ARC6242	Research Methods

Educational Credentials

M.Arch. Harvard University, Graduate School of Design, 1996
B.Des., University of Florida, 1991

Teaching Experience

Senior Lecturer, University of Florida, 2021-present
Lecturer, University of Florida, 2017-2021
Adjunct Assistant Professor, University of Florida, 2008-2017
Visiting Lecturer, University of Florida, 1997
Harvard University, Teaching Assistant, 1996

Professional Experience

Principal, bndr, LLC., Gainesville and Orlando, FL, 2016-present
Principal, MW Bender Architecture, LLC, Gainesville, FL, 2009-2016
Design-Build Coordinator, Prof. Services for Mandese White Construction, Inc., Gainesville, FL, 2007-2013

Licenses/Registration

Registered Architect - State of Florida #AR94748

Selected Publications and Recent Research

Co-PI, "Rapid Manufacturing Post-Disaster Housing," HUD; $250,000; 2019-2021
Co-PI, "Project Re-envision," U.S. Housing & Urban Development (HUD); $531,539; 2017-2021

Professional Memberships

The American Institute of Architects
Board Member, Florida Housing Coalition, 2016-present

FRANK MALING BOSWORTH III, Ph.D., AIA

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Thesis/MRP Studio
ARC 6913	IPAL Seminar 5 - Ethics
ARC 6912	Thesis/MRP Preparation
ARC 6356	Graduate Design Studio 3
ARC 6355	Graduate Design Studio 2

Educational Credentials

Ph.D. Virginia Polytechnic Institute and State University, 1995
B.Arch., Rensselaer Polytechnic Institution, 1972
B.S. Building Science., Rensselaer Polytechnic Institution, 1971

Teaching Experience

Professor of Practice, University of Florida, CityLab-Orlando, 2012-present
Professor, Louisiana State University, Baton Rouge, 1999-2012
Professor, Southern University and A&M University, Baton Rouge, 1997-1999
Associate Professor, Bowling Green State University, Bowling Green, OH,1989-1997
Virginia Polytechnic Institute and State University, Blacksburg, (GTA)1986-1989

Professional Experience

Vice President and Operations Manager, C.E. Maguire Florida (Maguire Group), Clearwater, 1983-1986
President and Owner, Frank M. Bosworth Architecture, Inc., Clearwater, 1976-1983
Vice President and Project Manager, King Melody Associates, Clearwater, FL, 1973-1976
Designer, Reinvald/ Griffing Architects, Troy, NY, 1972-1973
Assistant to Chief Industrial Engineer, Mohawk Brush Co. Albany, NY, 1967-1968

Licenses/Registration

Registered Architect - State of Florida #AR96631

Selected Publications and Recent Research

Bosworth Frank & Marsha Cuddeback. "The Reflective Community of Practice: A Model for Design Studio Teaching." Batture. (2010) 6: 44-53.

Bosworth, Frank and Marsha R. Cuddeback. Louisiana DOTD CSS Implementation Plan. Baton Rouge, LA: Office of Community Design and Development (2009).

Bosworth, Frank and Marsha R. Cuddeback. Denham Springs Master Action Plan. Baton Rouge, LA: Office of Community Design and Development (2008).

Cuddeback, Marsha & Frank Bosworth. "Rebuilding Community Block by Block." Cityscape, A Journal of Policy Development and Research (2008) 10: 77-99.

Cuddeback, Marsha & Frank Bosworth. "Ordinary Houses | Extraordinary Tales." Batture: The LSU School of Architecture Journal (2007) 3: 10-17.

Professional Memberships

The American Institute of Architects

JEFFREY A. CARNEY, AIA

Courses Taught *(Four semesters prior to current visit)*
ARC 6911 Resilient Urbanism Seminar
ARC 6911 Resilient Urbanism Seminar
ARC 6356 Graduate Design Studio III – Centering Civic
ARC 6356 Graduate Design Studio G3 – Climate Adaptation
ARC 4323 Design Studio VIII – Envision Resilience: Nantucket

Educational Credentials
Master's Degree in City and Regional Planning, University of California, Berkeley, 2007
Master's Degree in Architecture, University of California, Berkeley, 2007
B.A. Major in Architecture, Washington University, St. Louis, MO, 1998

Teaching Experience
Associate Professor, University of Florida, 2018-present
Associate Professor, Louisiana State University, 2012-2018
Assistant Professor, Louisiana State University, 2009-2012

Professional Experience
Designer, Skidmore, Owings, and Merrill LLP, San Francisco, CA, 2006-2008
Designer, Philip Banta + Associates, Emeryville, CA, 1999-2001

Licenses/Registration
Registered Architect - State of Texas #24476
AICP

Selected Publications and Recent Research
Carney J. "Review of Fresh Water: Design Research for Inland Water Territories by Mary Pat McGuire and Jessica M. Henson". JAE Online. 2020 June 05; Available from: http://www.jaeonline.org/articles/review/fresh-water#/.
Birch T, Carney J. "Delta Urbanism: Aligning Adaptation with the Protection and Restoration Paradigm in Coastal Louisiana". Technology|Architecture + Design. 2019 October; 3(1):102-114. Available from: https://tadjournal.org/urbanizing/ DOI: 10.1080/24751448.2019.1571834
Carney J. "Gaining Ground: Structuring Settlement in the Uncertain Economic and Climatic Landscape of the Gulf Coast Mega-Region". In:Berman I, Mitchell E, editors. New Constellations/ New Ecologies. ACSA 101 Annual Conference; 2014 March 17; San Francisco, CA.
Carney J, Agre C, Twilley R, Shelden J, Hird J. Sustainable Coastal Design and Planning. 1 ed. Mossop E, editor. Boca Raton: CRC Press; 2019. Chapter 15, "The Giving delta". Other: SBN9780429458057
Carney J. "Delta Building: Science, Engineering, and an Opportunity for Design Leadership". In:Andia A, Cupkova D, Cortes M, Bonomo U, Parlac V, editors. Cross Americas: Probing Disglobal Networks. ACSA International Conference; 2016; Santiago, Chile. ACSA Press; c2016. Available from: https://www.acsa-arch.org/chapter/delta-building-science-engineering-andanopportunity-for design-leadership/ Other: ISBN:978-1-944214-10-4
Program Director: "Florida Resilient Cities Program: Recovering Port St. Joe", FL, $311,000 (2019-2021)
Program Director: "Florida Resilient Cities Program: Resilient Jacksonville", FL, $204,000 (2021-2023)
Program Director: "Inland from the Coast: A multi-scalar approach to regional climate change responses". Funded by the Gulf Research Program of the National Academies of Science and the Robert Wood Johnson Foundation. #2000008299 (Original PI while at LSU – Year1, now Co-PI), $2,936,368 (2017-2021)

Professional Memberships
The American Institute of Architects

NANCY M. CLARK

Courses Taught *(Four semesters prior to current visit)*

ARC 6399	Graduate Seminar Adv. Topics in Urban Design
ARC 6356	Advanced Design Studio 3
ARC 4323	Architectural Design Studio 8
ARC 4322	Architectural Design Studio 7
ARC 2304	Architectural Design Studio 3
ARC 1302	Architectural Design Studio 2
ARC 1301	Architectural Design Studio 1

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

Teaching Experience
Assistant and Associate Professor, University of Florida, Gainesville, 1995- Present
Visiting Assistant Professor, University of Florida, Gainesville, 1994-1995
Visiting Scholar, La Sapienza University Rome Italy, 2017

Professional Experience
Principal Partner, Clark + Kuenstle Associates, Inc., Gainesville, FL 1993-2020
Founding Partner and Project Designer, Clark + Kuenstle Studio, New York, NY, 1990 - 1993
Richard Meier and Partners, New York, NY, 1989-1993
Kaplan McLaughlin Diaz, San Francisco, CA, 1987-1988

Licenses/Registration
none

Selected Publications and Recent Research
N. Clark, Principle Investigator, Rebuild Florida DEO CDBG-MIT Grant, $195,300 (January 2021)
N. Clark, Ed. UNESCO Chair Publication Series #3 LADC L'architettura delle Citta: Urban Waterways: Evolving Paradigms for Hydro-Based Urbanisms (The Journal of the Scientific Society Ludovico Quaroni, Roma, 2016).
N. Nawari and Nancy Clark. 6th International Network of Tropical Architecture Conference 2017: Tropical Storms as a Setting for Adaptive Development. ISBN 9781980443513. March 2017
N. Clark, Guest Editor, "Urban Waterways Program", Proceedings UIA 2014 Durban "Architecture OtherWhere: Resilience, Ecology, Values, August 2014 (ISBN 978-0-86970).
N. Clark "Re-conceptualizing the Hydro Metropolis: New Modes of Urban Regeneration for Water Based Settlements"; UNESCO Chair Publication Series #3 LADC L'architettura delle Citta: Urban Waterways: Evolving Paradigms for Hydro-Based Urbanisms. (The Journal of the Scientific Society Ludovico Quaroni, Roma, 2016), pgs. 5-8.
N. Clark, "Rising Waters and Coastal Port Cities: The Case of Miami"; PORTUSPlus Journal of RETE, N.7, May 2017, Year VII (RETE Publisher, Venice, ISSN: 2039-6422)
N. Clark. "The Future of the Hydro-generated Metropolis: New Project for At-Risk Cities on the Water"; Coastal Cities and their Sustainable Future (WIT Press: Southampton UK, 2015), pg. 37-47.

