

2020 Conditions and Procedures
Plan to Correct
for Continuing Accreditation

University of Florida
School of Architecture

Degree: Master of Architecture (M.Arch)

Date: 30 June 2023

NAAB

National
Architectural
Accrediting
Board, Inc.

UF | UNIVERSITY of
FLORIDA

School of Architecture
College of Design, Construction and Planning
University of Florida
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Plan to Correct
(2020 Procedures)

Institution	University of Florida
Name of Academic Unit	School of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> <input checked="" type="checkbox"/> <u>Master of Architecture</u> 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 <input type="checkbox"/> <u>Doctor of Architecture</u>
Year of Previous Visit	2021
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	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 <i>(e.g., dean or department chair)</i>	Chimay J. Anumba, FEng, Ph.D., D.Sc., Dr.h.c., P.E. Dean and Professor College of Design, Construction, and Planning
Chief Academic Officer of the Institution	Joseph Glover, Ph.D. Provost and Senior Vice President for Academic Affairs University of Florida <u>After 1 July 2023:</u> J. Scott Angle, Ph.D. Interim Provost and Senior Vice President for Agriculture and Natural Resources, UF/IFAS
President of the Institution	Ben Sasse, Ph.D. President University of Florida
Individual submitting the APR	David Rifkind, Ph.D.
Name and email address of individual to whom questions should be directed	David Rifkind, Ph.D. rifkind.david@ufl.edu



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INTRODUCTION

The Master of Architecture program at the University of Florida (UF) applied for Continuing Accreditation in 2021 and the Architecture Program Report (APR) was submitted to NAAB on 7 September 2021. Supplemental digital information was provided to the NAAB Visiting Team on 17 December 2021 and 22 January 2022. A Virtual Site Visit was conducted Monday, 31 January 2022 through Wednesday, 2 February 2022.

The Visiting Team Report was sent to UF on 22 March 2022. The subsequent NAAB Letter of Determination, dated 28 November 2022, included the following summary notes and conditions:

Based on the following review of your program, the NAAB Directors voted to grant the M.Arch. program an eight-year term of Continuing Accreditation with a Plan to Correct and require the program to address the following conditions not met:

- **PC.6 Leadership and Collaboration**
- **PC.8 Social Equity and Inclusion**
- **SC.5 Design Synthesis**
- **SC.6 Building Integration**
- **5.2 Planning and Assessment**

The program is required to provide a Plan to Correct, which includes a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. The Plan to Correct is due on or before June 30, 2023.

The program's accreditation term is effective January 1, 2022, and the program is scheduled for its next visit for Continuing Accreditation in 2030. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.

The Letter of Determination noted conditions that were met and also provided information about areas of concern to be addressed in the Plan to Correct. The specific conditions and areas of concern were as follows:

Program Review

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.

3.1 Program Criteria (PC)

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

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.

The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of collaborative approach in multidisciplinary teams. The program needs to provide evidence of a student learning outcome and an assessment process related to leadership.



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.

The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to social equity and inclusion. The program needs to provide evidence of a student learning outcome and assessment process related to this condition.

3.2 Student Criteria (SC)

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.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.

The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to ensuring students develop the ability to synthesize user and regulatory requirements, site conditions and the consideration of measurable environmental impacts of design decisions. The program needs to provide evidence of an approach to accessible design. The program provided some assessment information related to defined Knowledge, Skills and Behavior; however, these learning outcomes do not align with the requirements of this condition. The program also needs to provide evidence of student learning outcomes that are assessed related to synthesizing user requirements, regulatory requirements, accessible design, site conditions and the measurable environmental impacts of design decisions.

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.

The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to integrate building envelope systems, environmental control systems and the ability to make design decisions per measurable outcomes in building performance. The program needs to provide evidence of student learning outcomes and assessment processes for the integration of life safety systems.

5–Resources

5.2 Planning and Assessment

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

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.*
- 5.2.2 Key performance indicators used by the unit and the institution.*
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.*
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.*



5.2.5 Ongoing outside input from others, including practitioners.

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.

