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1. ARCHITECTURE WELCOME

Time and space. In the desert there is space. Space is the twin sister of time. If we have open space then we have open time to breath, to dream, to dare, to play, to pray, to move freely, so freely, in a world our minds have forgotten but our bodies remember. Time and space. This partnership is holy. In these redrock canyons, time creates space—an arch, an eye, this blue eye of sky. We remember why we love the desert; it is our tactile response to light, to silence, and to stillness.


It is a luxury to live and to study architecture in a place full of unparalleled natural beauty, complex cultural history, and time-honored can-do spirit as Utah. As researchers and designers, we learn from those who observe this place and put words to our indescribable landscapes, our multifaceted society, and our far-ranging attitudes. Important voices like Edward Abbey, Wallace Stegner, and Terry Tempest Williams remind us to carefully examine where we are and learn from this place: “…the earth which bore us and sustains us, [is] the only paradise we shall ever know, the only paradise we ever need, if only we had the eyes to see” (Edward Abbey, Desert Solitaire, 1968). These writers chronicle our human interactions with nature, beneficial and detrimental, and offer us hopeful remedies to the errors humankind has made. “One cannot be pessimistic about the West. This is the native home of hope. When it fully learns that cooperation, not rugged individualism, is the quality that most characterizes and preserves it, then it will have achieved itself and outlived its origins. Then it has a chance to create a society to match its scenery” (Wallace Stegner, The Sound of Mountain Water, 1997).

As a School of Architecture, we strive to do our part in the creation of a society that matches our magnificent scenery. We value curiosity, adventure, risk-taking, and discovery. We understand the vital role that thoughtful, well-designed built environments have in the physical and emotional well-being of individuals and communities. We promote empathetic responses to foster community and environmental health. We support creativity and innovation in architecture and design through theoretical understanding and collaborative research. We understand the power of context and the potency of the local, which inform our systems-thinking approach to place and practical approach to the act of making. We are proud of our long tradition of community engagement and environmental ethics, and we aspire to respond to this time and this place – this paradise of light, silence, and stillness – with optimism, cooperation, and creativity.

As architects and designers, students and teachers, we are dedicated to confronting the imperative issues of our time, including air quality, water accessibility, public health, and social equity, and to do the greatest good for our society and our world.

Mira Locher (Mimi)
Associate Professor and Chair
A. SCHOOL OF ARCHITECTURE MISSION

The University of Utah School of Architecture is committed to the belief that architectural education must take as its object the production of thoughtful and humane architects capable of thinking as creatively about their representations of the world as they think about building technology and design. The School of Architecture approaches teaching and practice with a rigor that holds us, and others, accountable to high standards, without losing a sense of adventure, risk taking and discovery. We are dedicated to mentoring young people to help them discover where their passions lie.

Four core beliefs underpin the Utah School of Architecture:

• Architects must take Responsibility for their work as a form of political discourse.

Architects are important civic actors because whether they know it or not, their work is a form of political discourse. Their work should provide an empathetic response to all of their audiences, especially those culturally, socially, economically, physically, and mentally vulnerable. Only then can they foster community and environmental health.

• Architects must be focused on social, economic, and environmental Resiliency.

Architects can only become relevant to the burning problems of the burning planet if they learn the power of context and the potency of local methods in relation to social, economic, and environmental sustainability. A systems thinking approach to place will enable new perspectives, resilience and opportunities to emerge.

• Architects must Respect and Respond to the communities in which they work.

The School of Architecture has a proud tradition of community engagement. Our students and faculty enable communities and clients connect their values with making and the production of space. An Architect should be a dedicated team player that seeks to elevate everyone in the community through collaboration. They should be constantly curious, learning and expanding their understanding of culture and the impact of architecture on communities.

• Architects must be committed to Design excellence and ecology.