Professional Memberships
none

DONNA L. COHEN

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Master Research Project, Chair
ARC 6913	MRP prep
ARC 6793	Advanced Topics in Regional Architecture: African Architecture
ARC 4323	Architectural Design 8
ARC 4322	Architectural Design 7
ARC 1301	Architectural Design 1

Educational Credentials

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

Teaching Experience

Associate Professor, University of Florida, 2005-present
Affiliate Faculty: Center for African Studies; Sustainability and the Built Environment
Adjunct Associate Professor: Indiana University 2021
Assistant Professor, University of Florida, 1997-2005
Adjunct Instructor, University of New Mexico, 1993-1997

Professional Experience

Principal, Armstrong + Cohen Architecture FL, 1995-2020
Intern, Kramer Woodard Architects NM, 1992-1995
Intern, Tod Williams Billie Tsien Architects NY, 1990-1991
Assistant, Donald Judd TX NY Switzerland, 1982-1989

Licenses/Registration

none

Selected Publications and Recent Research

Cohen, Donna; "Urban Polyrhythms: Layered Patterns and Programmes for Architecture" Sub- Saharan Africa Architectural Guide; DOM Publishers; 2021. ISBN 978-3-86922-400-8

Cohen, Donna; Hailey, Charlie; Osseo Asare, DK; "Making with Repurpose: Finding Architectural Value between Waste and Landfill" Journal of Creative Practices in Cities and Landscapes, 2020

Cohen, Donna; Armstrong, Claude; "Obdurate Space: Architecture of Donald Judd" funded in part by Graham Foundation; Exhibited at Center for Architecture NYC; Harn Museum of Art FL 2017-2019

Exhibition Review Plan Journal "Little Boxes and Big Boxes. On Donald Judd's Obdurate Space" Kyle May; Julia Van der Hout doi10.15274/tpj.2018.03.01.03

Center for African Studies: African Architecture Working Group: funding for African Architect in Residence Program; Carter conference 2019 "Energy|Africa: From Technopolitics to Technofutures" presentation "Localised Microgrid Architecture: Rural case studies in Florida and Northern Nigeria" 2019. Vorkurs 2020

Cohen, Donna; Armstrong, Claude; "Attractors in Thought: George Kubler and Donald Judd" 2018-01 issue of AR, a biannual refereed research journal, The University of Ljubljana Faculty of Architecture, Ljubljana, Slovenia.

Old Mount Carmel Church Gainesville Fl, Adaptive Reuse Community Design Project with DCP Historic Preservation 2021- present

Professional Memberships

ACSA; Association of Women in Architecture + Design; ALA Associazione Liberi Architetti

EUGENE DAMASO, AIA, NCARB, GGP, EDAC

Courses Taught *(Four semesters prior to current visit)*
ARC 6621 Environmental Technology 1
ARC 6912 Environmental Technology 2

Educational Credentials
M.Arch., University of Florida, 2004
B.Des., University of Florida, 2002

Teaching Experience
Adjunct Professor, University of Florida, 2015-present
Adjunct Professor, University of Central Florida, 2014-2016

Professional Experience
Associate, RLF, Orlando, 2016-present
Associate, Little Diversified Architectural Consulting, Orlando, 2014-16
Architect, RLF, Orlando, 2009-2014

Licenses/Registration
Registered Architect - State of Florida #AR94194
Green Globe Professional
EDAC
NCARB

Selected Publications and Recent Research
none

Professional Memberships
The American Institute of Architects

CHRISTIAN ESTEBAN CALLE FIGUEROA

Courses Taught *(Four semesters prior to current visit)*
none

Educational Credentials
MAS UD ETH, Swiss Federal Institute of Technology Zurich
B.Arch., University of Cuenca, 2006

Teaching Experience
Lecturer, University of Cuenca, Ecuador, 2013-2015

Professional Experience
Architect Urban Designer, op-arch Oester Pfenninger Ulrich Weiz Architekten, Zurich, Switzerland, 2021
Architect Urban Designer, Hosoya Schaefer Architects AG Zurich, Zurich, Switzerland, 2017-2020
Founding Partner, CA+SA Calle Saldaña Architects, Cuenca, Ecuador, 2014-2017
Architect Urban Designer, FGMF Forte Gimenes & Marcondes Ferraz, Sao Paulo, Brazil, 2012
Associated Consultant, Coletivo Urbano, Sao Paulo, Brazil, 2012-2013
Junior Architect, Associate, SurrealEstudio Architecture, Cuenca, Ecuador 2002-2010

Licenses/Registration
Cuenca, Ecuador

Selected Publications and Recent Research
Hermida, A., Calle, C.,Cabrera, N. (2015). La Ciudad Empieza Aquí. Metodología para la construcciónde Barrios Compactos Sustentables (BACS) en Cuenca. Cuenca, Ecuador: Universidad de Cuenca.
Hermida, A., Calle, C., Osorio, P. Velasco A. (2016). Estrategias de movilidad sostenible en ciudades intermedias en América Latina. Evaluación del sistema de rutas de bicicleta en Cuenca-Ecuador, en Comunidades Urbanas Energeticamente eficientes – REDE URBENERE. Vitoria, Brasil.: Universidade Federal Dos Espírito Santo.
Hermida, A., Orellana, D., Cabrera, N., Osorio, P., Calle, C., (2015). La Ciudad es Esto. Medición y representación espacial para ciudades compactas y sustentables. Cuenca, Ecuador: Universidad de Cuenca.
Hermida, A., Hermida, C., Cabrera, N., Calle, C., (2015). La densidad urbana como variable de análisis de la ciudad. El caso de Cuenca, Ecuador. Revista EURE, Vol. 41, No. 124, Santiago de Chile, Chile.
Angélil, M. & Hehl, R. (2011). Building Brazil!. The Proactive Urban Renewal of Informal Settlements p.56, p.64, p.66, pp.136-147, pp.446-459. Berlin, Germany: Ruby Press.

Professional Memberships
none

SARAH GAMBLE, RA

Courses Taught *(Four semesters prior to current visit)*

ARC 6356	Advanced Design 3 (Fall 2019)
ARC 2304	Architectural Design 4 (Spring 2020)
ARC 2303	Architectural Design 3 (Fall 2021)
ARC 2303	Architectural Design 3 (Fall 2019)
ARC 1720	Survey of Architectural History for Non-Majors (Fall 2021)
ARC 1720	Survey of Architectural History for Non-Majors (Spring 2021)
ARC 1720	Survey of Architectural History for Non-Majors (Fall 2020)
ARC 1302	Architectural Design 2 (Spring 2021)
IDS 2935	What Is A City? Quest Humanities Course (Spring 2020)

Educational Credentials

Certificate in Public Participation, International Association of Public Participation, 2012
M.Arch, University of Texas at Austin, 2005
Certificate in Non-Profit and Philanthropic Studies, 2005
B. Des, University of Florida, 2002

Teaching Experience

Assistant Professor, University of Florida 2020-present
Lecturer, University of Florida 2019-2020
Lecturer, University of Texas at Austin 2011-2018
Research Fellow, University of Texas at Austin 2009-2010

Professional Experience

State Architect, Texas Historical Commission, Austin, TX 2018-2019
Co-Founder | Architect, Gamble Osgood Collaborative (GOco), Austin, TX 2012-2017
Architect, Austin Community Design and Development Center, Austin, TX 2009-2012
Specht Architects (Formerly Specht Harpman), Austin, Texas 2007-2009
CITYbuild Consortium of Schools, Tulane University City Center, New Orleans, LA 2006-2007
Engineering Ministries International, Guatemala City, Guatemala 2002-2003

Licenses/Registration

Registered Architect - State of Florida #AR94902
Registered Architect - State of Texas #21657

Selected Publications and Recent Research

Environmental Activism by Design, co-authored book project with UT Austin's Coleman Coker (ORO's Applied Research and Design, to be published Fall 2022)
"Introducing Context." 2021 National Conference on the Beginning Design Student.
"Transformation in the Age of Climate Change."2020 ASCA Annual Conference.
"In Motion: Exploring Context within the Design Process." 2020 ASCA Annual Conference.
"In the Round." Texas Architect Magazine, Jan/Feb 2018 Issue.
"All Other Knowledge Rests: The Public's Response." Texas Architect Magazine, March/April 2018 Issue.

