NAAB National Architectural Accrediting Board

Plan to Correct for Continuing Accreditation
2020 Conditions and Procedures

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**
Year of Previous Visit	2021
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term with a Plan to Correct)
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
Chief Academic Officer of the Institution	J. Scott Angle, Ph.D. Provost and Senior Vice President for Academic Affairs University of Florida
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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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 Narrative**: The Visiting Team Report (VTR) noted that *"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."* Although these aspects of the criterion were met, the VTR noted that *"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."* We have addressed this in three specific ways: 1) Providing formal leadership training and assignments in ARC6281 Professional Practice 2) Introducing leadership and collaboration skills in preparatory coursework (ARC4074 Core Graduate Studio 4 + ARC3321 Architectural Design Studio 6) 3) Creating a multi-generational leadership culture in the school, reinforcing leadership and collaboration through opportunities for students to work as teaching assistants, graduate teaching assistants, and course instructors. This leadership culture extends to the new SOA Student Council, which has been fully implemented in the organization of the school and student body. Leadership Skills in Required Coursework: ARC6281 Professional Practice The most important structural curricular change to addressing this Program Criteria has occurred in the required ARC6281 Professional Practice course. Beginning in the Fall 2024 semester,	Corrective actions were implemented in the Spring 2024 semester, with continual assessments occurring annually in curricular reviews, at the end of each spring semester.

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	required course readings and visits with practicing architects were introduced to formally address leadership and collaboration skills. The students were introduced to multiple approaches to leadership in multidisciplinary teams, the challenges of diverse stakeholder constituencies, and impacts of changing physical and social contexts on leadership.

The course instructor participated in the 2023 NCARB Scholars in Professional Practice program in Indianapolis, Indiana (10-12 August 2023). This program provided best practices and course content. Curricular approaches were reviewed in the SOA Curriculum Committee and Faculty meetings.

Required readings from *The Architecture Student's Handbook of Professional Practice* (American Institute of Architects, Wiley, Fifteenth Edition) provided a comprehensive approach to leadership skills. Students were introduced to behavioral theory, contingency theory, transactional/transformational processes, and "Level 5 Leadership." Leadership skills and ideas were formally introduced through readings that were then discussed in class. These grounded many of the lectures that followed.

In addition to readings and course discussions, leadership was a key aspect of certain course lectures by practitioners over the course of the semester. The specific practitioners and the dates of their course discussions were as follows:

- Cydney McGlothlin, AIA, University of Florida Assistant Vice President and University Architect, 22 February 2024 *(Leadership of* | |

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	Multidisciplinary Teams in Institutional and Organizational contexts) • Clay Anderson, Associate at Olson Kundig, 7 March 2024 *(Leadership of Projects involving Dynamic Contexts and Extensive Community Engagement)* • Everald Colas, AIA, NOMA, Storyn Architecture, 4 April 2024 *(Leadership through Reflective Practice and Work with Diverse Constituencies)* These professional practice discussions with practitioners gave students a deeper understanding of how leadership skills could be used to address complex problems in practice. Leadership and Collaboration Skills in Preparatory Coursework Students work in collaborative projects throughout their education at UF, as was acknowledged in the most recent VTR. To help formalize the collaborative process and to introduce certain leadership concepts, faculty have introduced workshop sessions where they work with students individually before creating teams and then again as teams are just being established. These leadership and collaboration workshops in ARC4074 Core Graduate Studio 4 and ARC3321 Architectural Design Studio 6 provide students with opportunities for reflection and to create an opportunity for leadership and collaboration skills to be developed in a focused manner. The first component of this is an *Individual Competencies Reflection*, where students are asked to look inward to better understand their own skills, interests, and motivations. As teams begin to be formed, the team members then	

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	work collaboratively to create a *Team Contract*. The *Contract* documents shared goals, expectations, policies/procedures, opportunities, non-negotiables, and consequences/recovery strategies. Leadership Culture as Teaching Assistants and the SOA Student Council The UF School of Architecture has developed a multi-generational leadership culture, allowing students to learn leadership and collaboration skills both inside and outside the classroom. During the 2023-2024 academic year, more than half of the professional M.Arch degree students (54.2%) worked as a graduate teaching assistant during the fall and/or spring semesters. We had seven (7) PhD candidates and one (1) student pursuing M.S. in Architectural Studies in Pedagogy leading or assisting in coursework. Twenty-nine (29) undergraduate students enrolled in ARC4941 Architectural Education and worked as undergraduate teaching assistants in our design studios. The new SOA Student Council (initiated in 2020) has been fully implemented in the organization of the school and student body. The Student Council provides a formal structure for the selection of representatives and roles for students in the leadership and operations of the school as a whole. Student have cultivated a responsive culture of leadership through service. **Supporting Evidence**: • *Syllabus for ARC6281 Professional Practice, Spring 2024* • *Course Gantt Chart for ARC6281 Professional Practice, Spring 2024*	

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| | • *Individual Competencies Reflection* (sample worksheet)
• *Team Contract* (sample worksheet)
• *Syllabus for ARC4074 Core 4 Studio, Spring 2024*
• *Team Contract for ARC4074 Core 4 Studio, Spring 2024* | |
| **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 Narrative:** The VTR noted that *"dedicated efforts (including administrative initiatives and non-curricular activities) are being made to infuse social equity and inclusion throughout the program."* 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.

