

Florida Atlantic University
Interim Progress Report for Year Five

Instructions and Template

November 30, 2022

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4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

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

1. The program's correction of not-met Conditions or Student Performance Criteria from the previous Interim Progress Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Evidence of student work is required for SPCs 'not met' in the most recent VTR.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

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

1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.
3. The annual statistical report (See Section 9 of the 2015 Procedures)) is still required in either case.

Deadline and Contacts

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

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

Instructions

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

2. EXECUTIVE SUMMARY OF 2017 NAAB VISIT

CONDITIONS NOT MET

2017 VTR
none

STUDENT PERFORMANCE CRITERIA NOT MET

2017 VTR
B.4 Technical Documentation
B.9 Building Service Systems
B.10 Financial Considerations
C.2 Evaluation and Decision Making
C.3 Integrative Design

3. TEMPLATE

Interim Progress Report
Florida Atlantic University
School of Architecture
Bachelor of Architecture (159 semester credits)
Year of the previous visit: 2017

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

Chief administrator for the academic unit in which the program is located:

Name: Joseph Choma
Title: Director of the School of Architecture
Email Address: jchoma@fau.edu
Physical Address: 111 E Las Olas Blvd, Fort Lauderdale, FL 33301

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

Chief academic officer for the Institution:

Name: Stacy Volnick
Title: Interim President
Email Address: svolnick@fau.edu
Physical Address: Administration Bldg., Room 339, 777 Glades Road, Boca Raton, FL 33431

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

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

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.4 Technical Documentation

2017 Visiting Team Assessment: The team did not find evidence of student achievement at the prescribed level for this criterion in the student work products presented. There were no examples of outline specifications or examples of an array of drawings with reference notations used to convey the complexities of a building and its constituent parts. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Florida Atlantic University, 2019 Response:

ARC 4326 Architectural Design 7 students are required to complete two projects over the course of the semester. Incorporated into the assignments is an intensive “detail generation” exercise. The “detail generation” exercise engages students to focus on the implications of change in design scale, and the technical assembly processes. This is achieved through both drawing and modeling of the detail at a large 1:2 scale, e.g. 6” = 1’-0”. The exercise is introduced mid-course during the semester and acts as an additional impetus for the development of the design project informed by considerations presented at the larger scale. In the final weeks of the semester, each student must revisit assemblies and generate detailed wall sections of their design proposals. Similar emphasis is repeated at each design level in the upper level design sequence.

ARC 5352 Comprehensive Design Project has shifted in teaching methodology and deliverables to address technical documentation in a way that is integrated into the graphic and written communication components of student work. The assignments require that each student propose, develop, and present a wall section with labeled outline specifications, and include reference notations on all technical plans, sections, and elevations including general notes, outline specifications, notational and graphic standards. Furthermore, students tasked with introductory development of construction documents that include both drawings and specifications. Students are taught that technical drawings convey design intent and may require multiple views as 3-D and 2-D representation as part of the design development of their projects considered either as a whole or in parts. Students are also taught that complementary specifications (using industry standard CSI Master Format) provide detailed information concerning the performance characteristics and quality criteria for project components such as requirements for the physical qualities, chemical properties, performance requirements, and standards of workmanship associated with the manufacture and installation of systems, assemblies, and components. Faculty provide workshops and in class assignments for students to more fully understand the technical drawings. Text—in the form of notes—is added to the illustrations as a means of providing more information, identification and instruction. This has been cross-coordinated with all studio sections to insure equity in deliverables. Of note is the importance of describing and thus having students deliver details related to technical documentation as follows:

Drawings: Graphic and textual information organized on a two-dimensional surface for the purpose of conveying data about a specific portion of a project. 7

Specifications: Define the qualitative requirements for products, materials, and workmanship on which the construction contract is based.

The studio is structured to introduce these skills if appropriate, but primarily to repeat and test these skills that were introduced in previous design studios and lecture courses. See response to C.3 criteria for further detail.

ARC 3463 Materials and Methods of Construction 2 has addressed B.4 VTR Assessment concerns through a shift in teaching methodology and project deliverables. Three project assignments build off one another as proof of the students' ability to access and research relevant information within a precedent project and are further tested through course exams for comprehension and understanding. Assignment 1: Precedent Research and Materials Study, requires that students research a relevant building of noted reputation and deliver a report that analyzes materials utilized and then to organize those materials utilizing the standard CSI Master Format for developing outline specifications. Assignment 2: Building Section, requires that students generate a building section at 1/16" scale showing major building construction types and assemblies, and label materials in the form of Outline Specifications, and organized in three main parts: general; products; and execution. Assignment 3: Wall Section, requires that students generate a wall section at 1/2" scale with appropriate CSI Master Format section numbers. These exercises become a basis for students in advanced studios that are introducing, repeating and testing B.4. The syllabus and assignment briefs have been included for reference.

Note: In addition to the above, B.4 Technical Documentation is now addressed across all design studios. With the integration of concepts, principles and formats for technical documentation across the design studio sequence, students are better prepared at the points where the SPCs are tested. For example, in ARC 3320 Architectural Design 5, students are required to prepare precedent analyses, and document them through analytical drawings and / or sectional structural models, as a component of their design projects. In ARC 3321 Architectural Design 6 students are required to prepare wall sections with appropriate notations, describing general structural principles, accommodation for environmental systems, and material selections. These issues are further explored in greater detail as they advance through the design sequence, culminating in highly detailed technical documentation in ARC 5352 Comprehensive Design Studio (described above).

Florida Atlantic University, 2022 Response:

"Thank you for reaching out to us to get clarification on this point. We agree that you should focus on parts 2 and 3, since you were determined to have made sufficient progress in those areas where you were deficient, and that you can skip part 1." — written by Ann Boudinot, Director of Accreditation, on October 17, 2022 (email below).

From: Accreditation <accreditation@NAAB.ORG>
Date: Monday, October 17, 2022 at 12:50 PM
To: Francis Lyn <flyn1@fau.edu>
Cc: Joseph Choma <jchoma@fau.edu>, Accreditation <accreditation@NAAB.ORG>
Subject: RE: NAAB Five-Year Interim Progress Report

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Please let us know if you have any other questions.

Best,
Ann

Ann Boudinot
Director of Accreditation
National Architectural Accrediting Board

B.9 Building Service Systems

2017 Visiting Team Assessment: The team did not find evidence of student achievement at the prescribed level for communication systems and security systems in the student work in the team room. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Florida Atlantic University, 2019 Response:

ARC 4620 Environmental Technology 2 addresses B9. Building Service Systems through a comprehensive approach, that includes topics of communication and security systems in lectures, tests, and projects. The course is designed to cover principles, concepts, and specifics of building environmental systems, focused on active building systems, targeting students' understanding and application. The lectures, quizzes, assignments and tests build off one another as evidence of students' comprehension and acquired knowledge of the course materials. Four projects are also assigned to the students to apply their knowledge.

Project 1: HVAC systems and building energy simulation

Students are asked to customize the HVAC components of a small project and simulate the building performance in terms of energy consumption and daylight with calculation of cooling/heating loads, and required artificial lighting. Throughout the project, a tour to the HVAC system in our building is scheduled to enhance the students' comprehension of HVAC systems, by visiting refrigeration power plant and the cooling towers, a mechanical room, and understanding the duct-work of a commercial office building.

Project 2: Water and plumbing systems in building design

Students examine and produce drawings and diagrams of the plumbing equipment, storm water and sprinklers, and waste-water pipes and design of a given building.

Project 3: Reflected ceiling drawing

Students develop a reflected ceiling plan, and design the electrical system, artificial lighting system, and the communication and security systems of a given building.

Project 4: Building services in Revit

Students are asked to model the building service systems of one floor of the Higher Education Complex in the Building-Information Modeling (BIM) tool, Revit, developing a BIM model of the building's mechanical HVAC system components, the electrical system and communication and security systems, in addition to the plumbing system. The course includes also multiple quizzes and assignments, and a cumulative final test.

Integration of communication and security systems in the course curriculum was also engaged through the following:

- As evidence of students understanding and application of the communication systems, we dedicate a lecture on the topic, demonstrating the principles and guidelines of designing communication systems with examples of building case studies, including the lecture content in the tests. In terms of application, communication systems were integrated into the requirement of modeling and documenting the service systems in Project 3 and 4.
- For security systems, similarly, we introduce the topic in a lecture, presenting an array of security systems. The lecture materials are included into tests, and the security systems are part of projects 3 and 4.

ARC 5352 Comprehensive Design Studio also addresses B.9 through the development of course workshops that focus on particular technical issues related to building systems, assemblies and components. In this series of workshops students develop communication and security system floor plan layouts and three-dimensional diagrams for studio projects. This criterion is included as a component of their assessment for the course.