The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of a process to evaluate progress toward its mission and multi-year objectives (5.2.3) and the ongoing gathering of outside input from others, including practitioners (5.2.5). Though the program described a strategic planning assessment developed in 2018-19, the program still needs to provide evidence of the plan being operationalized with goals and benchmarks and that the SWOT analysis has informed or been integrated into the process for continuous improvement (5.2.4). In addition, the program needs to provide evidence of the inclusion of the requirement to meet NAAB conditions. The program provided the UF SOA Continuous Improvement Plan + Assessment report as evidence of its assessment processes, however, the program must still provide evidence that the outcomes assessed align with the NAAB PCs or SCs. (5.2.1) The program provided institutional KPIs and must still provide specific and formalized key performance indicators or benchmarking indicated by the program unit itself (5.2.2).

In response to the Letter of Determination, we respectfully submit this Plan to Correct for your review. The pages that follow include a summary “Plan to Correct Form,” followed by supporting evidence referenced in the tabular document.

Please let us know if you have any questions or require additional information.

Respectfully yours,

David Rifkind
Director and Ivan H. Smith Endowed Professor
School of Architecture
College of Design, Construction and Planning
University of Florida
www.dcp.ufl.edu

Enclosures



PLAN TO CORRECT FORM

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p>PC.6 Leadership and Collaboration</p> <p><i>“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.”</i></p>	<p>Program Narrative: The Visiting Team Report (VTR) noted that <i>“there is evidence in many group assignments particularly within the ARC6355 Advanced Graduate Design Studio 2 that demonstrated studio teamwork, collaboration, and diverse constituents in many social contexts.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that <i>“there is lacking evidence of consistent or formal training or assignments identified that demonstrate or explain leadership and collaboration skill approaches, and how to apply these skills to resolve complex problems.”</i></p> <p>Beginning with the upcoming Spring 2024 semester, the program will add course content to ARC6281 Professional Practice that will provide formal training and assignments addressing leadership and collaborative approaches in architectural practice. The added educational content will include relevant readings, in-class discussion, and exam-based evaluation questions to evaluate Student Learning Outcomes (SLOs). This course is required of all students in the professional degree program.</p> <p>The new course content is being developed currently, with input from numerous faculty. The course instructor has been invited to participate in the <i>2023 NCARB Scholars in Professional Practice</i> program in Indianapolis, Indiana, from August 10-12, 2023. This workshop will provide opportunities for the program to benefit from best practices being developed across the country and get feedback on proposed course content. During the upcoming Fall 2023 semester, course materials and approaches will be reviewed in SOA Curriculum Committee and Faculty meetings.</p> <p>Following introduction of the new materials in the Spring 2024 semester, the curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> 1) In addition to regular course evaluations, students will be surveyed and asked to respond to questions explicitly focused on the materials added to respond to this Program Criteria (PC.6 Leadership and Collaboration); 2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for April 2024; 3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements. 	<p><u>Summer 2023:</u></p> <ul style="list-style-type: none"> ● New course content developed. ● August: Faculty will participate in the <i>2023 NCARB Scholars in Professional Practice</i> program in Indianapolis, Indiana. <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> ● Course materials reviewed in SOA Curriculum Committee and Faculty meetings. ● Additional refinement of course content, based on faculty input. <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> ● Revised course offered with new course content. ● SLOs evaluated through course performance, including readings, discussion, and exams. ● April: Student survey explicitly focused on new materials addressing PC.6 Leadership and Collaboration. ● April: Course revisions to be discussed in the Faculty Curricular Review meeting. <p><u>Summer 2024:</u></p> <ul style="list-style-type: none"> ● SLOs reviewed through disaggregated exam analysis. ● Survey responses and faculty recommendations reviewed and used to inform subsequent refinements. ● June: Arch Advisory Committee Meeting. ● Consider assessment structures and revise these for further implementation. ● Course materials refined for the following 2024-2025 academic year.