Professional Memberships

Association of Collegiate Schools of Architecture (ACSA)

BRITTANY NICOLE GASCY

Courses Taught *(Four semesters prior to current visit)*
ARC 6045C Project Development Studio
ARC 5042 Fabrication and Execution for Themed Environments

Educational Credentials
M. Arch., University of Michigan, 2013
B.Arch., Purdue University, 2010
Assoc. of Science, Computer Graphics Technology, 2010

Teaching Experience
Adjunct Assistant Professor, University of Florida, 2020-2021
Adjunct Faculty Instructor, Everglades University, 2019-2021

Professional Experience
Senior Fabrication and Design Project Manager, Walt Disney Imagineering, 2014-2020
Intern Architect, The Walt Disney Company, Architectural & Facilities Engineering, 2013-2014

Licenses/Registration
none

Selected Publications and Recent Research
none

Professional Memberships
none

MARTIN A. GOLD, FAIA, NCARB

Courses Taught *(Four semesters prior to current visit)*

DCP 7979	Doctoral Research
ARC 6670	Architectural Lighting Design
ARC 6911	Architecture Energy and Ecology
ARC 4323	Architectural Design 8
ARC 4322	Architectural Design 7
ARC 3610	Environmental Technology 1
ARC 3320	Architectural Design 5
ARC 1301	Architectural Design 2

Educational Credentials

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

Teaching Experience

Associate Professor, University of Florida, 2003-present
Director, UF School of Architecture, 2008-2014
Assistant Professor, University of Florida, 1996-2003
Visiting Assistant Professor, University of Texas at San Antonio, 1995-1996

Professional Experience

Martin Gold Architects, Gainesville, FL 2014-present
Studio for Architecture and Urbanism, Gainesville, FL, 2012-2014
m_gold design and consulting, Gainesville FL, 2003-2012
Florida Community Design Center, Executive Director, Gainesville, FL, 2004-2012
Luoni Gold Design Studio, Gainesville, FL, 2001-2003
Martin Gold Design, Gainesville, FL, 1994-2001
Siebein Associates, Inc., Gainesville, FL 1994-2001

Licenses/Registration

Registered Architect - State of Florida #AR93691

Selected Publications and Recent Research

Goodwill Reconsidered, Martin Gold and Ravi Srinivasan, ISBN 978-0-578-48419-8, 102 pages 2019.
Agri-Urbanism: A Study of Urban/Sub-Urban Morphology, Martin Gold & Arash Alborzi, EDRA 50, 2019.
Investigating Food Justice Social Sustainability Policy in Urban Agriculture Arash Alborzi & Martin Gold EDRA 50, 2019.
Agri-Urbanism, Martin Gold and Mary Padua, ISBN 978-0-578-40061-7, 273 pages
Longboat Key – Toward Community, Economy and Resiliency, Martin Gold & Martha Kohen, UF College of Design Construction and Planning, 2015.
The need for integration of practice between architects, constructors, and allied disciplines, and why interdisciplinary pedagogy should be a required element for NAAB and the ACCE accreditation of professional programs. White Paper submitted to NAAB and ACCE by the A+CA, 2013.
Sarasota Heritage Center, Martin Gold, report and documentation of research and service learning, presented to the Sarasota County Commission, 2012.
Planning for the Soundscape of Transportation Designing Soundscape for Sustainable Urban Development Martin Gold, conference proceedings, Stockholm, Sweden, pp 42-47, Spring 2011.

Professional Memberships

The American Institute of Architects

STEVEN GRANT, AIA

Courses Taught *(Four semesters prior to current visit)*

ARC 6911	MSAS Concentration in Themed Environments Integration Internship
ARC 6045	Project Development Studio for Themed Environments
ARC 6044	Development and Operations for Themed Environments
ARC 5043	Integration Practices for Built Environments
ARC 5041	Design and Documentation for Themed Environments
ARC 5040	Introduction to Themed Environments

Educational Credentials
Master of Liberal Studies, Rollins College, 2013
Bachelor of Architecture, Ball State University, 1978
Bachelor of Science, Environmental Design, Ball State University, 1977

Teaching Experience
Program Director and Professor of Practice, University of Florida, CityLab, Orlando, FL 2019-present

Professional Experience
Principal Design Manager, Walt Disney Imagineering, Glendale CA and Orlando, FL. 1991-2019
Project Architect, Studio One Design Group, Chicago, IL, 1989-1990
Project Architect, Stowell Cook Frolichstein, Chicago, IL. 1987-1988
Architect, Line and Space, Tucson, AZ, 1986-1987
Draftsman, Liebman Melting Partnership, New York, NY, 1982-1986
Draftsman, Skidmore Owings and Merrill, Chicago, IL, 1977-1981

Licenses/Registration
Registered Architect - State of Florida #AR0015489
Registered Architect - State of Illinois #001011086 (inactive)

Selected Publications and Recent Research
none

Professional Memberships
The American Institute of Architects

MARTIN G. GUNDERSEN, JR.

Courses Taught *(Four semesters prior to current visit)*
Summer Design Exploration Program

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

Teaching Experience
Professor Emeritus, University of Florida, 2014-present
Associate Professor, University of Florida, 1985 – 2014
Design Curriculum Consultant: University of Central Florida, School of Architecture, Summer 2012.
Sam Gibbons Distinguished Professor in Design, University of South Florida, 2010 – 2012 (summer appointments)
Assistant Director, School of Architecture, University of Florida, 1996 – 2008
Assistant Chair, School of Architecture, University of Florida, 1983 – 1995
Assistant Professor, University of Florida, 1980 – 1985

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

Licenses/Registration
none

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

Professional Memberships
none

CHARLIE HAILEY, Ph.D., RA

Courses Taught *(Four semesters prior to current visit)*
ARC 6242 Research Methods (Spring 2020 and 2021)
ARC 4323 Architectural Design 8 Studio (Spring 2020 and 2021)
ARC 4220 Architectural Theory 2 (Fall 2020)
ARC 3320 Architectural Design 5 Studio (Fall 2020)

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

Teaching Experience
Professor, University of Florida (2014-present)
Associate Professor, University of Florida (2010-2014)
Assistant Professor, University of Florida (2004-2010)
Visiting Assistant Professor, University of Florida (2003-2004)

Professional Experience
Associate, Jersey Devil Design-Build, 1992-1995, 2015, 2020 (Florida), 1997 (California)
Associate, Richardson Smith Architects, Princeton, NJ, 1995-1997

Licenses/Registration
Registered Architect - State of Florida #AR93426

Selected Publications and Recent Research
The Porch: Meditations on the Edge of Nature (University of Chicago Press, 2021)
Guggenheim Fellowship, 2018-19
"Camps," in Critical Approaches to Contemporary Architecture (Routledge, 2019)
Slab City: Dispatches from the Last Free Place (MIT Press, 2018)
Graham Foundation Research Grant, 2016
Design/Build with Jersey Devil (Princeton Architectural Press, 2016)
"Ballast," in Making Things International (University of Minnesota Press, 2014)
"Trouse," book chapter in Florida (Parlor, 2013)
Spoil Island: Reading the Makeshift Archipelago (Rowman and Littlefield, 2013)
"Florida Porch Reverie," Florida Historical Quarterly (Winter 2012)
"Occupying is Camping," book chapter in Adaptive Actions (Concordia, 2012)
Fulbright Scholar, State University of Tetova, Macedonia, Fall 2011
Camps: A Guide to 21st-century Space (MIT Press, 2009)
"From Sleeping Porch to Sleeping Machine," TDSR (Spring 2009)
"At Home on the Midway," book chapter in Symbolic Landscapes (Springer, 2008)
Campsite: Architectures of Duration and Place (LSU Press, 2008)

Professional Memberships
Environmental Design Research Association
International Association for the Study of Environment, Space and Place
Society of Architectural Historians
Vernacular Architecture Forum

PETER HALL, AIA, WELL AP

Courses Taught *(Four semesters prior to current visit)*
ARC 6912 Architect Research 2

Educational Credentials
M.Arch., University of Florida, 2017
B.Eng., University of Leeds, UK 2005

Teaching Experience
Adjunct Professor, University of Florida - Citylab Orlando, 2017-present

Professional Experience
Project Architect, Little Diversified Architectural Consulting, Orlando, FL, 2015-present

Licenses/Registration
Registered Architect - State of Florida #AR99863

Selected Publications and Recent Research
none

Professional Memberships
The American Institute of Architects
WELL Building Accredited Professional

ADELINE HOFER

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Project in Lieu of Thesis (M. Arch)
ARC 6971	Thesis (M Sci in Pedagogy)
ARC 6940	Supervised Teaching
ARC 6913	Thesis Prep (Pedagogy M Sci and M. Arch)
ARC 6911	Portfolio - Pedagogical Positioning
ARC 4941	Architectural Education Issues
ARC 3320	Design V
ARC 1302	Design II

Educational Credentials

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

Teaching Experience

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

Professional Experience

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

Licenses/Registration

none

Selected Publications and Recent Research

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

Professional Memberships

ACSA
JAH

LEE-SU HUANG

Courses Taught *(Four semesters prior to current visit)*

ARC 6356	Advanced Graduate Design Studio 3 East Asia
ARC 6241	Advanced Graduate Design Studio 1
ARC 3321	Architectural Design 6
ARC 3181	Advanced Topics in Digital Architecture
ARC 2490C	Intro Building Tech
ARC 2180	Introduction to Digital Architecture
ARC 1302	Architectural Design 2
ARC 1301	Architectural Design 1
ARC 1000	Architecture and Humanity

Educational Credentials

M.Arch., Harvard University, 2009
B.Arch., Feng-Chia University, 2003

Teaching Experience

Instructional Assistant Professor, University of Florida, 2017 - current
Assistant Professor, University of Florida, 2010 - 2016
Studio Instructor, Boston Architectural College, 2008

Professional Experience

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

Licenses/Registration

none

Selected Publications and Recent Research

Huang, Lee-Su and Gregory Spaw. "InterLattice". 9th Annual Ras-Al Khaimah Fine Arts Festival Exhibition, Al Jazeera Al Zaab Archeological Village, United Arab Emirates. 2021
Huang, Lee-Su and Gregory Spaw. "Contra-Band: Hidden in Plain Sight".
Portmanteau Exhibition ACSA Play with the Rules Fall Conference, Milwaukee Art Museum
Huang, Lee-Su, Gregory Spaw, and Jake Marsico. "Resonant Stacks" in ACADIA 2019: Ubiquity and Autonomy. 168-173. Austin: The University of Texas at Austin.
Huang, Lee-Su, Gregory Spaw, and Jake Marsico. "Holo | Morph Redux" in ACADIA 2018: Recalibration: On Imprecision and Infidelity. 102-107. Mexico City: Universidad Iberoamericana.
Huang, Lee-Su, Gregory Spaw, Christina Geros, and Jake Marsico, "Latent (e)Scapes" in ACADIA 2016: Posthuman Frontiers: Data, Designers and Cognitive Machines. 122-127. University of Michigan.