Although these diverse approaches were acknowledged as program strengths, the VTR noted that *"there is a need for formal and consistent learning objectives and applications in a required course."*

We have addressed this by substantively revising a required course, ARC1701 Architectural History 1. The new course structure and content 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 includes relevant readings, in-class discussion, and exam-based evaluation questions to evaluate Student Learning Outcomes (SLOs). This course provides formal and consistent learning objectives and applications in a required course. | Corrective actions were begun in the Fall 2023 semester and tested in the Spring 2024 semester ahead of full implemented in Fall 2024. Continual assessments occurring annually in curricular reviews, at the end of each fall semester, began in Fall 2023. |

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	The changes to the structure of the course involved adopting a synchronic model for teaching architectural history, as opposed to the diachronic model. The synchronic model emphasizes teaching global history through cultural contact and past global networks. Some examples of this include: 1. Rather than 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 Chinese empires as comparable and linked. By looking at architectural history in terms of past global networks, such as the Silk Road, students learn how to interpret cultural diversity in the present-day world. 2. 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 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 shaped architecture and our present day understanding of Asia. This change from diachronic to a synchronic model led us to change the textbook. Old textbook: Michael Fazio, Marian Moffett, and Lawrence Wodehouse, *A World History of Architecture*.	

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	2nd ed. (Boston: McGraw-Hill Professional, 2008) <u>New textbook</u>: Frank Ching, Mark Jarzombek, and Vikramaditya Prakash, *A Global History of Architecture* (Hoboken, New Jersey: Wiley, 2017) During the Fall 2023 semester, course materials and approaches were reviewed and approved by the School of Architecture Curriculum Committee. Following introduction of new materials and course structure, the curricular changes were assessed through two parallel methods: 1. In addition to regular course evaluations, students were 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 were discussed in the Faculty Curricular Review meeting on December 8, 2023. During the Spring 2024 semester, Dr. Baweja developed a building or city comparison template, which prompts students to compare buildings from different cultures. She ran a beta version with CityLab graduate students (see attached example of student work titled *Timgad vs Han Chang'an.pdf*). In Fall 2024 the building or city comparative assignment will be required of undergraduate students in the revised ARC1701. **Supporting Evidence**: - *Syllabus for ARC1701 Architectural History 1, Fall 2023*	

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	• *Student assignment (Timgad vs Han Chang'an.pdf)*	
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 Narrative:** The VTR noted that *"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."* 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 *"the team found no evidence in primary, secondary and other available sources of accessible design ability within the student work."* We responded to this in two different ways simultaneously to provide both short- and long-term curricular revisions. Beginning in the Fall 2023 semester, we incorporated an accessible design workshop in all sections of ARC6241 Advanced Graduate Architectural Design 1. This new accessibility workshop included readings, in-class discussion, and exercises that required students to demonstrate an understanding of accessible design. This work addressed universal design broadly while also explicitly addressing spatial and dimensional requirements associated with accessible design. The curricular changes were assessed through two parallel methods:	Corrective actions were begun, implemented, and assessed in the Fall 2023 semester. Continual assessments occurring annually in curricular reviews, at the end of each fall semester, began in Fall 2023. Additional actions were begun in Spring 2024 and will be implemented in Spring 2025, with continual assessments occurring annually in curricular reviews, at the end of each spring semester.

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	1. At the end of the semester, professionals and visiting critics were asked to assess student learning outcomes as shown in student work prepared through the accessible design workshops; 2. New topical areas were discussed in the Faculty Curricular Review meeting in December 2023. 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. The new course content was developed during the Fall 2023 semester. It was 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. **Supporting Evidence**: • *Syllabus for ARC6241 Advanced Graduate Architectural Design 1, Fall 2023* • *Accessibility Workshop Presentation, Fall 2023* • *Accessibility Worksheets and exercises with instructor notes, Fall 2023* • *Proposal for new course, ARC6xxx Advanced Integrated Building Technologies, Spring 2025*	