Effective architects should know how to combine theoretical concerns with practical knowledge of making things and buildings. The School of Architecture teaches a process driven approach to architecture. It begins with research and discovery, moves to development and illustration of the conceptual grounding for a project, and ends with a clearly articulated building, product, or experience. Our work focuses on both contemporary as well as traditional forms of construction with an emphasis on connecting people, program and physical setting in innovative ways.
B. M.ARCH DEGREE GOALS

Master of Architecture

The M.Arch is a first accredited professional degree that provides students with a comprehensive education leading to the practice of architecture. It is designed to provide students with opportunities to prepare for specialization in the areas of architectural design and representation, historic preservation, architectural technologies and building performance, digital fabrication, architectural history, and society and culture. In addition the College offers several dual-degrees and certificate programs which may set students apart in a competitive employment market.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The University of Utah School of Architecture offers the following NAAB-accredited degree programs:

M. Arch. 2-year (preprofessional degree + 53 graduate credits)
M. Arch. 3+ (non-preprofessional degree + 100 credits)

Next accreditation visit for all programs: 2016

Program Requirements

The graduate program is characterized by choice and flexibility. The student assembles a program tailored to his/her individual interests. The curriculum is composed of nine academic areas in which courses are offered in a session (7-week) or semester (15-week) format. The student selects from course areas to meet required semester hours. Extra work in an academic area is applied as an elective. Please note the following guidelines for structuring a program:

1. Required courses must be taken in all of the academic areas to fulfill the requirements for graduation, including studio, communications, structures, technology, history/theory/criticism, professional practice, electives, and master’s project.
2. A semester of studio must be included in the first fall semester of the program.
3. Both semester-length courses from the Professional Practice academic area are required and are co-requisite with the Final Studio course.

4. Final Studio is a one-semester course and must be completed during the final semester of the program.

5. Students must complete the equivalent of three semester courses per semester in order to demonstrate progress towards graduation. (Two session courses equal one semester course.) Progress at less than this rate without prior written permission of the School of Architecture Chair will result in dismissal from the program.

Academic Area Requirements for M.Arch 2-Year Program
(Studios are worth 6 credits and non-studio courses are worth 3 credits unless otherwise noted.)

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Requirement</th>
<th>Select From</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>3 semesters of course work</td>
<td>6005(3), 6015, 6016, 6018, 6030</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>repeatable</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>1 semester of course work</td>
<td>6043(1.5), 6050, 6051, 6052, 6053,</td>
<td>6060 must be taken in fall of 1st year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6054, 6056, 6057, 6058, 6059, 6060(1.5)</td>
<td></td>
</tr>
<tr>
<td>Structures</td>
<td>1 semester of course work</td>
<td>6301(1.5), 6302(1.5), 6303(1.5)</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>1 semester of course work</td>
<td>6340(1.5), 6352, 6353, 6360(1.5), 6370, 6570</td>
<td></td>
</tr>
<tr>
<td>History, Theory &amp; Criticism</td>
<td>2 semesters of course work</td>
<td>6214, 6229(1.5), 6236, 6237, 6239, 6271; 6275</td>
<td>Must be taken in last year of program</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>All 4 sessions are required</td>
<td>6700, 6701, 6702(1.5), 6703(1.5)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12 credit hours</td>
<td>Graduate Level Class</td>
<td>5000 + in any academic program</td>
</tr>
<tr>
<td>Master's Project</td>
<td>1 semester</td>
<td>6971</td>
<td>See Guidelines link below</td>
</tr>
</tbody>
</table>

Additional Academic Area Requirements for 3+ Program

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Requirement</th>
<th>Select From</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>3 semesters of course work</td>
<td>6012, 6010, 6011</td>
<td>6012 is taken in the summer</td>
</tr>
<tr>
<td>Communications</td>
<td>1 semester of course work</td>
<td>6055</td>
<td>Taken in the summer</td>
</tr>
<tr>
<td>Structures</td>
<td>1 semester of course work</td>
<td>6301(1.5), 6302(1.5), 6303(1.5)</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>3 semester of course work</td>
<td>6350, 6371, 6372, 6310, 6311, 6112</td>
<td>6372 and 6310 are taken in the same semester</td>
</tr>
<tr>
<td>History, Theory &amp; Criticism</td>
<td>3 semesters of course work</td>
<td>6275, 6210, 6211</td>
<td>6275 is taken in the summer</td>
</tr>
</tbody>
</table>


Studio Courses

Studio courses are designed to support the student’s different areas of focus. Each year studio topics are presented, and students indicate preferences for the studios that best support their program design.