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>These three assessment vehicles will be used to inform further revisions and course refinements that will be implemented during the following academic year.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Appendix A. NCARB invitation to participate in the 2023 NCARB Scholars in Professional Practice program. • Appendix B. Draft syllabus for ARC6281 Professional Practice. • Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized). 	
<p>PC.8 Social Equity and Inclusion</p> <p><i>“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.”</i></p>	<p>Program Narrative: The VTR noted that <i>“dedicated efforts (including administrative initiatives and non-curricular activities) are being made to infuse social equity and inclusion throughout the program.”</i> It also acknowledged a range of approaches to social equity and inclusion, especially in the different studio projects offered in all sections of ARC6356 Advanced Graduate Studio 3.</p> <p>Although these diverse approaches were acknowledged as program strengths, the VTR noted that <i>“there is a need for formal and consistent learning objectives and applications in a required course.”</i></p> <p>Beginning with the upcoming Fall 2023 semester, the program is substantively revising ARC1701 Architectural History 1. The new course structure and content will explicitly address diverse cultural and social contexts as well as equitable design practices that include people of diverse backgrounds, resources, and abilities. The added educational content will include relevant readings, in-class discussion, and exam-based evaluation questions to evaluate Student Learning Outcomes (SLOs). This course will provide formal and consistent learning objectives and applications in a required course.</p> <p>The changes to the structure of the course include the following:</p> <ol style="list-style-type: none"> 1) Changed to synchronic model for teaching architectural history, as opposed to the diachronic model. In the synchronic model, there is an emphasis on teaching global history through cultural contact and past global networks. 2) For example, instead of teaching Roman architecture and Chinese architecture as separate topics in the diachronic model, in the synchronic model we teach them comparatively as a Silk Road module. This encourages students to think of the Roman and 	<p>Summer 2023:</p> <ul style="list-style-type: none"> • New course content and alternative educational approaches developed. <p>Fall 2023:</p> <ul style="list-style-type: none"> • Revised course offered with new course content. • Course materials reviewed in SOA Curriculum Committee and Faculty meetings. • SLOs evaluated through course performance, including readings, discussion, and exams. • December: Student survey explicitly focused on new materials addressing PC.8 Social Equity and Inclusion. • December: Course revisions to be discussed in the Faculty Curricular Review meeting. <p>Spring 2024:</p> <ul style="list-style-type: none"> • SLOs reviewed through disaggregated exam analysis. • Survey responses and faculty recommendations reviewed and used to inform subsequent refinements. • February: Arch Advisory Committee Meeting. • Consider assessment structures and revise these for further implementation.

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>Chinese empires as comparable and linked. By looking at architectural history in terms of past global networks, such as the Silk Road, students will learn how to interpret cultural diversity in the present-day world.</p> <p>3) For example, instead of teaching Hindu temple architecture and Buddhist architecture in South Asia and Southeast Asia as separate topics, we now combine them so that students will analyze diverse nodes of culture-contact at the local, regional, and global levels. The outcome expected is that students learn how historic cultural and architectural encounters between India, China, and Southeast Asia have shaped architecture and our present day understanding of Asia.</p> <p>4) This change from diachronic to a synchronic model is reflected in changing the textbook.</p> <p><u>Old textbook:</u> Michael Fazio, Marian Moffett, and Lawrence Wodehouse, <i>A World History of Architecture</i>. 2nd ed. (Boston: McGraw-Hill Professional, 2008)</p> <p><u>New textbook:</u> Frank Ching, Mark Jarzombek, and Vikramaditya Prakash, <i>A Global History of Architecture</i> (Hoboken, New Jersey: Wiley, 2017)</p> <p>During the upcoming Fall 2023 semester, course materials and approaches will be reviewed in SOA Curriculum Committee and Faculty meetings.</p> <p>Following introduction of the new materials in the Fall 2023 semester, the curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> 1) In addition to regular course evaluations, students will be surveyed and asked to respond to questions explicitly focused on the materials added to respond to this Program Criteria (PC.8 Social Equity and Inclusion); 2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for December 2023; 3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements. <p>These three assessment vehicles will be used to inform further revisions and course refinements that will be implemented during the following academic year.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Appendix D. Draft syllabus for ARC1701 Architectural History 1. 	<ul style="list-style-type: none"> • Course materials refined for the following 2024-2025 academic year.