Professional Memberships

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

LISA HUANG, RA, LEED AP

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Masters Research Project
ARC 6971	Masters Research Thesis
ARC 6355	Advanced Graduate Design Studio 2 [Spring 2021]
ARC 6241	Advanced Graduate Architecture Studio 1 [Fall, 2018, Fall 2019]
ARC 4323	Architectural Design 8 [Spring 2019, Spring 2020]
ARC 3463	Materials and Methods of Construction 2 [Spring 2019, Spring 2020]
ARC 3320	Architecture Design 5 [Fall 2019]
ARC 1301	Architectural Design 1 [Fall 2018]

Educational Credentials

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

Teaching Experience

Adjunct Instructor, University of Florida, 2020-present
Assistant Professor, University of Florida, 2011-2020
Visiting Professor, Auburn University, 2012

Professional Experience

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

Licenses/Registration

Registered Architect - State of New York #30177698
LEED Accredited Professional

Selected Publications and Recent Research

Huang, Lisa. Learning from Failure in the Design Process: Experimenting with Materials. New York: Routledge, Taylor and Francis Group, 2020.

Huang, Lisa and Bradley Walters (&). "Oculata Manus: On the Role of the Body in the Making of Creative Minds." In Promoting Creative Thinking in Beginning Design Education, edited by Stephen Temple. Chapter 15, 225-238. New York: Routledge, Taylor and Francis Group, In Press (Publication date September 28, 2018 release).

Huang, Lisa. "Redefining the Public Space: Mediating Place." In Melfi: Espandere L'Arte | Expanding the Art, Edited by Ettore Vadini and Gaia Vicentelli, 89-98. Melfi (Italia): Casa Editrice Libria, 2015. [ISBN 978-88-6764-072-0]

Huang, Lisa. "Finding Value in Material Investigations and Innovations."21 Charrette: Journal of the Association of Architectural Educators (AAE), vol. 1, no. 1, 98-114. October 2009. [ISSN 2054-6718].

Huang, Lisa. "Interrogating Spatial Perceptions."22 Uddin, M. Salah (Ed.). Representation 2015-2016: Journal of the Design Communications Association, In Press: 47-52.

Huang, Lisa. "Material Misadventures: Lessons in Failure." Working Out: Thinking while Building: Proceedings of the 2014 Association of Collegiate Schools of Architecture (ACSA) Fall Conference, edited by Ted Cavanagh, Ursula Hartig, and Sergio Palleroni, 23-29. ASCA Press: Washington D.C., 2014. [ACSA Press 978-0-935502-94-7].

Professional Memberships

none

MALCOLM JONES, Assoc. AIA

Courses Taught *(Four semesters prior to current visit)*
ARC6611 Introduction to Technical Documentation and BIM

Educational Credentials
M. Arch., The Honors College at Florida International University (FIU), 2018
AIA-FL Jacob Leadership Institute

Teaching Experience
Experience Guide, University of Florida, 2021
Adjunct Professor University of Florida, 2020-2021

Professional Experience
Intern Architect, SCOTT + CORMIA Architecture and Interiors, Orlando, Florida, 2018-present
Architectural Intern, Nyarko Architectural Group Inc, Hialeah, Florida, 2016-2017

Licenses/Registration
none

Selected Publications and Recent Research
none

Professional Memberships
The American Institute of Architects Associate
National Organizations of Minority Architects Associate

SUJIN KIM, Ph.D.

Courses Taught *(Four semesters prior to current visit)*
DCP 6715/4930 Built Heritage Documentation II
DCP 6714 Built Heritage Documentation I

Educational Credentials
Postdoctoral Associate, University of Florida, 2020
Ph.D. in Design, Construction and Planning, University of Florida, 2018
M.S. in Historic Preservation, University of Texas at Austin, 2014
M. Arch., University of Texas at Austin, 2013
B.Arch., Dankook University (South Korea), 2010

Teaching Experience
Research Assistant Professor, University of Florida, 2021-present
Instructor (as a Ph.D. student and Postdoctoral Associate), University of Florida, 2016-2020

Professional Experience
Director, UF Envision Heritage, Gainesville, FL, 2021
Assistant and Manager, UF Envision Heritage (digital documentation lab), Gainesville, FL, 2015-2020

Licenses/Registration
none

Selected Publications and Recent Research
"Sea-Level-Rise Modeling and Impact Assessment for Historic Coastal Communities." APT Bulletin: The Journal of Preservation Technology 52, no. 2-3 (2021): 15-22
"A Pedagogical Framework for Integrating Laser Scanning into Traditional Built Heritage Documentation Coursework." Journal of Preservation Education and Research 12 (2020): 71-95
"History and Fundamentals of Historic Preservation Education in the United States." The Journal of the Korean Institute of Educational Facilities 27, no. 2 (2020): 21-34

Professional Memberships
The International Council on Monuments and Sites (ICOMOS)
The Association for Preservation Technology International (APT)

MARTHA KOHEN

Courses Taught *(Four semesters prior to current visit)*

ARC 6911	COVID 19 and the Built Environment Seminar
ARC 6911	Sustainable Urbanism Seminar
ARC 6356	Advanced Graduate Design 3 VIA
ARC 4220	Architectural Theory 2
ARC 3321	Architecture Design 6
ARC 3320	Architectural Design 5

Educational Credentials
Dipl. Arch Cantab University of Cambridge England 1972
Arquitecto UDELAR Uruguay 1965-68 and 1984

Teaching Experience
Professor, University of Florida 2003-present (CHU Director 2016-2021)
Visiting Professor, La Sapienza University, Italy 2016-present
Profesor Grado 4, FAU UDELAR, Uruguay 1997-2002
Profesor Grado 3, FAU UDELAR, Uruguay 1984-1997

Professional Experience
Uruguay

Licenses/Registration
none

Selected Publications and Recent Research
Puerto Rico Re Start Workshops proceedings 1/2/3 www.puertoricorestart.org and www.chu.dcp.ufl.edu
Miami-Dade & the Biscayne Bay Futures, Resiliency I Infrastructure, Collectanea, Edited by M Kohen N Clark and M Barrios www.chu.ufl.edu

Professional Memberships
Docomomo Florida Board of Directors
Docomomo International Member
UNESCO Chair in Sustainable Urban Quality and Culture (Rome) Partner

MICHAEL E. LEBOEUF, FAIA

Courses Taught *(Four semesters prior to current visit)*
ARC 6356 Advanced Graduate Design Studio 3 – CityLab Orlando (Fall 2020)
ARC 6241 Advanced Graduate Design Studio 1 – CityLab Orlando (Fall 2019, Fall 2021)

Educational Credentials
Bachelor of Architecture and Environmental Design, Kent State University, 1979
Bachelor of Science, School of Fine and Professional Arts, Kent State University, 1979

Teaching Experience
University of Florida - Adjunct Professor CityLab 2018 -2021
University of Florida - Visiting Design Juror
University of Central Florida -Visiting Design Juror
Valencia State - Visiting Design Juror
University of South Florida - Visiting Design Juror

Professional Experience
Silling Architects, Design Director, 2021 - current
Little, Orlando Design Principal, 2017 - 2021
Dewberry, Orlando Design Director, 2012 – 2017
DLR Group, Orlando Principal, Design Director, 1998 – 2012
HLM Design, Orlando Design Director, 1985 – 1998

Licenses/Registration
Registered Architect - State of Florida #AR0015020
Registered Architect - State of Ohio #ARC.8207058

Selected Publications and Recent Research
none

Professional Memberships
AIA College of Fellows 2010
The American Institute of Architects
AIA Committee on Justice
GSA Design Excellence PEER Architect 2008 - current
UCF School of Design and Architecture Advisory Board

JAMIE LINDSEY

Courses Taught *(Four semesters prior to current visit)*
ARC 4701 Arch. Design 1 CORE
ARC 3329 Arch. Design 5
ARC 1301 Arch. Design 1

Educational Credentials
M.Arch II, The Cooper Union, 2020
M.Arch, University of Florida, 2019
B.Des, University of Florida, 2013

Teaching Experience
Adjunct Lecturer, The University of Florida, 2021-present
Adjunct Lecturer, The University of South Florida, 2021-present
Graduate Teaching Assistant, The Cooper Union, 2019-2020
Graduate Teaching Assistant, The University of Florida, 2016-2019

Professional Experience
Project Designer, Studio Eber, New York, NY (remote), 2021-present
Archive Assistant, The Cooper Union Architecture Archive, New York, NY (remote), 2019-present
Intern, Allied Works Architecture, Portland, OR, 2017-2018
Intern, Iu + Bibliowicz Architects, New York, NY, 2013-2016