Florida Atlantic University, 2022 Response:

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Best,
Ann

Ann Boudinot
Director of Accreditation
National Architectural Accrediting Board

B.10 Financial Considerations

2017 Visiting Team Assessment: The team did not find evidence of student achievement at the prescribed level for construction scheduling, operational costs, and life-cycle costs in the student work in the team room. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Florida Atlantic University, 2019 Response:

ARC 5271 Professional Practice A, and **ARC 5272 Professional Practice B** have been modified to improve the quality of material addressing the student performance criteria covered in each course. Specifically, ARC 5272 Professional Practice B now includes significant material relating to strategic planning and budgeting considerations associated with capital improvements, and the management of resources associated with these costs. Emphasis is placed on project costs during the entire strategic planning, budgeting, design, construction and operation of a building. Various project delivery methods now highlight the differences in the typical project schedules associated with each of several development scenarios. Below is a more detailed overview of the curriculum additions and revisions:

- 1) Project Financing Methods and Feasibility: Project Delivery Methods are now explored in the course, and are classified into two types: Conventional and Alternative. The various Conventional methods for delivering projects: Conventional Public Procurement, Service Contracts/Operational and Maintenance Contracts, Build-Operate-Transfer, Build-Own- Operate-Transfer, Build-Lease-Transfer, and Divestiture; as well as Alternative methods such as public/private partnerships. Students are asked to reexamine the various scenarios through the creation of a critical essay.
- 2) Construction Cost Estimating: Students are now introduced to various cost estimating methods as they relate to scope of work and division of the construction trades. The effect of market forces, as the demand for construction increases or lags, is introduced and reinforced through a series of exercises.
- 3) Construction Scheduling: The various project delivery scenarios Design-Bid-Build, Design-Build, Construction Management, and Integrated Project Delivery are introduced. The typical

construction schedule scenarios, associated with each delivery method, are examined and contrasted. Knowledge of these concepts is reinforced through student exercises, quizzes and tests

4) Operational Costs: The various costs resulting from long term operation of a building or campus are introduced and examined with the students. This set of lessons allows for the introduction of ethical discussions with regard to the reasonable utilization and consumption of energy and natural resources. Various technological solutions are examined to expose the student to the notion of building systems controls options and strategies employed at various building(s) sizes and types. Operational cost implications as a result of building ownership versus leased space strategies is also considered. Students are asked to reflect on these issues through the creation of a critical essay.

5) Life Cycle Costs: The long-term costs associated with capital improvements taken as a result of strategic planning decisions by institutions, private sector companies and government agencies is introduced and examined. The approach to life cycle costs is contrasted with traditionally more typical first cost scenarios. The analysis of life cycle costs is broken down to teach the student a typical analysis method for calculation of these costs. The concepts related to time-value of money and discount factors, as they relate to long-term operational costs of a physical plant are also examined. These concepts are further reinforced through student exercises, quizzes and testing.

Note: In the spring of 2019 the School advertised a full-time faculty position for someone who could teach both professional practice and advanced design studio. This new hire has revised both professional practice courses to emphasize the ethical and technical issues which cross-pollinate the fifth-year design sequence as well as the professional practice of architecture. Issues related to ethics, stewardship and leadership encountered by students. In the ARC 5328 and ARC 5352, advanced design studio issues are further interrogated through rich discussion and debate within the professional practice sequence that is scheduled to parallel with the professional practice sequence.

Florida Atlantic University, 2022 Response:

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Best,
Ann

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National Architectural Accrediting Board

C.2 Evaluation and Decision Making

2017 Visiting Team Assessment: The team did not find evidence in the student work presented in the team room that meets this criterion at the prescribed level. The presentation of the process that led to the final design was missing or lacking in completeness; therefore, the connections between the process and the conclusion were not clear. The testing of alternatives was not demonstrated, followed by making an informed selection so that the student's decisions would lead to success when implemented. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Florida Atlantic University, 2019 Response:

ARC 4326 Architectural Design 7 students work on two projects over the course of the semester. Both projects entail a structure where abstract ideas and concepts are explored through the gathering of data information and fictive narratives. Each must be incorporated into the student's thinking processes and establish a basis for their design decisions. Part of these processes combine the analysis of phenomena such as site and similar building types. Other phenomena emerge from cultural encounters, stories and site-specific experiences. Conclusions drawn from analysis prod students to document differences and base decisions on the specifics of their narratives, both the objectively based data and the subjectively-based experiences. Students are required to evaluate and document criteria, both given and discovered during the design process. The decision-making process is diagrammed and documented in each student's notebooks as well as evidenced in their project models and drawings. As numerous models and drawings are made over the course of the semester, students, individually and in groups are required to compare strategies and solutions to massing, volumetric organization in relation to urban context and the specific site history and qualities. By examining alternative project strategies, students must form a sound narrative that integrates their evaluations and guides them in the decision-making process.

In ARC 4327 Architectural Design 8, an integrative approach to C2. Integrated Evaluations & Decision-Making Design Process is utilized throughout the semester's coursework. This is achieved by challenging students to identify and carry forward qualities and principles from each assignment into the next. These identifiable qualities and principles in each student's work (and including group site analysis, programming and comparative precedent studies) are tested during the course of the semester. At each assignment phase, ideas being brought forward from previous stages are questioned and sometimes replaced by another for better founded notions and ideas that emerge during the process. Embedded in the process are research methods that help highlight specific kinds of qualities and principles. For example, a distinction is made between scientific research methods as applied to factors such as environmental technology, and historical-interpretative or qualitative research methods. Each help define other latitudes of the design investigation's narrative over the course of the semester.

During the beginning stages, students are exposed to speculative questions about the nature of program, the site and its history, air and light, among others. This "scaffold-building" process prods students to make conscious choices about which qualities learned in each assignment can best build and reinforce the student's design intent and arguments. The process is therefore iterative and the highlighting of particular qualities identified in previous assignments may change. A-2, Design Thinking Skills and C-2, Integrated Evaluations and Decision-Making Design Process are the two SPCs that work hand-in-hand in this course. The emphasis on A-6, Use of Precedents; B-1, Pre-Design; and B-6, Environmental Systems (addressed in Assignments 3,4, and 5) largely depends on the student's choices within the construct of his/her design intents.

Classroom critiques and design reviews are used to discuss the relative value of the student's intents and their ethical underpinnings.

The entire process is regarded as a synthetic endeavor, combining abstract and analytical assignments to generate and assess design concepts and programmatic scenarios. They are seen as complementary as far as their response to the Student Performance Criteria. The assignment structure includes documentation of students' decision-making process in their sketchbooks. Students are required to document, through diagrams, sketches and written text, the decision making process over the course of the semester. Ultimately, the course structure and the specific assignments and their order provide proof of a process. Therefore, the body of work produced by any individual over the course of the semester must be exhibited in its entirety in order to appropriately document each student's evaluative and decision-making process.

ARC 5352 Comprehensive Design Project has addressed C.2 VTR Assessment concerns through prototyping and modeling exercises that raise awareness with regard to how aesthetic, environmental performance and contextual appropriateness are met. Students are tasked with (1) providing studies through environmental and contextual modeling to assess alternative design outcomes; and (2) documenting through sketchbooks how design strategies and concepts are used to set problems and criteria for evaluation and informed selection of a design approach. Deliverables include diagrams, sketches and a sketchbook. The studio is structured to repeat and test these skills from previous design studios. See response to C.3 criteria for further detail.

Florida Atlantic University, 2022 Response:

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Best,
Ann

Ann Boudinot
Director of Accreditation
National Architectural Accrediting Board

C.3 Integrative Design

2017 Visiting Team Assessment: The team did not find evidence of the multiple requirements for this criterion at the prescribed level. There were no consistent examples of work depicting the integration of environmental systems, life safety, and accessibility issues into a design project through the display of system diagrams, and the incorporation of spaces that met the requirements were missing. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Florida Atlantic University, 2019 Response:

ARC 5352 Comprehensive Design Project has been extensively overhauled to address deficiencies within C.3 Integrative Design as indicated above. Specifically, within the ARC 5352 Comprehensive Design Project course, faculty have developed teaching methodologies and curriculum to respond to the assessment and enable consistent examples of student work related to the integration of environmental systems, life safety, and accessibility issues. The studio is structured to repeat and test these skills from previous design studios. These activities include greater coordination, workshops, final documentation requirements, and consistency of project types/programs. The following is a detailed explanation of these activities:

Coordination: ARC 5352 studios are cross-coordinated through a teaching/course manual to ensure the same level of student performance criteria outcomes. The manual and faculty teaching these courses lay out expectations in the course syllabus and project assignments. Deliverables and learning outcomes include sketchbooks, final booklets, and posters that are formatted similarly and include work depicting the integration of environmental systems, life safety, and accessibility issues through development of diagrams and technical drawings that include incorporation of spaces and accommodations of building systems, assemblies and components. Faculty teaching these studios in a particular semester have weekly coordination meetings and combined studio workshops/reviews as a way to assess the ongoing semester and ensure C.3 deficiencies are being met.

Concurrently, issues related to environmental stewardship and accessibility are also discussed, reviewed, and tested in ARC 5271 Professional Practice. These discussions are conducted in the Socratic method and frame the issues in the context of ethical, and moral responsibilities for designers in addition to responsibilities of professional practice emanating from a reasonable standard of care. Broader social constructs relating to universal design, social justice for people with ambulatory challenges and other disabilities, as well as ethical responsibilities relating to stewardship of project resources and achieving reasonable value for the resources utilized.

Workshops: A series of faculty-led workshops has been instituted for students in development of integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Part of these workshops is the requirement to deliver system diagrams and wall sections that showcase material assemblies, outline specifications, environmental systems, life safety, and accessibility in particular in order to meet the VTR Assessment. Each workshop has a particular focus to allow for concentration on a particular design issue. For example, within the life safety workshop students calculate various project use/assembly programs and determine egress requirements and then apply within the design development of egress and fire-rated assemblies plans.

Documentation Requirements: A series of documentation standards has been implemented as a requirement of successful completion of the course. A combined studio booklet is produced in the early stages of the semester to document student land planning (zoning or form-based code) and building code research. This document serves as a design manual tailored to the specific project requirements moving forward. Students are also required to maintain a sketchbook throughout the semester that documents design-thinking skills through evaluation and decision making which addresses C.2 criteria as well. Deliverables include an 11x17 project report/booklet that documents the semester work and in particular required system diagrams and incorporated spaces that satisfy the deficiencies from the VTR assessment. These booklets have been standardized to provide clear delivery of C.3, as well as B.4 and C.2 criteria.