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p>SC.5 Design Synthesis</p> <p><i>“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.”</i></p>	<p>Program Narrative: The VTR noted that <i>“evidence of ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions and consideration of the measurable environmental impacts is clearly evident in the ARC6241 Advanced Graduate Design Studio 1 studio work.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that one aspect was not adequately demonstrated in the work provided. The VTR noted that <i>“the team found no evidence in primary, secondary and other available sources of accessible design ability within the student work.”</i></p> <p>We are responding to this in two different ways simultaneously to provide both short- and long-term curricular revisions.</p> <p>Beginning in the Fall 2023 semester, we will incorporate an accessible design workshop in all sections of ARC6241 Advanced Graduate Architectural Design 1. This new accessibility workshop will include readings, in-class discussion, and exercises that will require students to demonstrate an understanding of accessible design. This work will address universal design broadly while also explicitly addressing spatial and dimensional requirements associated with accessible design.</p> <p>The curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> 1) At the end of the semester, professionals and visiting critics will be asked to assess student learning outcomes as shown in student work prepared through the accessible design workshops; 2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for December 2023; 3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements. <p>In tandem with this short-term approach, we are creating a new graduate course ARC6XXX Advanced Integrated Building Technologies. This new required 4-credit course will be offered in the spring semesters, and taught in tandem with ARC6355 Advanced Graduate Design Studio 2. This pair of courses is tentatively expected to address both SC.5 and SC.6.</p> <p>The new course content will be developed during the upcoming Fall 2023 semester. It will be discussed and reviewed by the SOA Technology Committee, SOA</p>	<p>Revisions to ARC6241: New Accessibility Workshops (“Short-Term Curricular Revisions”):</p> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> ● New course content developed. ● Course materials reviewed in SOA Curriculum Committee and Faculty meetings. ● Additional refinement of course content, based on faculty input. ● Pilot new accessibility workshop in ARC6241. ● SLOs evaluated through reviews by faculty as well as external critics. ● December: Course revisions to be discussed in the Faculty Curricular Review meeting. <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> ● SLOs reviewed through disaggregated analysis of evaluations completed by external evaluators. ● Faculty recommendations reviewed and used to inform subsequent refinements. ● February: Arch Advisory Committee Meeting to discuss curricular revisions. ● Consider assessment structures and revise these for further implementation. ● Course materials refined for the following 2024-2025 academic year. <p>New Course ARC6XXX Advanced Integrated Building Technologies (“Long-Term Curricular Revisions”):</p> <p><u>Spring 2023:</u></p>



Conditions Not Met <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	Corrective Actions <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	Timeline <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
	<p>Curriculum Committee, and Faculty as a whole prior to full implementation (or reconsideration) in 2024-2025.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized). • Appendix E. UF New Course submission and approval protocols • Appendix F. UF New Course submission and approval submission prompts • Appendix G. UF Syllabi Policy 	<ul style="list-style-type: none"> • New course concept was introduced in the April Curricular Review Meeting. There was broad consensus supporting the curricular change, to be developed for formal review and approval. <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> • New ARC6XXX Integrated Technology course to be developed, including a detailed syllabus, student learning outcomes, and evaluative processes. • Review curricular changes with SOA Technology Committee. Revise proposal as required. • Submit new course for approval through UF approvals system. • New course materials reviewed by SOA Curriculum Committee. Revise course materials as required. • December: Status of new course proposal to be discussed in the Faculty Curricular Review meeting. <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> • New course reviewed by College (DCP) Curriculum Committee, followed by review by UF Committees. • Pilot new course content in elective seminar to be taught by Professor Jason Alread. • February: Arch Advisory Committee Meeting to discuss curricular revisions. • April: SLOs evaluated through reviews by faculty as well as external evaluators. • April: Status of new course proposal and pilot seminar to be discussed in the Faculty Curricular Review meeting. <p><u>Fall 2024:</u></p>