Licenses/Registration
none

Selected Publications and Recent Research
Interlinear Translations: A Space for Making Strange, Master's Research Project (The University of Florida, 2019)
Framework for Observation, Vorkurs: Echoes, (The University of Florida, 2019)
Vorkurs: Exquisite Corpse, (The University of Florida, 2018)

Professional Memberships
NCARB

JOHN MAZE

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Masters Research Project
ARC 6913	Architectural Research 3: MRP/Thesis Preparation
ARC 4220	Architecture Theory 2
ARC 4074	Core Design Studio 4
ARC 3321	Architectural Design 6
ARC 3320	Architectural Design 5
ARC 2303	Architectural Design 3
ARC 1000	Architecture + Humanity
IDS 1161	What is the Good Life? – UF Quest 1
IDS 2935	Places and Spaces – UF Quest 1

Educational Credentials

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

Teaching Experience

Associate Professor, University of Florida, 2008-Present
Assistant Director, University of Florida, 2008-2014
Affiliate Faculty, Digital Worlds Institute, University of Florida
Assistant Professor, University of Florida, 2001-2008
Visiting Assistant Professor, University of Virginia, 1997-2001
Graduate Teaching Assistant, Arizona State University, 1994-1996

Professional Experience

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

Licenses/Registration

none

Selected Publications and Recent Research

Eco-Architecture 2008, WIT Press, Southampton, UK. 2008. "Emperor's New Clothes: Living Skins and the Reconsideration of the Post-War Office Tower"(ISBN 978-1-84564-119-1)

This Will Kill That, 2007 Conference on the Role of the Humanities in Design Creativity Proceedings, 2007. (w/ Mark McGlothlin)

Digital Architecture and Construction, edited by A. Ali and C.A. Brebbia, WIT Press, Ashurst Lodge, Ashurst, Southampton, UK. 2006. "Narrative and the Space of Digital Architecture: Implementing interdisciplinary storytelling in the design of interactive digital space" (ISBN 1-84564-047-0)

Digital Architecture and Construction, edited by A. Ali and C.A. Brebbia, WIT Press, Ashurst Lodge, Ashurst, Southampton, UK. 2006. "Fluid in form and the Encoding of Space: Examining the Intersections of architectural design and computer science" (ISBN 1-84564-047-0),

Digital Architecture: Turn Vision into Virtual Reality with 3D Graphics, by M.S. Uddin, (McGraw-Hill, NY, NY 1999) "3D Modeling and Rendering: Material and Light in Rendering" + "Multi-media: Collage Movie"

Professional Memberships

none

MARK MCGLOTHLIN

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Project in lieu of Thesis (PILOT)
ARC 6356	Advanced Design 3
ARC 6242	Advanced Design 2
ARC 3291	Independent Study – Generative Drawing
ARC 2461	Materials and Methods 1
ARC 2304	Architectural Design 4
ARC 2303	Architectural Design 3
ARC 1301	Architectural Design 1
ARC 1000	Architecture + Humanity

Educational Credentials

M.Arch., Harvard University, 2001
B.Arch., Kansas State University, 1995
B.S. in Architectural Engineering, Kansas State University, 1995

Teaching Experience

Associate Professor, University of Florida, Gainesville, FL, 2002-present
Adjunct Studio Instructor, Boston Architectural Center, 2001

Professional Experience

Project Manager, The Office of Peter Rose, Cambridge, MA, June 2001-April 2002
Designer, Ruhl Walker Architects, Boston, MA, June-August 2000
Designer, Fentress Bradburn Architects, Ltd., Denver, CO, June 1996-August 1999

Licenses/Registration

NCARB 126363

Selected Publications and Recent Research

McGlothlin, Mark and Bradley Walters. "Dead Letter Office." Charrette. The Journal of the Association of Architectural Educators (AAE). Volume 2, Issue 1. ISSN 2054-6718

U.S. Department of Energy Solar Decathlon 2015, Solar Living House, Co-Principal Investigator

McGlothlin, Mark. "Surface Deceit Revisited." National Conference on the Beginning Design Student 2014 Conference – Material. Illinois Institute of Technology, April 3-6, 2014.

McGlothlin, Mark and Bradley Walters. "Ends and Means: Inquiries into the Role of the Solar Decathlon in Architectural Education." Association of Architectural Educators 2014 Conference – Living and Learning. University of Sheffield, Sheffield, Great Britain. September 3-5, 2014.

McGlothlin, Mark and Bradley Walters. "The End of Innocence." Association of Collegiate School of Architecture 2014 Fall Conference – Working Out – Thinking While Building. Dalhousie University, Halifax, Nova Scotia. October 16-18, 2014.

Solar Decathlon Europe 2010, Project RE:Focus, Co-Principal Investigator

Professional Memberships

NCARB

JUDI SHADE MONK, RA, NCARB, LEED AP

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Masters Research Project (Fall 2020, Spring 2021)
ARC 6971	Masters Research Thesis (Fall 2020, Spring 2021)
ARC 6912	Independent/Special Study – Color Relativity (Spring 2021)
ARC 6911	Independent/Special Study – Architect Research I (Summer 2020)
ARC 4322	Architect Design 7 – Studio (Fall 2019 + 2020)
ARC 3610	Environmental Technologies I (Spring 2020)
ARC 3321	Architect Design 6 – Studio (Spring 2021)
ARC 3291	Independent/Special Study – Classical Architecture (Summer 2021)
ARC 2304	Architect Design 4 – Studio (Spring 2020 + 2021)
ARC 2303	Architect Design 3 – Studio (Fall 2019)
ARC 1301	Architect Design 1 – Studio (Fall 2020)
DCP 6979	Masters Research Thesis – Historic Preservation (Spring 2020 + 2021)
DCP 1003	Creating the Built Environment (Fall 2019 + 2020, Spring 2020 + 2021)

Educational Credentials

M.Arch, University of Florida, 2001 (Vicenza Institute, Fall 2000; Alpha Rho Chi Medal Recipient)
B.Des with honors, University of Florida, 1999

Teaching Experience

Lecturer, Graduate Faculty, University of Florida, 2019-present
Lecturer in Architecture (undergraduate studios), Tulane University, 2010-2011
Critic in Architecture (graduate studio, co-taught with Richard Meier), Yale University, Spring 2008
Visiting Assistant Professor (undergraduate, lower division studios), University of Florida, 2001-2003
Assistant Director, Design Exploration Program (2 weeks, summer), University of Florida, 2001 + 2002
Graduate Teaching Assistant, (first-year studios) University of Florida, Fall 1999 + Spring 2001

Professional Experience

Principal, Judi Shade Monk, Architect, Highland Park, NJ + Gainesville, FL, 2011-present
Construction Project Manager (contract), DS Jordan Construction, Miami, FL 2017-2018
Senior Architect + Project Mgr: Construction Administration, D Form A, LLC, New York, NY, 2015-2017
Member, Municipal Planning Board + Downtown Rehabilitation Committee, Highland Park, NJ, 2015-2019
Intermediate Designer, Sorg Architects (now DLR Group), Washington DC, 2008-2010
Junior - Intermediate Designer, Richard Meier and Partners Architects LLP, New York, NY, 2003-2008
Designer + Carpenter's Apprentice (summer), Ivan Solbach Construction, Gainesville, FL, 2002
Intern (summers + holidays), Architects Stergas and Associates, Jupiter, FL, 1997 + 1998

Licenses/Registration

Registered Architect - State of Florida #AR96017
Registered Architect - State of New Jersey #21AI01909700 (inactive)
Registered Architect - State of New York #039921 (inactive)

Selected Publications and Recent Research

Black Box | White Palace | #MeToo, Journal of Architectural Education, 74:1 (Taylor & Francis, 2020)

Professional Memberships

NCARB #74848: Certified since 2012, record est. 2004; LEED AP (since 2006, legacy) GBCI #10236224
Academic Affiliations: Association of Collegiate Schools of Architecture (ACSA), Association for Academic Women (AAW), Society of Building Science Educators (SBSE), International Colour Association (AIC)

MICHAEL MONTOYA

Courses Taught *(Four semesters prior to current visit)*

ARC 4322	Architecture Design 7
ARC 3463	Materials and Methods 2
ARC 3321	Architecture Design 6
ARC 3320	Architecture Design 5
ARC 2304	Architecture Design 4
ARC 2303	Architecture Design 3
ARC 1701	Architecture History 1
ARC 1301	Architecture Design 1

Educational Credentials
Master of Architecture, University of Florida, 1999
Bachelor of Design, University of Florida, 1990

Teaching Experience
Instructional Assistant Professor, University of Florida, 2019-Present
Adjunct Assistant Professor, University of Florida, 2015-2018
Visiting Assistant Professor, University of Florida, 2000

Professional Experience
Project Manager, Ervin Lovett & Miller, Jacksonville, FL, 2015-2019
Lead Architectural Designer, Prosser, Inc., Jacksonville, FL, 2014-2015
Project Manager, Design Leader Corporate Program, RS&H, Inc., Jacksonville, FL, 2002-2014
Project Manager, Marketing, Designer, KBJ Architects, Inc., Jacksonville, FL, 1994-2002

Licenses/Registration
none

Selected Publications and Recent Research
none

Professional Memberships
none

LUCAS NAJLE, AIA

Courses Taught *(Four semesters prior to current visit)*

ARC 6913	Advanced Visualization Techniques
ARC 6912	Advanced Topics in Digital Architecture
ARC 6911	Introduction to Digital Architecture
ARC 6611	Introduction to Technical Drawing and BIM
ARC 6357	Architectural Design Studio | Core 4