Project Types and Programs: The faculty have generated outlines for prototypical project types and sizes that are consistent in complexity and program for a student within the integrative design

studio. These projects typically range from higher-education facility, museums, to multi-family mixed-use projects of approximately 100,000-300,000SF. These programs are documented in the course manuals.

Note: The faculty embarked on a review of the curriculum and course sequence following the last NAAB Accreditation visit. (see section on **Significant Changes in Educational Approach:** Curriculum Review and Documentation that follows later in this document). These changes were developed to address the challenges of delivering knowledge across a variety of courses and through the sequence of design studios, with the intent that more complex knowledge sets build on knowledge gained in previous courses and studios. Topics are introduced, repeated and tested in various courses at various levels, culminating in the Integrative Design Studio (ARC 5328) and the Topical Studio (ARC 5352). We are currently in the process of updating the course descriptions in the University Curriculum Committee system. Moving forward and ARC 5328 will satisfy C.3 SPC criteria.

Florida Atlantic University, 2022 Response:

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Best,
Ann

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Director of Accreditation
National Architectural Accrediting Board

II. Changes or Planned Changes in the Program

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

Florida Atlantic University, 2022 Response:

New Leadership within the University

After eight years as President of Florida Atlantic University, President John Kelly has decided to step down. As of January 1, 2023, FAU has a new Interim President. Stacy Volnick. Volnick has worked as part of FAU's administrative staff since 1991, becoming Vice President for Administrative Affairs and Chief Administrative Officer in 2013. Prior to her appointment as Interim President, Volnick served as the university's Chief Operating Officer. A search for a new President will begin in January 2023.

In July 1, 2022, Provost Bret Danilowicz departed Florida Atlantic University to become President of Radford University in Virginia. Michele Hawkins was selected to serve as Interim Provost and Vice President for Academic Affairs. A search for a new Provost is currently underway.

New College, New Dean, New Opportunities

As of July 1, 2020, the FAU School of Architecture is now part of the Dorothy F. Schmidt College of Arts and Letters. The Dean for the college is Michael J. Horswell, a Professor of Spanish and Latin American Literature. Joining the College of Arts and Letters has provided numerous opportunities for the School of Architecture. Most notably is the interdisciplinary PhD in Comparative Studies with its new concentration in Design, Aesthetics, and the Arts. Faculty within the School of Architecture have already recruited around 20 prospective PhD students into this new degree track, which has significant funding in place to provide tuition waivers and stipends. We hope to accept between 5 and 10 PhD students into this new degree track. Each PhD student will teach two undergraduate courses per academic year. Additionally, FAU's new PhD program has a formal partnership with Shenkar College of Engineering, Design and Art in Israel. Shenkar is the 6th ranked Fashion School in the world according to The Business of Fashion (2017) and the 9th ranked Industrial Design Department in Europe and the Americas according to the Red Dot Design Awards (2018).

New Director of the School of Architecture

As of July 1, 2022, Joseph Choma is the new Director of the School of Architecture and Professor of Architecture at Florida Atlantic University.

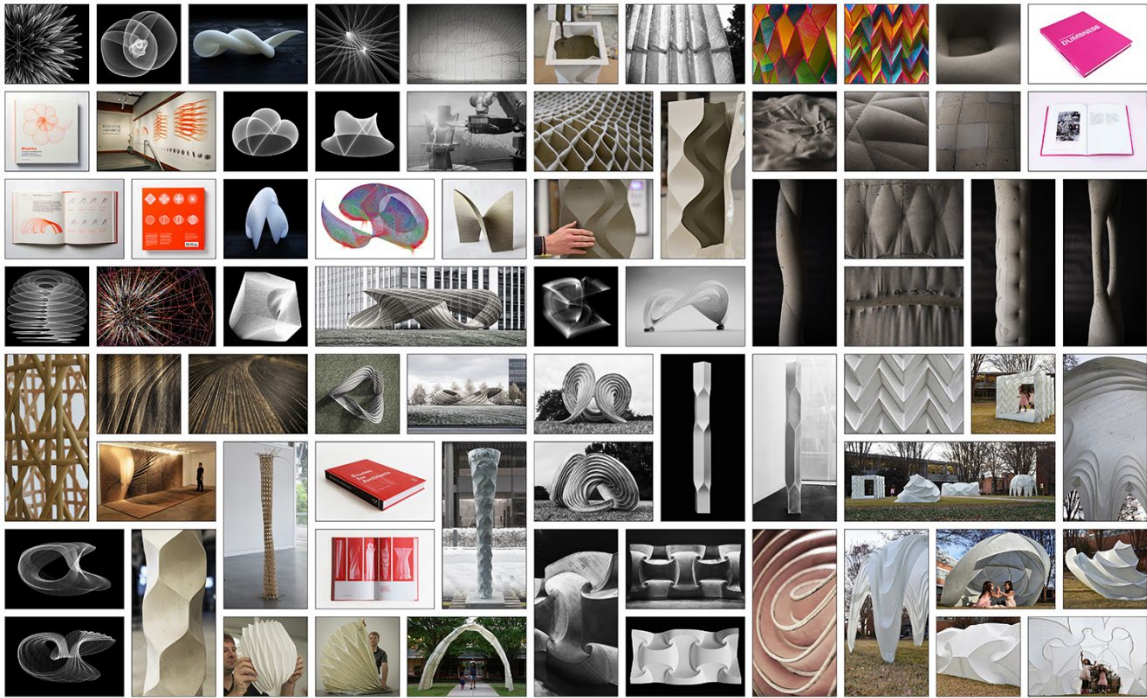
Joseph is also the Founder and Director of the Design Topology Lab, an interdisciplinary practice which conducts design research and provides consultation relating to material innovation, unconventional means and methods of construction, and the role of geometry in the built environment. Current topics of exploration include: foldable structures and materials, lightweight deployable shelters, ultra-thin formwork for concrete casting, stay-in-place formwork for shell structures and concrete slabs, and advancements in natural fiber textiles. As a researcher, he uses mathematics, folding, structure and materials as generative design devices to imagine new ways to design and build more sustainably.

He is the author of *Morphing: A Guide to Mathematical Transformations for Architects and Designers* (Laurence King Publishing, 2015), *Études for Architects* (Routledge, 2018) and *The Philosophy of Dumbness* (ORO Editions, 2020). His books have received reviews in Architectural Record, Architecture NZ Magazine, Art Libraries Society of North America, RIBA Journal, and the Journal of Mathematics and the Arts, among others.

He has received awards from both the American Institute of Architects and the American Composites Manufacturers Association. His recent material explorations have been noted by CompositesWorld Magazine as "spearheading research into the use of foldable composites." He is the inventor of Foldable Composite Structures — U.S. Patent Number 10,994,468. In short, he invented a technique that allows fiberglass to fold by hand — similar to folding a sheet of paper.

Previously, Joseph Choma was an Associate Professor of Architecture and Director of the Master of Science in Architecture program at Clemson University. He has also taught as a Visiting Associate Professor at Massachusetts Institute of Technology and as an Associate Professor Adjunct at The Cooper Union. Additionally, he was the 2019-20 NCCR Digital Fabrication Researcher in Residence at the ETH Zurich.

Joseph completed graduate studies in design and computation at the Massachusetts Institute of Technology and completed his PhD in Architecture at the University of Cambridge, UK where he was a Cambridge International Scholar.



Collage of Director Joseph Choma's work.

New Faculty

As of August 2022, Willa Granger is a new Assistant Professor of Architectural History at Florida Atlantic University. Granger holds a PhD in Architectural History from the University of Texas at Austin, and recently completed a fellowship at the Edmond J. Safra Center for Ethics at Harvard University. Willa Granger is a historian of modern American built environments. She specializes in cultural landscape approaches to vernacular architecture. Broadly, Willa's research is concerned with material histories of social welfare, including an interest in how the political economy of care and caregiving can be mapped on to buildings, spaces, and places. Her manuscript, *Constructing Old Age: Race, Ethnicity, Religion and the Architecture of Homes for the Aged, 1870-1970* will offer the first book-length account of the architectural and social history of the American nursing home. This project has been supported by the American Association of University Women, the Graham Foundation, the Society of Architectural Historians (SAH), the Vernacular Architecture Forum (VAF), the Texas Architecture Foundation, and the Southeastern Society of Architectural Historians (SESAH). She has presented her work at the Harvard Urban Mellon Initiative, the Joint Atlantic Society for the History of Medicine, the Universities Art Association of Canada, SAH, VAF, and SESAH. Willa has published writing in *Urban Omnibus*, the *Pennsylvania Magazine of History and Biography*, *Platform*, and *Buildings & Landscapes*; her 2019 B & L article, "Order, Convenience, and Beauty: The Style, Space, and Multiple Narratives of San Felipe Courts" received SESAH's Award for Best Journal Article in 2020.

As of January 2023, Diego Camargo is a new Instructor and Fab Lab Coordinator at Florida Atlantic University. Camargo is a graduate of FAU School of architecture, and holds a Master's degree of Architecture from Institute for Advanced Architecture at the Polytechnic University of Catalonia (IAAC), in Barcelona, Spain. He developed his thesis with a focus on digital tectonics and their impact on the built environment. In the professional field, Camargo has 15 years of experience working in a number of well-established firms in South Florida. He participated in and managed various projects of different scales, ranging from residential to institutional. He focuses his research on public space and architectural infrastructure, digital technologies and fabrication,

and biomimicry. This research has been explored in a number of temporary art installations in the Wynwood Art District, Miami.