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
		<ul style="list-style-type: none"> • Faculty recommendations reviewed and used to inform subsequent refinements. • Consider assessment structures and revise these for further implementation. <p><u>Spring 2025:</u></p> <ul style="list-style-type: none"> • New course offered. • February: Arch Advisory Committee Meeting to discuss implementation. • April: SLOs evaluated through reviews by faculty as well as external evaluators. • April: Discussion in Faculty Curricular Review meeting. <p><u>Summer 2025:</u></p> <ul style="list-style-type: none"> • Course materials and assessment methods reviewed and refined for the following academic year.
<p>SC.6 Building Integration</p> <p><i>“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.”</i></p>	<p>Program Narrative: The VTR noted that <i>“evidence of student achievement of the ability to integrate building envelope systems, structural systems and environmental control systems was found in student work in ARC6241 Advanced Graduate Architectural Design 1 and ARC6355 Advanced Graduate Design 2. Evidence of the ability to integrate measurable outcomes of building performance into design decisions was found in ARC2491C Integrated Building Tech course (formerly Environmental 1).”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that <i>“there was no evidence that the ability to include life safety systems is developed consistently for all students in any of the student coursework. This portion of the criterion is missing.”</i></p> <p>We are responding to this in two different ways simultaneously to provide both short- and long-term curricular revisions.</p> <p>Beginning in the Spring 2024 semester, we will incorporate a Fire and Life Safety workshop and associated exercise in all sections of ARC6355 Advanced Graduate Architectural Design 2. This new exercise will explicitly address fire and life safety systems.</p> <p>Exercise readings and references will include:</p>	<p>Revisions to ARC6355: New Fire and Life Safety Workshops (“Short-Term Curricular Revisions”):</p> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> • New course content developed. • Course materials reviewed in SOA Curriculum Committee and Faculty meetings. • Additional refinement of course content, based on faculty input. <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> • Pilot new accessibility workshop in ARC6355. • SLOs evaluated through reviews by faculty as well as external critics. • April: Course revisions to be discussed in the Faculty Curricular Review meeting. <p><u>Summer 2024:</u></p>

<p>Conditions Not Met List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p>Corrective Actions Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p>Timeline List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<ul style="list-style-type: none"> • Walter T. Grondzik and Alison G. Kwok, <i>Mechanical and Electrical Equipment for Buildings</i>, 13th Edition, ISBN: 978-1-119-46308-5, October 2019. • International Building Code (IBC) • International Residential Code (IRC) • International Fire Code (IFC) • Fire Code (NFPA 1) • Life Safety Code (NFPA 101) • Other relevant codes and standards, as adopted by the authority with jurisdiction where the project site is located. <p>The exercise will require students to evaluate a building's ability to protect its occupants from danger in case of fire by employing the use of fire protection equipment and proper egress requirements. The exercise will require students to respond to the following prompts:</p> <ol style="list-style-type: none"> 1) What are the four ingredients necessary for fire to occur? Which of these do architects have the most control over? 2) What are the different NFPA fire hazard types? Give an example material and method of extinguishing for each type. 3) Why are smokeproof enclosures used in buildings? What ventilation strategies are used to maintain a smoke-free environment during a fire? 4) What are two basic types of smoke detectors? What are the advantages and disadvantages of each type? 5) Determine the occupancy class (light, ordinary, or extra hazard) of a building. 6) Determine the amount of coverage of each sprinkler head to find out how many will be needed to cover the building. 7) Show how you would lay out a sprinkler system by drawing a line diagram on the building floor plan. Be sure to show where the supply pipe enters the building. 8) Show on the plan any other fire protection devices such as fire extinguishers or smoke detectors. <p>Note that this work on active life safety systems will supplement other exercises and student learning outcomes already demonstrated, including but not limited to:</p> <ul style="list-style-type: none"> • Building code compliance and life-safety plans • Understanding of area and height limitations and their relationships to construction types, occupancies, site adjacencies, etc. • Egress, including travel distance, number/location of exits, sizing of exits/corridors/stairs/doors, dead end corridors, etc. • Egress window requirements in residential construction 	<ul style="list-style-type: none"> • June: Arch Advisory Committee Meeting to discuss curricular revisions. • Consider assessment structures and revise these for further implementation. • Course materials refined for the following 2024-2025 academic year. <p>New Course ARC6XXX Advanced Integrated Building Technologies (“Long-Term Curricular Revisions”):</p> <p>Refer to information listed above under SC.5 describing the timeline for development, implementation, and assessment of this new course.</p>



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	<p>Student learning outcomes will be evaluated through student performance in the exercises.</p> <p>The curricular changes will be assessed through two parallel methods:</p> <ol style="list-style-type: none"> 1) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for April 2024; 2) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements. <p>In tandem with this short-term approach, we are creating a new graduate course ARC6XXX Advanced Integrated Building Technologies. This new required 4-credit course will be offered in the spring semesters, and taught in tandem with ARC6355 Advanced Graduate Design Studio 2. This pair of courses is tentatively expected to address both SC.5 and SC.6.</p> <p>The new course content will be developed during the upcoming Fall 2023 semester. It will be discussed and reviewed by the SOA Technology Committee, SOA Curriculum Committee, and Faculty as a whole prior to full implementation (or reconsideration) in 2024-2025.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized). • Appendix H. Syllabus for ARC6355 Advanced Graduate Architectural Design Two (Spring 2023), for general reference relative to proposed changes. • Appendix I. Final Deliverable requirements from ARC6355 (Spring 2023), including Life Safety considerations, for general reference. • Appendix J. Code Review Worksheet, from ARC6355 (Spring 2023). <p>See also:</p> <ul style="list-style-type: none"> • Appendix E. UF New Course submission and approval protocols • Appendix F. UF New Course submission and approval submission prompts • Appendix G. UF Syllabi Policy 	