Educational Credentials

Master of Architecture, University of Florida Graduate School of Architecture, 2015
Bachelor of Design in Architecture, University of Central Florida, 2013

Teaching Experience

Adjunct Assistant Professor, University of Florida Graduate School of Architecture, 2015-Present
Teaching Assistant, University of Florida Graduate School of Architecture, 2014-2015

Professional Experience

Associate | Design Architect, HuntonBrady Architects, Orlando, FL, 2015-Present
Intern Architect, HKS Architects, Orlando, FL, 2014-2015
Intern Design Manager, Walt Disney Imagineering, Lake Buena Vista, FL, 2013-2014
Intern Architect, Benavides Architecture, Winter Garden, FL, 2012-2013

Licenses/Registration

Registered Architect - State of Florida #AR98929

Selected Publications and Recent Research

none

Professional Memberships

The American Institute of Architects (AIA)
National Council of Architectural Registration Boards
NCARB Architect Licensing Advisor
Orlando Foundation for Architecture (OFA)

NAWARI O. NAWARI, PE

Courses Taught *(Four semesters prior to current visit)*

ARC 6512	Structural Modeling
ARC 6505	Advanced Architectural Structures
ARC 6311C	Building Information Modeling
ARC 4511	Structural Modeling
ARC 4310C	Building Information Modeling
ARC 3503	Introduction to Architectural Structures

Educational Credentials

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

Teaching Experience

Professor, School of Architecture, University of Florida, 2021-present
Associate Professor, School of Architecture, University of Florida, 2013- June 2021
Assistant Professor, School of Architecture, University of Florida, 2009-2013
Assistant Professor, College of Architecture and Environmental Design, Kent State University, 2005-2008
Assistant Professor, Civil Engineering Department, University of Akron, Ohio, 1997-2000

Professional Experience

Tech 101, Gainesville, FL, 2010-present
Structural Concrete Consultant, Akron Rubber Development Laboratory, Inc, 2003-2008
Manager, Bock & Clark Corporation, Akron, Ohio, 2000-2005
Head of the Structural and Geotechnical Engineering Section at German Firm IDAT GmbH, Darmstadt, West Germany, 1994-1997

Licenses/Registration

Registered Professional Engineer - State of Florida #70327; State of Ohio #PE.64950 (inactive)

Selected Publications and Recent Research

Roostaie, S. Nawari, N. O. (2021). "The DEMATEL approach for integrating resilience indicators into building sustainability assessment frameworks," Building and Environment, Volume 108113, July 2021, Elsevier, https://doi.org/10.1016/j.buildenv.2021.108113

Nawari, N. O. (2021). "Blockchain Technologies: Hyperledger Fabric in BIM Work Processes," Accepted, Proceedings of the 15th International Conference on Computing in Civil and Building Engineering (ICCCBE + CIB W78 2020), San Paolo, Brazil, June 2020.

Nawari, N. O. (2020). "A Generalized Adaptive Framework for Computerizing the Building Design Review Process," Journal of Architectural Engineering, ASCE, J. Archit. Eng., 2020, 26(1): 04019023.

Messaoudi, M.g, and Nawari, N.O. (2020). "BIM-based Virtual Permitting Framework (VPF) for Post-Disaster Recovery and Rebuilding in the State of Florida," International Journal of Disaster Risk Reduction, Volume 42, January 2020, pp. 101349, Elsevier.

Professional Memberships

International Network of Tropical Architecture
Architectural Engineering Institute
Structural Engineering Institute
American Society of Civil Engineering
BuildingSMART alliance, National Institute of Building Sciences

ALFONSO PEREZ-MENDEZ

Courses Taught *(Four semesters prior to current visit)*

ARC 6357	Graduate seminar: The Planning Game
ARC 6357	Graduate seminar: Evaluating Hudson Yards
ARC 6357	Graduate seminar: Building in the Tropics
ARC 6281	Architectural Professional Practice
ARC 6281	Architectural Professional Practice - CityLab
ARC 4930	Graduate seminar Building in the Tropics
ARC 1301	Architectural Design 1
ARC 4323	Architectural Design 6
ARC 4322	Architectural Design 7
ARC 4323	Architectural Design 8

Educational Credentials

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

Teaching Experience

Professor, University of Florida, 2004-present
Associate Professor, University of Florida, 1996-2004
Invited Professor, Universidad Nacional de Colombia, Medellin
Invited Professor, Universidad Nacional de Uruguay, Montevideo

Professional Experience

Richard Meier & Partners, New York, May 1990 - August 1996
Private Practice, Barcelona, Spain, 1988-1989. Principal, in association with Eladio Calvo, Architect
Government of Spain, Infrastructure Department, Barcelona, Spain, 1983-89, District Architect
Private Practice, Madrid, Spain, 1981-83. Principal, in association with Fernando Costas, Architect
Alberto Baltar Architects Vigo, Spain, 1980-81. Assistant Architect, Designer

Licenses/Registration

Registered Architect - Florida (inactive); New York (inactive); Spain (inactive)

Selected Publications and Recent Research

Guy Peterson Call for Undressing Architecture 2016 Book Contribution in Peterson, Guy, Naked, The Architecture of Guy Peterson, Oro Editions, San Francisco California 2016. ISBN: 978-1-941806-55-5. 2016

Learning with Natural Light at the School of Architecture of the University of Florida (UF/SoA) 2015 Book Contribution: in Modelling Daylight, Traverso, Giovanni. Via Verlag, Ghetersloh, Germany, 2015. English Version, ISBN 978-3-9811940-5-0. Italian Version, ISBN 987-3-9811940-4-3 Pages 9-13. German version, ISBN 978-3-9811940-6-7 Pages 9-13. 2015

Living CU 60 Years, Salvador Lizarraga Cristina Lopez Uribe Alfonso Perez Mendez et al Universidad Nacional Autonoma de Mexico UNAM, Mexico City 2014. The Idyllic Landscape: Conceptualization of the Settlement of El Pedregal, pages 33-92 English edition ISBN: 978-607-02-5997-5, 2014

Habitar CU 60 años, Salvador Lizarraga Cristina Lopez Uribe Alfonso Perez Mendez et al. Universidad Nacional Autonoma de Mexico UNAM, Ciudad de Mexico 2014. El Paisaje Idilico: Conceptualization de la ocupación del Pedregal, pages 33-92. Spanish edition ISBN: 978-607-02-5995-1, 2014

Professional Memberships

none

NICOLAS RABINOWITZ

Courses Taught *(Four semesters prior to current visit)*

ARC 6912	Core Design Studio II
ARC 6912	Architectural History II
ARC 6911	Architect Research - Drawing Toward Architecture
ARC 6911	Core Design Studio I
ARC 6705	Architectural History I
ARC 3321	Architectural Design VI
ARC 2304	Architectural Design IV
ARC 2303	Architectural Design III

Educational Credentials
M.S.A.S., University of Florida, 2020
B.Arch., Cooper Union, 2018

Teaching Experience
Adjunct Lecturer, University of Florida, 2019-present

Professional Experience
Design Principal, House Champagne, Orlando, FL, 2019-present
Design Consultant, Bndr, Gainesville, FL, 2019-2020
Design Consultant, Cover Technologies, Los Angeles, CA, 2018-2019
Intern, Gelpi Projects, Miami Beach, FL, 2017
Intern, Safdie Architects, Boston, MA, 2016

Licenses/Registration
none

Selected Publications and Recent Research
Master's Thesis, The Architectural Elements of the Anthropocene Epoch: Identifying the Chronosphere, (University of Florida, 2020)

Professional Memberships
none

DAVID RIFKIND, Ph.D.

Courses Taught *(Four semesters prior to current visit)*
none

Educational Credentials
Ph.D., Columbia University, 2007
M.Arch., McGill University, 1997
B.Arch., Boston Architectural Center, 1992

Teaching Experience
Director and Professor, School of Architecture, University of Florida, 2021-present
Associate Professor, Florida International University (promoted with tenure 2013), 2007-2021
Guest faculty, Ethiopian Institute of Architecture, Building Construction, and City Development, 2015
Lecturer in Architectural History, University of Virginia, 2005-2007
Instructor, Parsons School of Design, 2002-2005

Professional Experience
Designer, Four Square Production, New Jersey and Florida, 2001-present
Project Manager, Buck, Smith & McAvoy Architects, Boston, MA, 1991-1995
Designer, Ian Hodgson Architect, London, England, 1990

Licenses/Registration
none

Selected Publications and Recent Research
A Critical History of Contemporary Architecture, 1960-2010, (Ashgate, 2014). (edited volume, with Elie G. Haddad).
The Battle for Modernism: Quadrante and the Politicization of Architectural Discourse in Fascist Italy (Centro Internazionale di Architettura di Andrea Palladio and Marsilio Editori, 2012)
"Reviewing Modernism through the Lens of Sustainability," in Lessons from Modernism: Environmental Design Strategies in Architecture, 1925-1970, Kevin Bone, et.al., eds. (Monacelli, 2014)
"Colonial Cities at the Crossroads: Italy and Ethiopia," in Urban Planning in Sub-Saharan Africa: colonial and postcolonial planning cultures, Carlos Nunes Silva, ed. (Routledge, 2015)
"Enrico Prampolini, Architect," in Enrico Prampolini. Futurism, Stage Design and the Polish Avant-Garde Theatre, Przemek Strozek, ed. (Muzeum Sztuki Lodz, 2017)
"A Careful Misreading of Precedent: Politics and Transparency in the work of Lina Bo Bardi," in Terms of Appropriation: Essays on Architectural Influence, Amanda Lawrence & Ana Miljacki, (Routledge, 2018)
"The Radical Politics of Marble in Fascist Italy," in Radical Marble, Nick Napoli and Bill Tronzo, eds. (Ashgate, 2018)
"Verso una critica intersezionale dell'architettura," Preface to Daniele Vadalà, Verso un'architettura ecocentrica, (Franco Angeli, 2020)
"Technical Diplomacy: Ethio-Swedish Institute of Building Technology," in Radical Pedagogies, Beatriz Colomina and Ignacio Galan, eds., (Sternberg, 2021)
"Misprision of Precedent: Design as Creative Misreading," Journal of Architectural Education, v.64 n.2 (March 2011), 66-75.
"Gondar. Architecture and Urbanism for Italy's Fascist Empire," Journal of the Society of Architectural Historians (December 2011), 492-511.