Note: The Instructor and Fab Lab Coordinator position was converted from a staff position into a faculty position. In addition to managing the fabrication facilities (and teach students and faculty how to operate the machines safely), the individual will teach two courses per year. These courses could be taught in the fall, spring or summer. This will also provide the School of Architecture pedagogical opportunities to embed physical making into the design sequence curriculum.

New Faculty Searches

Currently, FAU School of Architecture is conducting three faculty searches. Two of these positions are new tenure-track opportunities and one is non-tenure-track position to fill an existing position. The three positions are listed below.

Assistant Professor of Structural Design (tenure-track)

Assistant Professor of Architecture and Foundations Coordinator (tenure-track)

Assistant Professor of Practice and Director of the Institute for Design and Construction (non-tenure-track)

In general, we are searching for candidates with bold visionary ideas, who simultaneously care deeply about how normative architectural constraints can yield innovative design opportunities. Committees will begin reviewing applications on January 3, 2023.

Recent Notable Faculty Awards

The William G. McMinn Award for Outstanding Architectural Education Contributions is the highest honor an architecture professor can received from AIA Florida. In 2021, Professor John Sandell was the recipient of this prestigious honor and then in 2022, Professor Jeff Huber was the award recipient. So two years in a row, this award has been presented to FAU School of Architecture. Additionally, Professor Jeff Huber is also a Principal at Brooks + Scarpa. The firm has received numerous national and regional project awards. In October 2022, their affordable housing project in Venice, CA was featured on the cover of Architectural Record. Huber also spoke on a podcast for Architectural Record on the importance of climate adaptation. In fall 2022, he also gave guest lectures at University of Tennessee and Kansas State University.

The 2022 ACADIA Best Project Award recognizes the substantial achievement of an accepted project, offering a significant contribution to architectural production through engagement with computational technologies in design and building. The award emphasizes innovation at its core, demonstrating transformative impact for social, political, cultural, and environmental concerns. Director Joseph Choma's research project, "Controlled Buckling: Ultra-Thin Folded Paper Formwork" received the Best Project Award Runner-Up. In this research, material-lean customizable formwork for concrete is developed by stiffening such molds through the use of folded paper. For this, the research capitalizes on the large body of work that has gone into paper folding—such as mathematical geometry and mechanical behavior of hinges—to design mechanically robust folded structures. This leads to molds that can withstand hydrostatic pressure, facilitating the integration of digital concrete processes. By using paper, a formwork is produced that can be peeled-off, recycled in established material streams, and leave a surface finish matching the highest expectations for architectural concrete.

In November 2022, Professor Daniel Bolojan delivered a keynote lecture for the Architects' Council of Europe's Architects for Innovation Event in Brussels. Additionally, Daniel was also included in the Neural Architecture Exhibition and Symposium at the University of Michigan. One

of his research papers was included within the Architectural Design (AD) issue titled 'Machine Hallucinations: Architecture and Artificial Intelligence.' An image from his research was also selected for the cover of the journal. Beyond his success as a leader in creative AI, Bolojan was named the 2022 Educator of the Year by AIA Fort Lauderdale.



The Rose Mixed-use Apartments in Venice, CA by Brooks + Scarpa. This project was led by Professor Jeff Huber.

Director's Vision

Schools of architecture are a balancing act. There are many polyvalent dimensions that make up architecture. In particular, I would like our school to focus on three areas: technology, environment and community.

How will technology transform the practice of architecture? How can we reduce the carbon footprint of how we build? How can we design for hydro-generated urbanism? What role can design play in social justice? How do we design public space and affordable housing? How do we reveal biases in how histories are told? These are some of the questions which we will explore as a means to project possible futures for the discourse of architecture.

Moving forward, the FAU School of Architecture will continue to contribute to the growing complexities associated with the cultural and technological project of architecture. The school will blend innovative research-based methods with professional practice conventions. We as a school and academic family of more than 1,000 alumni will continue to embrace pragmatic constraints as poetic design opportunities, while we tackle the most challenging problems of our time.

New Research Labs

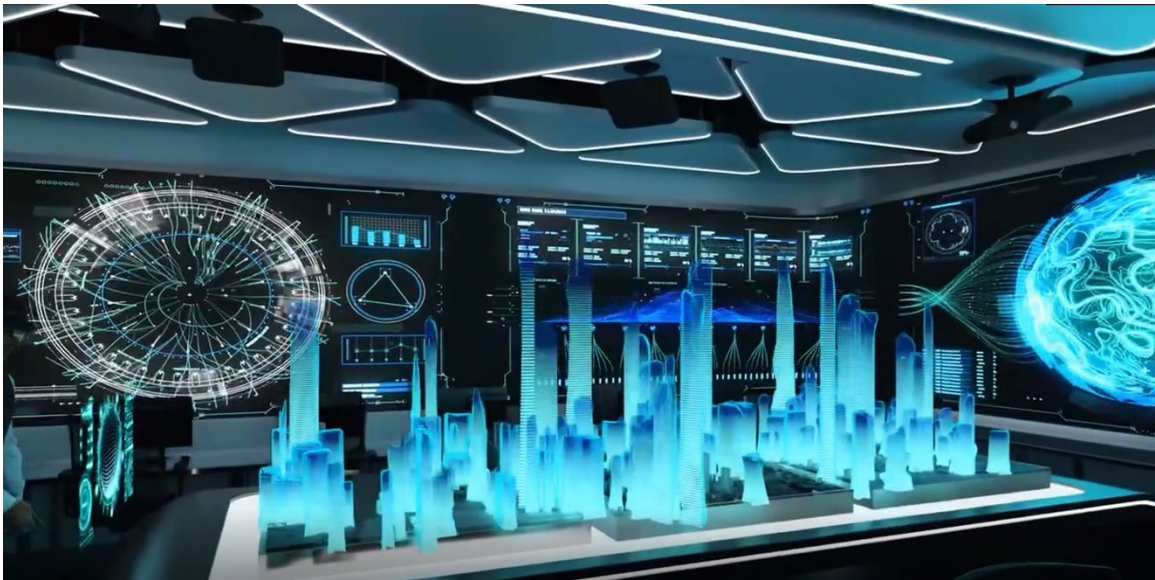
The FAU School of Architecture is actively building three new research labs: Creative AI Lab (directed by Professor Daniel Bolojan), Environmental Design and Natural Materials Lab (directed by Professor Shermeen Yousif), and the Foldable Structures and Materials Lab (directed by Director Joseph Choma).

Each of these physical labs will become spatial instruments-to-think with. For example, the Creative AI Lab will combine immersive projections, AR / VR, laser 3D scanning, and AI / machine learning to control the interactive workflow between physical and digital interfaces.

Additionally, the Environmental Design and Natural Materials Lab will contain a materials library and a robotic arm. The robotic arm will be primarily used to design and create new bio-based materials for innovative façade applications. Both of these labs will also double as studio spaces. Similar to the way NBBJ designed The Boeing Company to have their offices surround the manufacturing facility, we want our students to have opportunities to fully embrace research labs as spaces to change the way they think about design and the future of architecture. Both of these two research labs will be based on the 6th floor of our HEC building in Fort Lauderdale. Renovations for both of these spaces will begin Spring 2023.

The Foldable Structures and Material Lab will be based in the North West corner of the T6 building in Boca Raton. This building is where our first- and second-year studios are located. This lab will provide a large enough space for full-scale fabrication explorations.

As previously mentioned, the Dorothy F. Schmidt College of Arts and Letters has introduced a new PhD in Comparative Studies with a concentration in Design, Aesthetics, and the Arts. The School of Architecture plans to bring in PhD students, who will contribute to the research inquiries within these three labs. PhD students will be required to teach as part of the financial package at FAU. For example, the PhD students based in the Foldable Structures and Materials Lab in Boca Raton will teach first- and second-year design studios. This will also provide informal means for undergraduate students to see and engage in cutting edge research. The PhD students based in the other two labs in Fort Lauderdale will teach third- and fourth-year design studios. By introducing PhD students into our teaching assignments, we will be able to significantly reduce the number of Adjunct Professors. Since PhD students are at FAU for three to four years, this will create a strong predictable continuity within the teaching assignments. This will increase our research output, competitiveness in research grants, and generally support the university's strategy to reach R1 classification.



Rendering depicting the vision of FAU School of Architecture's Creative AI Lab. Image created by Daniel Lasso, fourth-year B.Arch. student at FAU.

Industry Sponsored Collaboration

In Fall 2022, Director Joseph Choma secured a 1-year industry sponsored research agreement with Google for \$100,000. We are the first school of architecture to have a research agreement with Google. We will be designing and building a deployable and reconfigurable event structure to be used for community engagement. Leadership from Google will be making eight trips to campus over the course of the academic year. This includes two visits from the Vice President of UX at Google. This is the first of a series of FAU + Google collaborations and the first of (hopefully) numerous industry sponsored research agreements.

Additionally, Amy Badersnider, Lead of UX Spaces at Google, has become an Affiliate Research Professor at the FAU School of Architecture. She will make eight trips to campus and she has offered to make herself available to our students each week through online communications.

The industry sponsored research project is being conducted through two undergraduate courses, a 3-credit elective in the fall and a 6-credit elective in the spring. The first semester explored the “what.” What is public space? What types of public space would be ideal for an intervention of this kind? What is space as product? The second semester will explore the “how.” How do we fabricate a deployable and reconfigurable structure? How does it engage user experience?