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<p>5.2 Planning and Assessment</p> <p><i>“The program must demonstrate that it has a planning process for continuous improvement that identifies:</i></p> <p>5.2.1 <i>The program’s multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.</i></p> <p>5.2.2 <i>Key performance indicators used by the unit and the institution.</i></p> <p>5.2.3 <i>How well the program is progressing toward its mission and stated multiyear objectives.</i></p> <p>5.2.4 <i>Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.</i></p> <p>5.2.5 <i>Ongoing outside input from others, including practitioners.</i></p> <p><i>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.”</i></p>	<p>Program Narrative: The Planning and Assessment criterion includes five specific requirements to be addressed by accredited degree programs. The VTR noted that two of these (5.2.3 and 5.2.5) were demonstrated in the materials provided by UF. The other three requirements (5.2.1, 5.2.2, and 5.2.4) were not demonstrated.</p> <p>5.2.1. The VTR noted that <i>“the APR provides evidence of a comprehensive strategic planning assessment of the program.”</i> However, it also noted that <i>“no evidence of a planning process is established for how the strategic plan will be used, adjusted or implemented going forward (no goals, benchmarks, etc.).”</i></p> <p>5.2.2. The VTR noted that <i>“KPI are established and documented for the University as a whole (APR pg. 106-107), and for the College for the SACSCOC Assessment related to enrollment, demographic breakdown, and matriculation.”</i> However, it also noted that <i>“the team found no evidence of specific and formalized key performance indicators or benchmarking indicated by the program unit itself.”</i></p> <p>5.2.4. The VTR noted that <i>“the program created a draft strategic plan with Pirie Associates in 2018/2019 and included a SWOT Analysis as part of that effort (APR pg. 116). Several opportunities and weaknesses were identified, and the program described that they have used this assessment to form the focus of ‘discussions’ and began addressing a number of the concerns.”</i></p> <p>However, the VTR also notes that <i>“there is no indication of planning process for continual assessment or improvement in this area (timeframe for next assessment, goals for improvement, etc.).”</i></p> <p>In response to the issues noted, the School of Architecture initiated a strategic planning process to create a new five-year plan for the school (2024-29). The planning process reassesses goals and benchmarks established in the earlier 2019-24 plan and incorporates the following specific improvements:</p> <ol style="list-style-type: none"> 1) Integration of the SWOT analysis into the process for continuous improvement (per 5.2.4); 2) Inclusion of the need to meet NAAB conditions (per 5.2.1); 3) Alignment of the outcomes with NAAB PCs and SCs (per 5.2.1); and 4) Program-specific KPIs incorporated into the continuous improvement plan (per 5.2.2). 	<p><u>Spring 2023:</u></p> <ul style="list-style-type: none"> ● New Strategic Planning Committee formed. ● Committee met to review the last strategic plan, to assess program performance, to review NAAB accreditation requirements, and to develop plan revisions. ● Committee reported on work in progress at regular faculty meetings. ● April/May: Draft plan document provided for faculty review and input. <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> ● Committee to revise and refine the plan document, consulting with the College’s Strategic Planning Committee to align the work of the School, College, and University. ● Committee to report on work in progress at regular faculty meetings. ● October: Revised Strategic Plan reviewed by Faculty. ● November: Finalized Plan presented to Faculty for information. ● December: Finalized Plan adopted. <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> ● Implementation of the new plan. ● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. ● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan. <p><u>Summer 2024:</u></p> <ul style="list-style-type: none"> ● Planning for initial external peer review, to be conducted in Fall 2024.