Professional Memberships
The American Institute of Architects (associate member)
Society of Architectural Historians

KARLA VERONICA SALDAÑA OCHOA, Ph.D.

Courses Taught *(Four semesters prior to current visit)*
ARC 3320 Architectural Design Studio 5

Educational Credentials
Dr. Sc (PhD), ETH Zürich, Chair of Digital Architectonics, 2021
MAS of Landscape Architecture, ETH Zürich, Chair of Landscape Architecture, 2016
Dipl. Architect, University of Cuenca, School of Architecture and Urbanism, 2014

Teaching Experience
Assistant Professor, University of Florida, 2021-present
Invited lecturer, Vienna University of Technology, 2020
Scientific research Assistant, ETH Zurich, 2017-2020
Seminar Lecturer, Universidad de Cuenca, 2017

Professional Experience
Project Architect, CA- SA, Cuenca, 2014 - 2015
Project Architect, Ciudad Universitaria, Cuenca, 2013 – 2015
Intern, Boris Albornoz architects, Quito, 2013
Intern, Urbana Arquitectura, Cuenca, 2012 - 2013

Licenses/Registration
Cuenca - Ecuador

Selected Publications and Recent Research
Saldana Ochoa K. and Comes T. A Machine learning approach for rapid disaster response based on multi-modal data. The case of housing shelter needs. In Woodstock '18: ACM Symposium on Neural Gaze Detection, June 03–05, 2018, Woodstock, NY. ACM, New York, NY, USA, 10 pages, 2021
Saldana Ochoa K., Ohlbrock P., D'Acunto PL, Moosavi V., Beyond typologies, beyond optimization. International Journal of Architectural Computing,2020
Saldana Ochoa K., Enhancing Disaster Response with Architectonic Capabilities by Leveraging Machine and Human Intelligence Interplay, esrel, 2020
Saldana Ochoa K., Ohlbrock P., D'Acunto PL, Moosavi V., Beyond typologies, beyond optimization. IASS Form and Force. 2019.
Alvarez-Marin D., Saldana Ochoa K., Indexical Cities: Articulating Personal Models of Urban Preference with Geotagged Data. ARXIV, 2019.
Ballari D., Ochoa A., Hermida C, Segovia C, Mory A., Vélez-Calvo X., Berrones G. , Aguirre Ullauri M. , Saldaña Ochoa K., Mujer, Madre y Científica: una diversidad de escenarios. II Seminario Internacional de las Mujeres en la Ciencia, Género y Conocimiento, 2019
Saldana Ochoa K., Guo Z. Framework for planning, harvesting, and management of resources in agriculture with an automated tree localization/classification and street detection from Aerial Imagery. Computers and Electronics in Agriculture, 2019.

Professional Memberships
none

RYAN SHARSTON, Ph.D.

Courses Taught *(Four semesters prior to current visit)*

ARC 6911	Advanced Topics in Building Technology
ARC 4323	Architectural Design 8
ARC 3320	Architectural Design 5
BCN 6036	Research Methods in Construction
BCN 5905	Special Studies in Construction
BCN 5789C	Construction Project Delivery
BCN 4905	Special Studies in Construction
BCN 4787C	Construction Capstone Project
DCP 7979	Advanced Research

Educational Credentials

Ph.D., Architecture, University of Illinois at Urbana-Champaign, 2015
M.Sc., Civil and Environmental Engineering, University of Illinois at Urbana-Champaign, 2014
M.Sc., Architecture, University of Michigan, 2009
M.Arch., Azad University, Iran, 2002

Teaching Experience

Assistant Professor, University of Florida, 2018-present
Lecturer, University of Illinois at Urbana-Champaign, 2014-2015
Graduate Student Instructor, University of Michigan, 2007-2008

Professional Experience

Project Architect, Lamboo Technologies, Springfield, IL, 2015-2017
Building Energy Specialist, Smart Energy Design Assistance Center, Champaign, IL, 2012-2015
Construction Manager, Physical Development Research Center, Tehran, Iran, 2002-2006
Project Architect, Urban Development Agency, Tehran, Iran, 1998-2002

Licenses/Registration

Architect, Iran
Civil Engineer, Iran

Selected Publications and Recent Research

Singh, Manan, Sharston, Ryan (2021), A Literature Review of Building Energy Simulation and Computational Fluid Dynamics Co-Simulation Strategies and its implications on the accuracy of energy predictions, Building Services Engineering Research and Technology

Sharston, Ryan, Murray, Scott, 2019, The Combined Effects of Thermal Mass and Insulation on Energy Performance in Concrete Office Buildings, Advances in Building Energy Research,

Yi Kyu, Yun, Sharston, Ryan, and Barakat, Dua, 2019, Auxetic Structures and Advanced Daylight Control Systems, Journal of Facade Design and Engineering, Vol 7 No 1

Professional Memberships

American Society of Interior Designers
American Society of Heating Refrigerating and Air-conditioning Engineers
Architects and Construction Engineering Organization, Tehran, Iran

PETER SPROWLS

Courses Taught *(Four semesters prior to current visit)*

ARC 6911	Introduction to Structures I - CityLab Orlando
ARC 6399	Advanced Topics in Urban Design: The American City
ARC 4323	Architectural Design VIII
ARC 4322	Architectural Design VII
ARC 3503	Introduction to Structures I
ARC 3291	Analytical Sketching
ARC 2490	Integrated Building Technology I
ARC 2303	Architectural Design III
ARC 1702	Architectural History II
ARC 1302	Architectural Design II
ARC 1301	Architectural Design I

Educational Credentials
M.Arch., Harvard University, 2015
B.Des., University of Florida, 2012

Teaching Experience
Instructional Assistant Professor, University of Florida, 2018-present
Assistant Adjunct Professor, University of Florida, 2017-2018

Professional Experience
Principal, House Champagne LLC, Orlando, FL, 2019-Present
Project Manager, Merge Architects, Boston, MA, 2015-2017
Designer, Preston Scott Cohen, Inc., Cambridge, MA, 2014-2015
Designer, NADAAA, Boston, MA, 2012-2014

Licenses/Registration
none

Selected Publications and Recent Research
Material Systems: Digital Design, Fabrication and Research - Variable Surface Ceramic Tiles and Robotic Roller Tool (Harvard University, 2014)
Thesis: Architecture and the Autonomousmobile (Harvard University, 2015)

Professional Memberships
none

FRANCA STOCCO

Courses Taught *(Four semesters prior to current visit)*
ARC 3291 Special Studies in Architecture: VIA Italian Language and Culture

Educational Credentials
University of Padova – Facoltà di Scienze Politiche, 1988-1991
Accounting Technical Commercial Diploma, Istituto Tecnico Commerciale "Ambrogio Fusinieri," 1985-1988
Computer & Languages Certificate, Weybridge Educational Center, Surrey, U.K., 1982 – 1984

Teaching Experience
Adjunct Professor, Vicenza Institute of Architecture, University of Florida, 1994-present
Administrative Director, Vicenza Institute of Architecture, University of Florida, 1994-present
Coordinator of summer courses from: University of Florida Department of Interior Design, University of Florida Continuing Education Program, Texas Tech University, University of Alabama, University of Idaho, Mississippi State University

Professional Experience
none

Licenses/Registration
none

Selected Publications and Recent Research
none

Professional Memberships
Association of American College and University Programs in Italy (A.A.C.U.P.I.)

GIOVANNI TRAVERSO

Courses Taught *(Four semesters prior to current visit)*
ARC 6911 Architectural Research: Natural / Artificial Lighting

Educational Credentials
Master of Science in Light and Lighting, Bartlett, UCL, London, 1994
Architecture degree at IUAV, Venice, 1994

Teaching Experience
Adjunct Professor, Vicenza Institute of Architecture, 2010-present
Master Programs of IUAV (Venice University Institute of Architecture) and the University of La Sapienza in Rome

Professional Experience
Principal, Traverso-Vighy Architects, 1996-present

Licenses/Registration
Italy / EC

Selected Publications and Recent Research
Salvagnini Technical Centre in Izumi-Japan (2004)
New company headquarters for Spidi Sport in Vicenza Italy (2006)
Illumination system for Piero della Francesca Frescos in San Francesco, Arezzo Italy (2000)
Falcone-Borsellino Airport commercial area in Palermo
Several monographic books are dedicated to Traverso-Vighy, and his work has been widely published in Italian and International magazines.