On October 21, 2022, 19 FAU students traveled to New York City with Director Joseph Choma to present at the Google headquarters above Chelsea Market. On December 1, eight executives from Google came to FAU School of Architecture to participate in our phase 1 review. After the review, there were discussions about creating another \$100,000 agreement for the following academic year. Additionally, Director Joseph Choma has pitched to them the idea of establishing a FAU studio space within Google’s headquarters in New York City. The thought is that this would become an opportunity for our students to study in New York during the summer, while leveraging vacant dormitories at nearby universities. It would also provide us an opportunity to hire a new architecture faculty based in NYC, as well as provide additional opportunities to engage in conversations with other schools of architecture in NYC. This specific design studio would focus on user experience design.

New Degree Proposals

The School of Architecture has interest in offering two new degrees, both of which do not require significant new courses. One of these degrees is an undergraduate degree and the other is a graduate degree. Both are nonprofessional degrees.

Bachelor of Science in Building Technology

This proposed degree has two benefits. First, after meeting with leaders in the construction industry in South Florida, they expressed a need to hire more recent graduates in the area of construction science and management. Second, some of our Bachelor of Architecture students change majors because they are not passionate about designing, even though they love buildings. We propose to create a new degree using existing courses in our Bachelor of Architecture program. The students in this new degree track would take one year of design studio and other required architecture courses (such as materials methods, structures, building assemblies, building systems, professional practice and others). This degree will prepare these individuals to work in the construction industry. This “off ramp” degree will also help students graduate with a degree in four years. For example, if a second-year architecture student was not accepted into the professional program, they might be forced to repeat a studio or change majors. This will provide those students another option.

Master of Science in Architecture

The FAU School of Architecture continues to grow in both its connection to professional practice as well as its ethos of embracing cutting-edge technology. The practice of architecture is radically changing however it is not enough to simply add technology and stir. For example, just because something is fabricated with a robot does not make it innovative and just because something is fabricated by hand does not make it obsolete. Additionally, we need to become increasingly aware of topics relating to social justice and environmental resiliency. This degree will prepare researchers and professionals to have a critical stance and expertise to lead the future of architectural practice.

This new degree will leverage existing 5000 architecture courses as well as courses in computer science, engineering, and philosophy (philosophy of aesthetics, ethics of AI). In addition to required courses in the plan of study, students will also complete a research project (thesis). This degree will strengthen the growth and development of the school's new three research labs (Creative AI Lab, Environmental Design and Natural Materials Lab, and Foldable Structures and Materials Lab) while preparing students for doctoral studies or careers in a range of industries from architecture firms (such as SOM), software development (such as Autodesk), products (such as Nike), manufacturing (such as Zahner) and user experience (such as Google).

Master of Science in Architecture with a concentration in Creative AI

In recent years, FAU was named Florida's official "University of Distinction" for artificial intelligence and big data analytics. Additionally, the School of Architecture has three faculty members with research focused on creative and practical applications of AI for the built environment. Artificial intelligence is already transforming our daily lives and it will continue to change the way we practice architecture. Beyond AI, this concentration will also explore human computer interaction (HCI), human machine collaboration, interactive fabrication, big data visualization, and the development of new digital tools and interfaces.

Master of Science in Architecture with a concentration in Resilient Design

When approximately 40% of the carbon dioxide emissions in the world are associated with the built environment, we can no longer just design and build, but we have an ethical obligation to design how something is built. How can we reduce the carbon footprint of how we build? Additionally, with sea level rise, we need to design for hydro-generated urbanism. How can we design for climate adaption? This concentration will prepare future leaders to tackle problems related to environmental design.

Master of Science in Architecture with a concentration in Design Ethics

The practice of architecture is changing and becoming increasingly complex due to technological advancements, environmental impacts, and pressing matters of social justice. This track will critically examine these polyvalent dimensions, while simultaneously projecting possible futures for the practice of architecture. Instead of focusing on technical skills, individuals within this concentration will focus on the cultural project of architecture. For example, how is AI transforming society? History will be used as an important generative device. For instance, "Will the Computer Change the Practice of Architecture?" was the title of an article in the January 1965 issue of Architectural Record. This question is not completely different than those surrounding AI today. Notions of culture, place, and community will be explored within this human centered concentration.

Studio Sequence

As a school, we are embracing an ethos similar to an intellectual start-up, exploring radical modes of pedagogy that will help prepare architectural students to shape the future of the

profession. As previously mentioned, we are focusing on three strands or areas of focus: technology, environment, and community. As students continue through the design studio sequence, different studios will alternate in how they emphasize these strands.

Foundations Program in Boca Raton

Year 1

In Design 1, students will be introduced to computational thinking and making, introduction to design as an iterative, reflective, and rigorous process, ideas of continuity and discontinuity, using representational abstractions as generative devices, and understanding the bias and constraints of analog and digital tooling. Throughout the semester, the students will create a series of objects- and drawings-to-think-with. In Design 2, the students will develop these curiosities into a small building, while being introduced to normative construction techniques and conventional modes of architectural representation (plan, section, elevation, axonometric). This project will culminate in a timber frame physical model at 1":1'.

Year 2

In Design 3, students will learn to collaborate as a team to design and build a small building for a local nonprofit. This year, the students designed and built a mobile fundraising space on a boat trailer for the nonprofit, Women in Distress. Not only did the students build their design, but they also drew a complete set of construction documents (over 200 drawings). The students then redlined all of the construction documents while they were fabricating their design. In Design 4, students will go back to working individually. The students will tackle a larger more complex program, a museum, with a front and back of house. The students will be introduced to structural grids, circulation, natural daylighting, and proper egress.

Professional Program in Fort Lauderdale

Year 3

In Design 5, many students transfer into our program from the local state colleges. Currently, about half of the students are from our Foundations Program and about half are transfer students. We hope in the future to increase the percentage of students who are entering into our Professional Program from our own Foundations Program. This will help maintain a certain known "standard" or an established / expected set of learning objectives. Presently, Design 5 focuses on normative architectural constraints. Moving forward, this studio will begin to place a more significant emphasis on the environment. Students will be taught how to run natural daylighting simulations and draw sections and plans with natural ventilation diagrams overlaid. In Design 6, the students will be introduced to culture as site. In particular, this studio will look at broader definitions of the practice of architecture by understanding informal settlements and learning how to systematize this culture of making. In other words, similar to Design 3, this studio with return to community, as a focus.

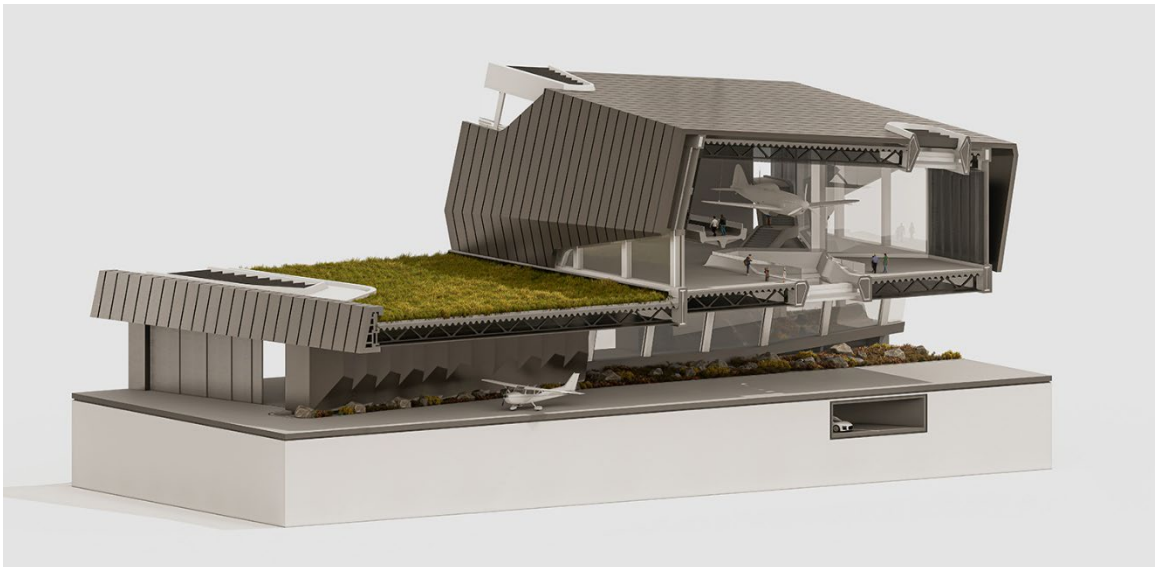
Year 4

In Design 7, students will be introduced artificial intelligence and machine learning at the most advanced level we can teach. In other words, students will create three-dimensional datasets and use machine learning to interpolate between that data to generate self-organizing maps (SOM). Similar to Design 6, this studio will have students exploring architecture that is not designed by an architect in the most traditional sense. It is not exactly architecture with architects, but it is a human-machine collaboration. Similar to Design 1, this studio places an emphasis on technology. However, similar to Design 3, this studio has students collaborating in teams. By students working together in teams of three, students are able to overcome the challenging technical learning objectives of this studio. In Design 8, students begin to integrate technology,

environment, and community into a building (rigorously through “schematic design” in professional terms).

Year 5

In Advanced Architecture Design 1 (informally referred to as Design 9), students build-on the learning objectives of Design 8. The students continue to integrate technology, environment, and community while they learn how to design architecture at a comprehensive level. This includes integrating systems as well as challenging means and methods of construction. Students will not only learn how to draw architectural details, but will also learn how to design the way in which something is built and understand that drawing as an assembly. In Topical Design Studio (informally referred to as Design 10), students will have an opportunity to engage in a research-based design studio. This is the moment in our curriculum where we intentionally delaminate the three strands (technology, environment, and community). There might be an option studio on artificial intelligence (technology), or on hydro-generated urbanism (environment), or a studio which collaborates directly with a nonprofit (community). Of the four option studios offered, at least one will focus on each of these three strands. This will allow students to dive deeper into an area which directly interests them before graduating.