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	<p>In 2022-2023, the School created a new Strategic Planning Committee, including the following faculty:</p> <ul style="list-style-type: none"> • Judi Shade Monk, Instructional Assistant Professor, Committee Chair • Jason Alread, Professor • Vandana Baweja, Associate Professor • Stephen Belton, Associate Professor • Ryan Sharston, Assistant Professor • Jamie Lindsey, Adjunct Professor <p>The Committee met monthly and reported on their progress at regularly-scheduled Faculty meetings throughout the spring semester. Faculty were explicitly invited to provide input to the Committee on 21 March. The work of the Committee was reviewed by the Faculty in the Spring 2023 Curricular Review Meeting and again in the Faculty Meeting on 2 May 2023.</p> <p>The Committee’s current draft document is attached, for reference and review.</p> <p>The current draft plan begins with an Outline of Elements:</p> <ul style="list-style-type: none"> • Objectives - areas of focus • Goals (G) - aspirational • Tactics (T) - means and methods • Measures (M) - assessments and timelines <p>It includes the following Objectives:</p> <ul style="list-style-type: none"> • Objective 1: Expanding our Audiences • Objective 2: Promote Excellence in Teaching • Objective 3: Promote Excellence in Research • Objective 4: Prepare Students for Professional Practice • Objective 5: Expand Facilities to Support Next Generation of Research and Creative Activity • Objective 6: Meet NAAB Conditions <p>Each of the Objectives includes one or more Goals. The aspirational Goals are operationalized through a series of Tactics. Measures provide a means for assessment as well as timelines for implementation.</p> <p>The Plan adds a structure for conducting regular reviews of progress towards implementation of the plan, including the following:</p> <ul style="list-style-type: none"> • <u>Faculty Review</u>: Conduct Curricular Review at end of each semester, including specific reference to each aspect of the Strategic Plan. • <u>Administrative Review</u>: Conduct annual leadership group self-assessments at the end of each spring semester. Leadership group to include Director and Associate Directors (Undergraduate Programs, 	<p><u>Fall 2024 (Plan Year 1):</u></p> <ul style="list-style-type: none"> • External Peer Review: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester. • December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. <p><u>Spring 2025:</u></p> <ul style="list-style-type: none"> • April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. • May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan. <p><u>Fall 2025 (Plan Year 2):</u></p> <ul style="list-style-type: none"> • December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. <p><u>Spring 2026:</u></p> <ul style="list-style-type: none"> • April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. • May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan. <p><u>Summer 2026:</u></p> <ul style="list-style-type: none"> • Planning for external peer review, to be conducted in Fall 2026. <p><u>Fall 2026 (Plan Year 3):</u></p> <ul style="list-style-type: none"> • External Peer Review by a visiting academic or professional leader (conducted bi-annually every other fall semester).



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	<p>Graduate Programs, and CityLab Off-Campus Programs).</p> <ul style="list-style-type: none"> • External Peer Review: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester (beginning Fall 2024). <p>Each of these review processes would be integral to an overall process of assessment and continual improvement.</p> <p>In 2023-2024, the Committee will continue to revise and refine the plan document, consulting with the College's Strategic Planning Committee to align the work of the School, College, and University. A revised and finalized Strategic Plan will be reviewed by the Faculty in the fall semester, allowing for adoption and implementation of the new plan beginning in the early spring 2024 semester.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Appendix K. Draft SOA Strategic Plan, dated 30 June 2023 	<ul style="list-style-type: none"> • December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. <p><u>Spring 2027:</u></p> <ul style="list-style-type: none"> • April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. • May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan. <p><u>Fall 2027 (Plan Year 4):</u></p> <ul style="list-style-type: none"> • December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. <p><u>Spring 2028:</u></p> <ul style="list-style-type: none"> • Begin process of drafting new Strategic Plan. • April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. • May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan. <p><u>Summer 2028:</u></p> <ul style="list-style-type: none"> • Planning for external peer review, to be conducted in Fall 2028. <p><u>Fall 2028 (Plan Year 5):</u></p> <ul style="list-style-type: none"> • Development of new Strategic Plan. • External Peer Review by a visiting academic or professional leader (conducted bi-annually every other fall semester). • December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.



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		<p><u>Spring 2029:</u></p> <ul style="list-style-type: none"> ● New 5-year plan finalized and adopted, to be effective beginning Fall 2029. ● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan. ● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.