M. Arch roadmap

[Diagram of the M. Arch roadmap showing required and elective course work with different course categories and credits.]
## 3+ Roadmap

### First Year 3+

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>2nd Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6012</td>
<td>ARCH 6010</td>
<td>ARCH 6011</td>
<td>Studio 4 (G)</td>
</tr>
<tr>
<td>STUDIO 1 (G)</td>
<td>STUDIO 2 (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6055</td>
<td>ARCH 6210</td>
<td>ARCH 6112</td>
<td>Site &amp; Urban Design (G)</td>
</tr>
<tr>
<td>INTENSIVE ARCH COMM. 1 (G)</td>
<td>HISTORY 1 (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6275</td>
<td>ARCH 6350</td>
<td>ARCH 6211</td>
<td>History 2 (G)</td>
</tr>
<tr>
<td>Intro to Theory (G)</td>
<td>ENVIRON. SYSTEMS 1 (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6371</td>
<td>ARCH 6372</td>
<td>ARCH 6311</td>
<td>Structures 2 (G)</td>
</tr>
<tr>
<td>MATERIALS &amp; CONSTRUCT. (G)</td>
<td>BUILDING TECHNOLOGY ARCH. DESIGN (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6310</td>
<td></td>
<td></td>
<td>ARCHITECTURAL STRUCTURES (G)</td>
</tr>
</tbody>
</table>
C. BS IN ARCHITECTURE DEGREE GOALS

_Bachelor of Science in Architectural Studies_

The undergraduate program in architectural studies is a pre-professional degree in architecture that provides a well-rounded academic foundation from which an individual might develop pre-professional competency for entry-level employment in the building industry. For those seeking work at the graduate level, it provides a thorough preparation for a professionally-accredited Master of Architecture program or studies in related environmental design fields. The program requires two years of liberal arts education during which students take a number of pre-architecture requirements. Once admitted into the major in the junior year, students continue their liberal arts education with a full load of required courses focused on architecture, which provide a broad introduction to the field of architecture and a solid foundation for the development of individualized programs at the graduate level.

_Pre-Architecture Requirements_

Students who wish to major in architectural studies should first meet with the departmental undergraduate adviser to receive an orientation to the major. Any student interested in the architectural studies major may request to be classified as pre-architecture.

During the freshman and sophomore years, the pre-architecture student explores a variety of subject areas and methodologies of critical inquiry while strengthening quantitative and writing skills. Pre-architecture coursework fulfills only a portion of the University and General Education requirements. Additional coursework within the University is required to provide the student with a broad education in preparation for the Architectural Studies major. This process provides the foundation study required for the architecture curriculum.

At the end of the sophomore year, the student applies for admission to full major status in architectural studies. Resource limitations and accreditation requirements limit the number of students who may be accepted into the major.
Additional Programs

Both the School of Architecture and the University of Utah offer additional programs to enhance your educational experience:

**LEAP Program** (Link)

**Honors College** (Link)

**Undergraduate Research** (link: http://urop.utah.edu/)

**My Utah Signature Experience (MUSE)** (link to http://muse.utah.edu/)

Note: Students seeking to pursue a second bachelor's degree in architecture are not eligible to apply to the Bachelor of Science in Architectural Studies Major. We strongly encourage these students to apply to the **Master of Architecture 3+ program**. (Link to M.Arch page)
2. **SOA ACADEMIC POLICIES**

**Grades**

In major undergraduate courses, a grade of B or better indicates that the work is appropriate as a foundation for graduate work in the architecture program. Grades of C+, C, and C- indicate that the work meets a standard acceptable for undergraduate work but is not acceptable as a foundation for continuation at the graduate level. Admission to graduate programs in the School of Architecture requires a minimum GPA of 3.0.

In the graduate program students must achieve a minimum letter grade of B- to count a course toward graduate degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted.

Each professor will include a grade scale as part of their syllabus, in addition to a statement of the work required for the course. In accordance with the University of Utah grade scale ([Found here](#)), a grade of C+, C, or C- indicates “standard performance and achievement.” In order to receive a B- or higher, students must show “good performance” and “substantial achievement” or better.