Student work from Advanced Architecture Design 1 in Fall 2021 by Ian Fennimore and Matt Deaveau.

Course Revisions

Architectural Representation and Digital Modeling and Documentation are two required courses which we have decided as a school to revisit. As we revamp our Foundations Program (first- and second-year), we feel it less necessary to reinforce conventional modes of architectural representation in the third year. Additionally, since the freshmen students are already being introduced to workflows between digital and analog tooling, we can move beyond basic software modeling. In Design 7 (fourth-year), we are requiring all undergraduate students to learn artificial intelligence and machine learning. Currently, no required courses explicitly prepare students technically for this ambitious studio. Therefore, four professors have volunteered to rethink these two courses and the learning objectives associated with both of them. These courses will likely place a focus on representation as an intellectual discourse, advanced computational design, and digital fabrication.

Changes in Enrollment

As demonstrated by the data below, the School of Architecture has seen approximately 25% increase in enrollment over the last 5 academic years. While the enrollment has remained relatively steady in the Pre-Architecture Foundations Program, we have seen steady growth in the Accredited Professional Bachelor of Architecture Program. This has been in part the result of moving to a fully online application process, which has made the applications submissions procedure more accessible to a larger number of students. The school did see a small dip in enrollment for the Fall 2022 semester. This is consistent with enrollments across the university.

We hope to increase the enrollment for the Pre-Architecture Foundations Program in the immediate future in order to develop a stronger cohort of students who will matriculate through the Accredited Professional Program. We believe this will help to improve student success in the Bachelor of Architecture Program. We hope that our recent acquisition of additional space in the T6 building on our Boca Raton Campus will allow us to provide assigned “cold desks” for all current and new students in the Pre-Architecture Foundations Program.

	Pre-Architecture Foundations Program Years 1 & 2	Accredited Bachelor of Architecture Program Years 3, 4 & 5	Total
Fall 2018	110	149	259
Spring 2019	67	164	231
Fall 2019	117	171	288
Spring 2020	108	161	269
Fall 2020	125	195	320
Spring 2021	113	183	296
Fall 2021	116	224	340
Spring 2022	97	206	303
Fall 2022	111	213	324

Data Provided by The Office of Institutional Effectiveness and Analysis (IEA) at Florida Atlantic University.

Plans for Physical Infrastructure Expansion

Design studios are the core of an architectural education. They are designed as a form of practicum, where students learn through mentorship and a simulated professional practice-like experience. In other words, a physical studio in school looks somewhat like a physical studio in an office. Fundamentally, architecture is a different education model than engineering or science. In engineering, students are taught to find an optimized solution. In science, students are taught to contribute to an existing body of knowledge. In architecture, students are taught to identify the highest number of possible solutions or opportunities and then explore that “design space” (or options) iteratively and rigorously. In the end, each student constructs their own unique understanding through their experiences.

At most schools of architecture (at least in the USA), students are given a designated desk in a physical studio space. This becomes their intellectual home. During studio class hours, students work at their desk, but then they also are able to leave their work-in-progress on their desk. Then, when their schedule allows them to return to work outside of class hours, they can continue to explore ideas and make large physical models. While our Bachelor of Architecture upper division students enjoy these resources, our Foundations students do not. It is more difficult to build a culture of making when students only have “hot desks.” As the program makes strides to reach national prominence, we will need to be able to offer our first- and second-year students their own desk.

The Bachelor of Architecture incoming freshmen class has grown by 30% within the last five years. In Fall 2017, the incoming freshmen class was 50 students. For Fall 2022, the incoming freshmen class was 65 students. Our current studio space in Boca Raton was originally designed for a maximum capacity of 64 students.

Director Choma recommended the following phases to the upper administration in August 2022.

Phase 1: Recently, the university has given the School of Architecture the second half of the T6 building in Boca Raton. As a means to make the most out of the square footage, Director Choma proposes to have the second half renovated and opened up to create additional studio space for the first- and second-year students. Additionally, an 800 sq. ft. space will be dedicated to a new research lab on foldable structures and materials. These research labs are part of a larger vision to blend research methods with professional practice constraints.

Phase 2: Even with the additional space in T6, the School of Architecture will not have enough space to give all first and second year students their own desk. Approximately 50 ft. North of the T6 building is the T5 building, an identical historical building. When looking at these twin buildings and the space between them, there is so much potential to create a home for both architectural foundations and fabrication-based innovations. It just makes sense for this to become an energetic space activated by the School of Architecture. Currently, the T5 building is predominantly used to store surplus furniture. The space in-between the two buildings is used for vehicles to drive and unload this surplus furniture. Furniture is frequently dumped and left in the space outside between these two buildings. This makes the T6 building feel uninviting, less safe, and gives the general impression that this zone is not as important or as precious as the rest of the campus. In reality, it could be an amazing place, that also shares the rich history of the university.

Overall, the T6 building could be home to the first-year studios and the T5 building could become home to the second-year studios. Similar to the research lab in the T6 building, the T5 building could include an advanced fabrication space, for large-scale design build projects and research prototyping. When approximately 40% of the carbon dioxide emissions in the world are associated with the built environment, there is an ethical obligation to not only design a building, but to design the way in which the building is constructed. Architects of tomorrow need to be aware of this pressing challenge. Additionally, pedagogically it is important (from a very practical standpoint) for students to build architectural elements at full-scale as part of their studies. If a student builds a wall, they will know how to draw a wall section, and they will understand how each of those parts within the wall section relate to a sequence of assembly. This aligns with the new second-year pedagogy, which will have some focus on full-scale community design build. The space in-between the buildings could become a place for assembling these larger structures and mock-ups. It can also be used as an outdoor classroom.

Phase 3: The two buildings (T6 and T5) will be unified as one cohesive building. This could be achieved through several means. One option would be to create a simple roof canopy spanning the two buildings. The space in between would remain open air but would provide shade for the space. This would make the space more useable as an outdoor classroom. Another option would be to create a roof canopy but then enclose the space with glass. This would become a collective review space and gallery. A third option would be to create another bar building that connects the two buildings. This could result in a U-shaped or H-shaped building in plan. This would help anchor the exterior space, while providing a communal review space for both year levels.

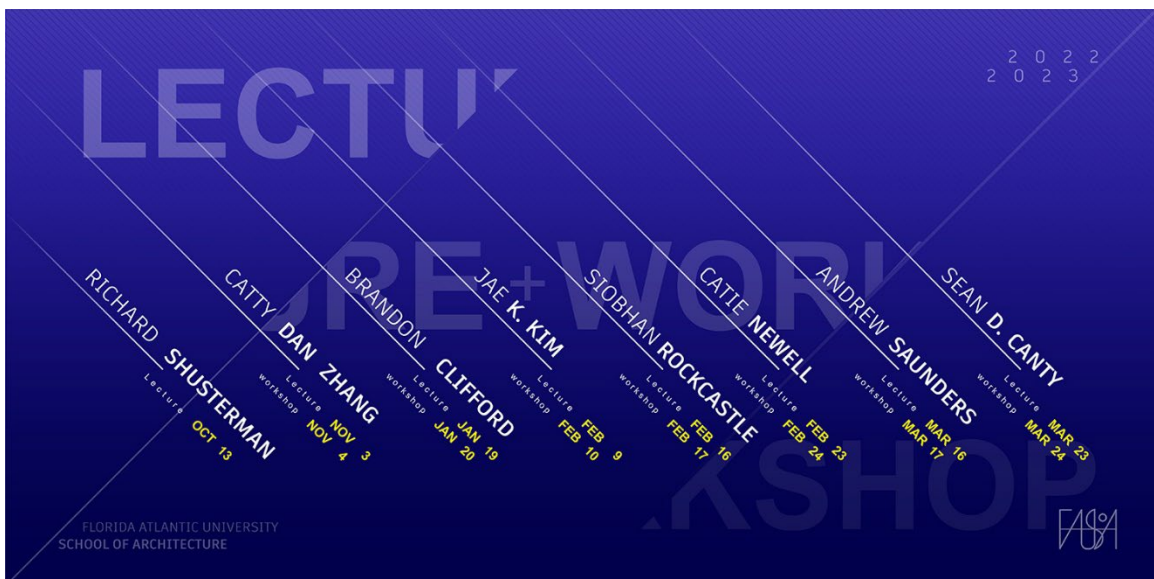
Note: In early September, President John Kelly verbally promised the School of Architecture the T5 building at a public event.



Photograph of the T6 building (left) and T5 building (right). When considering collective / shared space, it is important to design the space between buildings. There is so much potential in the space between T6 and T5. It can instantly become an outdoor classroom to test large scale fabrication experiments.

Lecture + Workshop Series

Moving forward, the School of Architecture will be shifting the lecture series into a lecture + workshop series. It has been noticed that undergraduate students often times place guest speakers on a distant pedestal when that speaker is behind the podium. We want to make each guest's visit more pedagogical, influential, and memorable for the students. For example, a typical public lecture would be given at 5 pm on a Thursday. Then, some students and faculty would be invited to have dinner with the guest. Then the following Friday morning, the guest would give a small workshop and directly engage with a small group of students in a more conversational manner. Our current lecture + workshop series is below.