Professional Memberships
Sustainability Director of the Professional Lighting Design Association (PLDA), the most prominent European professional association of lighting designers (2011-present)

BRADLEY WALTERS, AIA, NCARB

Courses Taught *(Four semesters prior to current visit)*

ARC 6979	Masters Research Project (Spring 2020 + Spring 2021)
ARC 6913	Architectural Research 3: Thesis/PILOT Preparation (Fall 2019 + Fall 2020)
ARC 6912	Architectural Research 2: Architectural Detailing (Fall 2019 + Fall 2020)
ARC 6355	Advanced Graduate Architectural Design 2 (Spring 2020)
ARC 6241	Advanced Graduate Architectural Design 1 (Fall 2020)
ARC 4323	Architectural Design 8 – Vicenza, Italy (Spring 2021)
ARC 4073	Graduate Core Studio 3 (Fall 2019)
ARC 3463	Materials and Methods of Construction 2 – Vicenza, Italy (Spring 2021)
ARC 3320	Architectural Design 5 (Fall 2019)
DCP 6301	Sustainable Planning and Design Studio – Singapore (Spring 2020 + Spring 2021)

Educational Credentials

Master of Architecture (M.Arch), Princeton University, 1999
Bachelor of Design in Architecture (B.Des Arch), *Summa Cum Laude*, University of Florida, 1995

Teaching Experience

Associate Professor, University of Florida, 2015-present
Assistant Professor, University of Florida, 2008-2015

Professional Experience

Principal, Bradley Walters Architect LLC, Princeton NJ and Gainesville FL, 2006-present
Senior Associate, RMJM + Hillier Architecture, Princeton NJ + Philadelphia PA, 1999-2008
Designer, Donadio & Associates, Architects, P.A., Vero Beach FL, 1995-1997

Licenses/Registration

Registered Architect - State of Florida #AR94869
Registered Architect - State of New Jersey #21AI01719800

Selected Publications and Recent Research

Aa House, Micanopy FL (2020), Architect + Principal Investigator
Huang, Lisa and Walters, Bradley, "Technical Provocations: Material Inventions, Structural Assemblies, and Environmental Responses as Precursors and Design Prompts," (Building Technology Educators Society: Vol. 2019, Article 8).
Walters, Bradley and Lisa Huang, "Oculata Manus: On the Role of the Body in the Making of Creative Minds," In Developing Creative Thinking in Beginning Design, edited by Stephen A. Temple, (Routledge, 2018)
Walters, Bradley. 2018. "Here be Dragons: On the Value of Incompleteness in Drawing." In Representation 2015-2016: Journal of the Design Communication Association, edited by M. Saleh Uddin, 59-64. Marietta, Georgia: Kennesaw State University.
Quinlivan Net-Zero Energy House (2016), Architect + Principal Investigator
2015 NCARB Award: Expanding Fields: Materiality + Making to Inform Design Education and Practice, Co-Principal Investigator
U.S. Department of Energy Solar Decathlon 2015, Solar Living House, Principal Investigator
Solar Decathlon Europe 2010, Project RE:FOCUS, Co-Principal Investigator

Professional Memberships

The American Institute of Architects
National Council of Architectural Review Boards
Building Technology Educators Society

ALBERTUS S. WANG

Courses Taught *(Four semesters prior to current visit)*

ARC 6913	Integrated Path to Architectural Licensure 4 (IPAL-4)
ARC 6912	Thesis/MRP Studio
ARC 6912	Core Studio-2
ARC 6911	Graduate Seminar. Topics: Sacred Space
ARC 6911	Graduate Seminar. Topics: Community Design Practice
ARC 6355	Graduate Design 2
ARC 6241	Graduate Design 1

Educational Credentials

Master of Architecture, Harvard Graduate School of Design, 1995
Bachelor of Design in Architecture, University of Florida, 1990

Teaching Experience

Lecturer/Assistant Instructional Professor, University of Florida, CityLab Orlando, 2017-Present
Adjunct Professor, University of Florida, Gainesville, 2006-2016

Professional Experience

Founder/Partner, Studio for Architecture and Urbanism, Gainesville, FL, 2015-2017
Founder/Partner, SWiM-CAU, Jakarta-Gainesville, 2004-2014
Creative Director, Kahn Enterprise, PT Sumber Pacific Raya, Jakarta, Indonesia, 2000-2004
Director of Design, Director of Finance, PT. Irco-Citta Indonesia, Zhao Long Hong Kong, 1997-2000
Intern, Homa Fardjadi/Mohsen Mostafavi, Cambridge, MA 1995-1997
Intern, Harry Merritt, Gainesville, FL, 1989-1990

Licenses/Registration

none

Selected Publications and Recent Research

Albertus S. Wang. 2019. (In-)Between Old & New, Resurrect Revise Reuse Old Buildings. New Architecture. 183/ February 2019: 29-35. ISSN 1000-3959 CN 42-1155/TU

Albertus S. Wang, and Kalliope Kontozoglou. 2021. Contemporary Approaches In Heritage And Habitat Studies. The Navel of the Earth, the Imagination of Human Desire. Alanya HEP University Publisher. Alanya, Turkey; Cairo, Egypt.

Professional Memberships

The American Institute of Architects, Associate Member
Docomomo-US, Member

WILLIAM ZAJAC

Courses Taught *(Four semesters prior to current visit)*
ARC 2303 Architectural Design 3
ARC 1301 Architectural Design 1

Educational Credentials
M.S.A.S. Pedagogy, University of Florida, 2014-present
Master of Architecture, University of Florida, 2008
BSc(Eng), Civil/Structural Engineering, University of Colorado, 1998

Teaching Experience
Instructional Assistant Professor, 2017-present
Adjunct Instructor, 2015-2017

Professional Experience
Design Consultant/Fabricator, 2005-present
GEA Tuchenhagen North America, LLC, Process & Structural Engineer, 1998-2003

Licenses/Registration
none

Selected Publications and Recent Research
Anderson Ranch Arts Center, Bronze casting seminar, 2015
Exhibition "The Florida Landscape: Scapes & Bounds," University of Florida, 2015
Penland School of Crafts, Metal etched vessels: 2d to 3d seminar, 2011
New England School of Metalwork, Damascus Steel Seminar, 2011
New England School of Metalwork, Wootz Crucible Steel Seminar, 2010
Exhibition "Campi Cultivari," Scuola Internazionale di Grafica; Venice, Italy, 2009
Exhibition "Cultivars and Terroirs," DRAW_gallery; Caylus, France, 2009
Residency: Scuola Internazionale di Grafica, Venice, Italy, 2008
Residency: Draw International; Caylus, France, 2009
SOM Foundation Fellowship, 2008-2009
American Institute of Architects Henry Adams Medal & Certificate, 2008
Exhibition "Ground Truth_Petanque," Focus Gallery, Gainesville, Florida, 2007

Professional Memberships
The American Institute of Architects

HUI ZOU, Ph.D.

Courses Taught *(Four semesters prior to current visit)*
PhD (5 PhD students) & MRP thesis supervisions
ARC 6912 Architectural Research 2 (history/theory graduate seminar)
ARC 6911 Architectural Research 1 (history/theory graduate seminar)
ARC 6705 Advanced Architectural History & Theory
ARC 3743 Architectural History 3
ARC 2201 Architectural Theory 1
ARC 1702 Architectural History 2

Educational Credentials
Ph.D., McGill University, 2005
MS in Arch., University of Cincinnati, 1998
Dr. Engineering in Architectural History & Theory, Tongji University, 1995
M. Arch., Tongji University, 1991

Teaching Experience
Professor, University of Florida, 2018-present
Associate Professor, University of Florida, 2010-2018
Assistant Professor, University of Florida, 2003-2010
Lecturer, Tongji University, 1995-1996

Professional Experience
none

Licenses/Registration
none

Selected Publications and Recent Research
Jianzhu zai ai zhishang (Beijing: Shangwu yinshuguan, 2018), the Chinese translation of Alberto Pérez-Gómez's book, Built upon Love: Architecture Longing after Ethics and Aesthetics (MIT, 2006).
Suipian yu bizhao: Bijiao jianzhuxue de shuangchong huayu (Fragments and Mirroring: The Twofold Discourse of Comparative Architecture) (Beijing: Shangwu yinshuguan, 2012).
A Jesuit Garden in Beijing and Early Modern Chinese Culture (West Lafayette, IN: Purdue University Press, 2011).
(Classic Chinese to annotated English translations) Qing emperors' garden records, in Ch 8. "Gardens of the Qing Dynasty: Part 2. Imperial Gardens," The Dumbarton Oaks Anthology of Chinese Garden Literature, ed. Alison Hardie & Duncan Campbell (Washington, DC: Dumbarton Oaks / Harvard University Press, 2020).
"China (16th-18th Centuries): Renaissance Humanism and Chinese Architecture," in The Routledge Handbook on the Reception of Classical Architecture, ed. Nicholas Temple et al. (London: Routledge, 2019).
"Between Dream and Shadow: The Aesthetic Change Embodied by the Garden of Lion Grove," Montreal Architectural Review 5 (December 2018).

Professional Memberships
Kenneth and Nelly Fung Fellow, Asian Cultural Council (ACC), 2012-13
Fellow, Garden and Landscape Studies, Dumbarton Oaks (Trustees for Harvard University), 2001-2002