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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 Narrative:** The VTR noted that *"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)."* Although these aspects of the criterion were met, the VTR noted that *"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."* We responded to this in two different ways simultaneously to provide both short- and long-term curricular revisions. In the short term, we added additional focus on code compliance, fire, and life-safety systems in all sections of ARC6355 Advanced Graduate Architectural Design 2 beginning in the Spring 2024 semester. Student work reflects well-resolved projects that address code compliance. Completed code review worksheets and life safety plan diagrams are included as Additional Evidence, below. References included: • Walter T. Grondzik and Alison G. Kwok, *Mechanical and Electrical Equipment for Buildings*, 13th Edition, ISBN: 978-1-119-46308-5, October 2019.	Corrective actions were begun, implemented, and assessed in the Spring 2024 semester. Continual assessments occurring annually in curricular reviews, at the end of each spring semester began in Spring 2024. Additional actions were begun in Spring 2024 and will be implemented in Spring 2025, with continual assessments occurring annually in curricular reviews, at the end of each spring semester.

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	- 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. In tandem with this short-term response, 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. The new course will include exercises explicitly addressing fire and life safety systems. Amongst other things, the course 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 requires students to respond to the following prompts: 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?	

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	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. This work on active life safety systems supplements other exercises and student learning outcomes already demonstrated, including but not limited to: • 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 Student learning outcomes will be evaluated through student performance in the exercises.	

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	Supporting Evidence: • *Syllabus for ARC6355 Advanced Graduate Architectural Design 2, Spring 2024* • *Studio Requirements for NAAB, Spring 2024* • *G2 Project 1, with sites, Spring 2024* • *G2 Project 2, Spring 2024* • *G2 Project 2 final requirements, Spring 2024* • *Proposal for new course, ARC6xxx Advanced Integrated Building Technologies, Spring 2025* • *Completed code requirements worksheets and life safety code compliance plan diagrams*	
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.*	**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. 5.2.1. The VTR noted that *"the APR provides evidence of a comprehensive strategic planning assessment of the program."* However, it also noted that *"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.)."* 5.2.2. The VTR noted that *"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."* However, it also noted that *"the team found no evidence of specific and formalized key*	The School of Architecture faculty voted unanimously to adopt the Strategic Plan at the 20 February 2024 Faculty Meeting. The Plan includes regular implementation and assessment reviews, as follows: • <u>Faculty Review</u>: Conducted in Curricular Reviews at end of each semester, including specific reference to each aspect of the Strategic Plan. • <u>Administrative Review</u>: Annual leadership group self-assessments at the end of each spring semester. Leadership group to include Director and Associate Directors

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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."*	*performance indicators or benchmarking indicated by the program unit itself."* 5.2.4. The VTR noted that *"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."* However, the VTR also notes that *"there is no indication of planning process for continual assessment or improvement in this area (timeframe for next assessment, goals for improvement, etc.)."* 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 reassessed goals and benchmarks established in the earlier 2019-24 plan and incorporated the following specific improvements: 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). In 2022-2023, the School created a new Strategic Planning Committee, including the following faculty:	(Undergraduate Programs, Graduate Programs, and CityLab Off-Campus Programs). • External Peer Review: External reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester (beginning Fall 2024). These assessment processes will be ongoing. In the final year of the plan (2028-2029), a committee will be convened to begin the process of preparing and implementing the next five-year plan for the school.

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	• 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 The Committee met monthly and reported on their progress at regularly scheduled faculty meetings throughout the Spring 2023 semester. Faculty provided 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. Work continued through the Fall 2023 semester as committee members worked to align the School's strategic plan with the as-yet unfinished College strategic plan. The School of Architecture faculty voted unanimously to adopt the Strategic Plan at the 20 February 2024 Faculty Meeting. The Strategic Plan is attached, for reference and review. The current draft plan begins with an Outline of Elements: • Goals (G) - areas of focus • Strategies (S) - aspirations • Tactics (T) - means and methods • Outcomes (O) - measurable assessments and timelines It includes the following Goals: • Goals 1: Expanding our Audiences • Goals 2: Promote Excellence in Teaching and Professional Preparation • Goals 3: Promote Excellence in Research	

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	• Goals 4: Prepare Students for Professional Practice • Goals 5: Expand Program Facilities, Infrastructure, and Visibility • Goals 6: Meet NAAB Conditions Each of the Goals includes one or more Strategies, which are operationalized through a series of Tactics. Outcomes provide empirical means for assessment as well as timelines for implementation. The Plan adds a structure for conducting regular reviews of progress towards implementation of the plan, including the following: • <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, Graduate Programs, and CityLab Off-Campus Programs). • <u>External Peer Review</u>: 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). Each of these review processes are integral to our overall process of assessment and continual improvement. **Supporting Evidence:** • *2024-29 Strategic Plan*	