FAU School of Architecture Lecture + Workshop Series Poster for 2022-23.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Florida Atlantic University, 2022 Response:

As a School of Architecture, we have collectively made efforts to prepare ourselves for adapting to the 2020 NAAB Conditions. First, we are in the process of completing an overall curriculum review. As a part of this review, we have prepared a new NAAB PC / SC chart to demonstrate where these issues are being addressed in the curriculum (chart included within the Appendix). We also developed digital student learning outcomes assessment surveys to understand where we are succeeding and where we need to improve (sample survey included within the Appendix).

Advisory Board

Director Joseph Choma has created an external advisory board for the School of Architecture. In general, advisors are primarily intended to be individuals whom the Director can reach out to for advice relating to curriculum changes, opportunities for students, community outreach, and feedback on research initiatives. The Director will meet with the School of Architecture Advisory Board virtually twice a year (two 90-minute Zoom meetings). Additionally, he plans to invite each board member to campus for an in-person final studio review once every academic year. This past semester, three members of the advisory board attended final reviews. One advisor in particular attended all studio reviews from first-year through fifth-year. That particular individual will be providing a written peer-review assessment of our program based on their observations. In general, we as a School of Architecture want to become the best school we can. We are open to hear feedback, critiques and suggestions. We know we are doing some things great, but we also know that we can always improve.

The following is the current advisory board for the School of Architecture. They include several architects based in the state of Florida, several internationally renowned architects, and several leading academics who have fostered interdisciplinary growth within their home institution.

Merrill Elam, FAIA, Principal of Mack Scogin Merrill Elam Architects

Mark Foster Gage, Principal of Mark Foster Gage Architects and Associate Professor at Yale

Ted Krueger, Associate Professor and former Associate Dean at Rensselaer Polytechnic Institute

Margi Glavovic Nothard, AIA, Founder and Director of Design of Glavovic Studio

Kate Schwensen, FAIA, Professor and Director Emeritus at Clemson University

Laurinda H. Spear, FAIA, Principal of Arquitectonica

Jacqueline Touzet, AIA, Founder of Touzet Studio

Kathy Velikov, AIA, Professor and Associate Dean for Research at University of Michigan

Alumni Outreach

The School of Architecture plans to create an Architecture Alumni Association. The school would like to keep in touch with their alumni as a means to celebrate their achievements and career milestones, while also sharing the exciting transformations taking place at FAU. Four alumni have already volunteered to help lead this new initiative. During our final reviews this semester, over a half a dozen alumni participated as jurors.

Nurturing a Collective Culture

Each year, students within the School of Architecture produce an annual printed publication titled Process Journal. The journal features exemplary student work from each of the five years as well as documents various events which took place within the academic year. In many ways, the journal is a yearbook which is also a medium to reflect where we are and to look ahead at where we might be going. In general, the students and alumni take a lot of pride in these professionally laid out 140 page publications. Spring 2023, will be our third year producing the Process Journal.

In addition to the student publication, the faculty have decided to produce their own publication as a form of reflective practice. FAU School of Architecture is energized to try new radical approaches to pedagogy. However, we don't want to forget all of the great things already happening here. As a result, each professor will write a short (1,500 to 2,000 word) paper on their position on the future of architectural pedagogy. What are some of the polyvalent approaches that can prepare our students to shape the future of the profession? Some the topics include: breaking the academic silo, methods and modes of reaching consensus in design build studios, latent design and creative AI, multiple voices, providing care for the built environment, and the flexibility of constraints. Each of these short written position essays will be accompanied by around eight images of student work.



Photograph of the Process Journal 2021-22.

- IV. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)

Florida Atlantic University, 2022 Response:

Please find attached the one-page CVs, our new NAAB PC / SC chart, and a sample of our Student Learning Outcomes Assessment Survey.

Joseph Choma, Director of FAU School of Architecture

EDUCATION

University of Cambridge, UK (Sidney Sussex College)

Doctor of Philosophy in Architecture

(Cambridge International Scholarship / Patron: HRH The Prince of Wales)

Joseph Choma defended his PhD thesis on February 7, 2022 in Cambridge, UK.

Massachusetts Institute of Technology, Cambridge, MA

Master of Science in Architecture Studies, Design and Computation, 2011

(Full Tuition Merit Scholarship / GPA 5.0)

Rensselaer Polytechnic Institute, Troy, NY

Bachelor of Architecture, Minor in Studio Arts, 2009

(Rensselaer Medalist)

ACADEMIC POSITIONS

Florida Atlantic University, July 2022 – Present

Director of the School of Architecture, July 2022 – Present

Professor of Architecture (Tenure), July 2022 – Present

COURSES

Arch 1301: Architecture Design 1, Fall 2022 (B.Arch. Design Studio)

Arch 4930: Deployable + Reconfigurable Architecture, Fall 2022, Spring 2023 (Google Sponsored Elective)

Clemson University, July 2014 – June 2022

Director of Master of Science in Architecture, May 2021 – June 2022

Associate Professor of Architecture (Tenure), May 2019 – June 2022

Assistant Professor of Architecture (Tenure-Track), June 2015 – May 2019

Visiting Lecturer, School of Architecture (Full-Time), July 2014 – May 2015

The Cooper Union, January 2022 – June 2022

Associate Professor Adjunct, The Irwin S. Chanin School of Architecture

Massachusetts Institute of Technology, September 2021 – January 2022

Visiting Associate Professor, Department of Architecture

Kennesaw State University, July 2011 – May 2014 (formerly known as Southern Polytechnic State University)

Assistant Professor of Architecture (Tenure-Track)

Boston Architectural College, September 2010 – May 2011

Instructor, School of Architecture

AUTHORED BOOKS

The Philosophy of Dumbness by Joseph Choma

Paperback: 140 pages, 65 illustrations, 7in x 9in, ORO Editions (October 2020)

ISBN: 978-1-951541-37-8 (pbk)

Études for Architects by Joseph Choma

Hardcover and paperback: 270 pages, 190 illustrations, 234mm x 156mm, Routledge (May 2018)

ISBN: 978-1-138-63223-3 (hbk), ISBN: 978-1-138-63224-0 (pbk), ISBN: 978-1-315-20837-4 (ebk)

Morphing: A Guide to Mathematical Transformations for Architects and Designers by Joseph Choma

Hardcover: 232 pages, 886 illustrations, 220mm x 220mm, Laurence King Publishing (January 2015)

ISBN: 978-1-78067-4-131 (hbk)

PATENT

Invention: *Foldable Composite Structures*

Inventor: Joseph Choma

United States Patent No. 10,994,468 was granted on May 4, 2021

Willa Granger, Ph.D.
Assistant Professor of Architectural History
Florida Atlantic University, School of Architecture
wgranger@fau.edu
914-584-7895

EDUCATION

2017-2021 The University of Texas at Austin, Ph.D. in Architectural History
2015-2017 The University of Texas at Austin, MA in Architectural History
2009-2013 The University of Pennsylvania, BA in Urban Studies

COURSES TAUGHT (selected)

2022- Modern Architectural History & Theory II, Florida Atlantic University
2022- Architectural Research Methods, Florida Atlantic University
2021 Constructing Age: Architecture from Childhood to Elderhood, UT Austin

PEER-REVIEWED PUBLICATIONS (selected)

2021 "Eldercare at the Margins: Keeping Up to Code at Philadelphia's Stephen Smith Home, 1949-1966," special edition to *PMHB*, "The Built Environment in Pennsylvania History" 145 no. 3 (Oct 2021): 305-338.
2019 "'Order, Convenience, and Beauty:' The Style, Space, and Multiple Narratives of San Felipe Courts," in *Buildings & Landscapes* 26, no. 1 (Spring 2019): 32-47.

INVITED GUEST LECTURES (selected)

2023 [Forthcoming] Dimitra Symposium, Toronto Metropolitan University and the University of Buffalo
2022 "Constructing Old Age" as part of the Harvard Mellon Urban Initiative
2021 "Environment is Everything: Embodied Knowledge, Participatory Praxis, and the Ethics of Long-Term Care Design" as part of the Edmond J. Safra Center for Ethics Fellows Seminar

UNIVERSITY SERVICE (selected)

2022- Florida Atlantic University, School of Architecture representative to the Faculty Assembly, College of Arts & Letters
2022- Florida Atlantic University, School of Architecture, faculty hiring committee
2022- Florida Atlantic University, School of Architecture, Library Committee Representative
2020 Student Representative, UT Austin School of Architecture Faculty Search

PROFESSIONAL SERVICE (selected)

2022-2025 Board Member at the Vernacular Architecture Forum
2022 USA Regional Liaison for the Epidemic Urbanism Initiative
2022 Member of the Publications Award Committee, SESA
2021-2022 Member of the Papers Committee for the Vernacular Architecture Forum's 2022 conference, *Landscapes of San Antonio and Central Texas*

HONORS & AWARDS (selected)

2021-2022 The Edmond J. Safra Center for Ethics at Harvard University
Fellow-in-Residence
2021 Recipient of the Scott Opler Graduate Student Fellowship, Society of Architectural Historians
2020-2021 Citation of Special Recognition, Carter Manny Award, Graham Foundation
2020 Senate of College Councils Powers Endowed Scholarship for Service, the University of Texas at Austin
2020 The Southeastern Society of Architectural Historians Graduate Research Fellowship
2019 Vernacular Architecture Forum Orlando V. Ridout Fellowship for fieldwork.

Diego Camargo
dcamargo@fau.edu

Courses Taught:

- ARC 3320 Architectural Design 5
- ARC 3321 Architectural Design 6
- ARC 4322 Vertical Studio
- ARC 4326 Architectural Design 7
- ARC 4327 Architectural Design 8
- ARC 5328 Advanced Architectural Design 1
- ARC 5352 Comprehensive Design Project
- ARC 2461 Materials and Methods

Educational Credentials: (In descending order)

- Master of Science in Advanced Architectural Design, Institute for Advanced Architecture of Catalunya (IAAC), Barcelona, Spain, 2008
- Bachelor of Architecture, Florida Atlantic University, Boca Raton, FL. 2001

Teaching and Administrative Experience: (In descending order)

- Instructor & Fabrication Laboratory Coordinator, Florida Atlantic University School of Architecture, Fort Lauderdale, FL, 2022-Present
- Adjunct Instructor, Florida Atlantic University School of Architecture, Fort Lauderdale, FL, 2008-2022
- Adjunct Instructor, Florida International University School of Architecture, Miami, FL, 2015
- Instructor and Workshop Development, Live Architecture Network (LaN); Boulder, CO; Miami, FL; Toronto, Canada, 2011-2012

Professional Experience: (In descending order)

- Design and Project Management Consultant, Miami, Florida, 2009-2022
- Mateu Architecture, Miami, FL, 2008-2009
- Rizo, Carreno & Partners, Coral Gables, FL, 2004-2006
- Glavovic Studio, Fort Lauderdale, FL, 2002-2004
- Rodriguez & Quiroga Chartered Architects, Coral Gables, FL, 2001-2002
- Singer Architects, Fort Lauderdale, FL, 2000-2001

Service Activities (Abbreviated)

- FAU College of Arts and Letters, Non-Tenure Track Committee, 2022
- FAU School of Architecture, Alumni Relations Committee, 2022
- Invited Juror, Dessau Institute of Architecture, 2009
- Invited Juror, Florida international University, 2009-2021
- IAAC, Weekend Architectural Series Tutor Assistant, 2007

D8 Student Learning Outcomes Assessment

The Student Learning Outcomes Assessment is designed to evaluate the student learning outcomes in the following areas: Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning as part of Florida Atlantic University's Continual Quality Improvement Plan. Please complete an assessment for each student that you review. Jurors are reminded to evaluate the students based on the expected knowledge for their design studio level.

* Required

1. Name of faculty whose jury you are attending *

2. Student Name *

Content Knowledge

Declarative Knowledge - Design Process and Skills

3. ARCHITECTURAL DESIGN SKILLS: Ability to demonstrate knowledge of the major vocabulary, concepts, theories, and arguments associated with the basic formal, organizational, structural and environmental principles associated with a design intent, program, and problem in the development of a design considered in its physical, spatial and temporal dimensions. (NAAB SC.6 Building Integration) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

4. SITE & CONTEXT: Ability to demonstrate basic site observation and analytical skills, ability to engage local, regional and climate context, and ability to apply those skills to the development of a project (NAAB PC.3 Ecological Knowledge and Responsibility; NAAB SC.1 Health, Safety, and Welfare in the Built Environment) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

5. **CODES & REGULATIONS:** Demonstrates ability to apply codes and standards especially in areas concerning life safety and universal accessibility.(NAAB SC.1 Health, Safety, and Welfare in the Built Environment; NAAB SC.3 Regulatory Context) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

6. **STRUCTURAL SYSTEMS:** Ability to demonstrate an understanding of basic structural principles, and ability to apply structural systems to a design project (NAAB SC.4 Technical Knowledge; NAAB SC.6 Building Integration) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

7. **MATERIAL EXPRESSION & APPLICATION:** Ability to demonstrate a basic understanding of materials and methods of construction and expression, and ability to apply that knowledge to a design project (NAAB SC.4 Technical Knowledge; NAAB SC.6 Building Integration) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

8. **PASSIVE ENVIRONMENTAL SYSTEMS:** Ability to demonstrate a basic understanding of passive environmental systems, and ability to apply that knowledge to the design of a project (NAAB SC.1 Health, Safety and Welfare in the Built Environment) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

9. ACTIVE ENVIRONMENTAL SYSTEMS: Ability to demonstrate a basic understanding of active environmental systems, and ability to demonstrate strategies to accommodate those systems in a design project (NAAB SC.4 Technical Knowledge) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

10. ACCESSIBILITY: Ability to demonstrate a basic understanding of Universal Design principles and ability to apply those principles to the design of a project (NAAB SC.1 Health, Safety, and Welfare in the Built Environment; NAAB SC.3 Regulatory Context) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

11. LIFE SAFETY: Ability to demonstrate a basic understanding of life safety principles and regulations and ability to apply those principles and regulations to the design of a project. (NAAB SC.1 Health, Safety, and Welfare in the Built Environment; NAAB SC.3 Regulatory Context)

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

12. BUILDING INTEGRATION: Demonstration of 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. (NAAB SC.6 Building Integration) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

Content Knowledge

Research Skills

13. **USE OF PRECEDENTS:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects. *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

14. **PRE-DESIGN:** Ability to demonstrate code research skills, and ability to develop a program for a design project * (NAAB SC.2 Professional Practice ; NAAB SC.3 Regulatory Context)

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

Critical Thinking

Analytical Skills

15. **DESIGN THINKING:** Demonstrates ability to apply knowledge of architectural concepts, theories and arguments * to raise clear and precise questions, perform design inquiry, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes. (NAAB SC.5 Design Synthesis)

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

16. **DESIGN SYNTHESIS:** Demonstrates 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. (NAAB SC.5 Design Synthesis)

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

Communication

Visual, Written, Oral, Technical

17. VISUAL/GRAPHIC COMMUNICATION SKILLS: Ability to use graphic communication media to present knowledge related to an architectural design or action research topic. *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

18. WRITTEN COMMUNICATION SKILLS: Ability to use written communication to present knowledge of professional vocabulary, concepts, theories, and arguments related to an architectural design or action research topic. *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

19. ORAL COMMUNICATION SKILLS: Ability to speak and use graphic communication media to present knowledge of professional vocabulary, concepts, theories, and arguments related to an architectural design or action research topic. *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

20. TECHNICAL DOCUMENTATION: Demonstrates ability to apply graphic standards at the appropriate scale; building materials and assemblies. (NAAB SC.4 Technical Knowledge; NAAB SC.6 Building Integration) *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

Diversity, Equity and Inclusion

Demonstration of knowledge related to Diversity, Equity and Inclusion

21. PERSPECTIVE TAKING: Through verbal interaction with the jury, students are able to demonstrate, evaluate, and reassess their openness to diverse others, and can navigate the ambiguity and complexity of analyzing multiple perspectives *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

22. CULTURAL KNOWLEDGE & SELF-AWARENESS: Through verbal interaction with the jury, students are able to describe various elements inherent to one's own culture and other cultures: history, values, politics, communication styles, economy, beliefs, practices; interpret phenomena within a cultural context, recognize and critically reflect upon one's own cultural biases; and interrogate structures of power and institutions from the standpoint of cultural inheritance *

Mark only one oval.

- Exceeds expectations
 Meets expectations
 Does not meet expectations
 No evidence provided

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11/12

PCISC Chart – 2020 NAAB CONDITIONS FOR ACCREDITATION(06-29-2021)

COURSES (ARC-)	PROGRAM CRITERIA								STUDENT CRITERIA						FAU CRITERIA		
	PC1: CAREER PATHS	PC2: DESIGN	PC3: ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY	PC4: HISTORY AND THEORY	PC5: RESEARCH AND INNOVATION	PC6: LEADERSHIP AND COLLABORATION	PC7: LEARNING AND TEACHING CULTURE	PC8: SOCIAL EQUITY AND INCLUSION	SC1: HEALTH, SAFETY AND WELFARE IN THE BUILT ENVIRONMENT	SC2: PROFESSIONAL PRACTICE	SC3: REGULATORY CONTEXT	SC4: TECHNICAL KNOWLEDGE	SC5: DESIGN SYNTHESIS	SC6: BUILDING INTEGRATION	FA1: ENVIRONMENT	FA2: TECHNOLOGY	FA3: COMMUNITY
3320 Design 5 (Environment)																	
3133 Architectural Representation																	
3374 Site Planning																	
3503 Structures 2																	
3091 NIMA																	
3321 Design 6 (Community)																	
3185C Digital Modelling & Documentation																	
3610 Environmental Technology 1																	
3463 Materials and Methods 2																	
3710 Pre Mod History																	
4326 Design 7 (Technology)																	
4620 Environmental Technology 2																	
4504 Structures 3																	
4712 Modern History																	
4327 Design 8 (Pre-Integrative)																	
4218 Theory 2																	
5328 Adv. Arch.Design1 (Comprehensive)																	
6305 Intro to Urban Design																	
5271 Professional Practice A																	
5352 Topical Design Studio																	
5272 Professional Practice B																	
ELECTIVE COURSES																	
Advanced Computational Methods in Architecture																	
AI-Augmented Design Creativity																	
Latent Morphologies																	
Google Elective																	
SUPPLEMENTAL EVIDENCE																	
AI LAB																	
ENVIRONMENTAL DESIGN LAB																	
FOLDABLE STRUCTURES LAB																	
Lecture series																	
AJAS / NOMAS																	
NCARB / AXP																	
AIA																	
Community Engagement																	
Research Assistantships																	
Student Assistantships																	
Professional Mentorships																	
Career Center																	
Fabrications Laboratory																	
Student Services / Campus Life																	
Institute for Design & Construction																	

Material Introduced / Demonstration of AWARENESS
 Material Repeated / Demonstration of UNDERSTANDING
 Material Tested / Demonstration of ABILITY