**Minimum grade point regulations**

Graduate students must maintain a minimum GPA of 3.0. Students whose GPAs fall below a 3.0 or who accumulate more than 3 incompletes will be placed on probation. Probation may carry specific requirements that the student must meet in order for probation to be removed.

Students who are on probation may not take the Final Studio. Students on probation for two consecutive terms will be asked to withdraw from the program.

Students may retake courses up to a total of three times in an attempt to raise their grades. At the point of entry of the first grade, a student’s transcript will note that the course has been repeated. The new grade is shown in the semester in which the course is retaken. The student’s GPA is recalculated to eliminate the effect of the first grade and to recognize only the new grade.

**Incompletes and Work-in-Progress Grades**

Occasionally, a student needs to discontinue work in a particular course before the semester is finished. An “I” (incomplete) can be given in such cases and needs to be cleared within one calendar year, or the “I” will be converted to an “E” (failure) automatically. If the course is successfully completed, the “I” will remain on a student’s transcript, and a letter grade will be inserted next to the “I”. Sometimes a “T” grade is used instead of an “I” for courses, such the professional project course, where students are engaged in independent research. Students can check the status of their grades by visiting the Campus Information System.
A. STUDIO CULTURE POLICY

Studio Culture Policy and Procedures for Implementation

Values
Place of Synthesis: In the College of Architecture + Planning, we believe in the importance of the design studio as an essential point of engagement, convergence, and integration for the educational and personal experiences of our students. In the design studio, students synthesize experiences from coursework, research, and observations into their work through processes of critical thinking, engaged action, and understanding. The studio model is critical and central to the educational mission of the College, for it is intended to foster the exchange of ideas, the cultivation of critical thought, and the development of a variety of skills needed to prepare the next generation of design professionals for changing professional roles and responsibilities within the context of increasing cultural diversity and an expanding knowledge base.

The Iterative Nature of Design: Architectural design is an art-full and intellectual process, simultaneously intuitive and reasoned, aesthetic and utilitarian, as well as being experimental and inherently inefficient. While personal, design ideas are subject to formal, functional, physical, historical, and cultural principles and knowledge. Design, an open-ended and evolving process, demands that ideas are continually assessed and reassessed through an intensive thinking and making progression. Critical inquiry and self-examination are fundamental for personal growth and development for students and faculty. Design is therefore, iterative and requires a simultaneous objective and subjective learning and evaluation process within the studio.

Social Art: Architectural design is ultimately an activity intended for the improvement of the environment and the societies and individuals, which occupy it. Design is an activity enhanced by the opportunity for dialogue, reflection, and experimentation, and this should occur freely. The design process is accentuated by collaboration between students, faculty, and guests, and is supported by working resources (fabrication shop, computer labs, library, review space, etc.). The studio environment, as a physical, psychological, and intellectual environment, should result in the productive generation and investigation of ideas.

Public Space: The studio is a public academic space, and discussion among students, faculty, and guests is an integral part of the experience. The strength of this process is dependent upon the level of engagement of each participant to contribute to a positive learning atmosphere that fosters healthy competition and collaboration. The studio environment should be centered on sharing, engagement, innovation, collaboration and respect among all participants.

Conduct
The design studio is driven by the energy, intensity, commitment, and experimentation students bring to their work. Student engagement is fueled by personal ideas and experiences, as well as individual interests and interpretations, which add richness to the studio process as well as stimulate experimentation. Through their pedagogy and engagement, faculty encourage and
sustain intensity and commitment while fostering inquiry and experimentation that respond to a diversity of views and positions.

**Studio Culture Bill of Rights**

Faculty have the right to expect that students will:
- Come to the studio with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
- Be willing to take risks in the design process in seeking ideas that are new and unique.
- Value and benefit from the diversity of each individual in the class, and respect each person’s cultural history, educational background, ideas, beliefs, and experiences.
- Promote a sense of optimism, and value the efforts and contributions of colleagues.
- During studio hours, be fully engaged in the tasks at hand, and be prepared for studio activities (pin-ups, desk crits, reviews, field trips, etc.).
- Endeavor to meet the course expectations and specific assignments in a timely and efficient manner.

Students have the right to expect that the faculty will:
- Regard each student as a unique individual deserving of concern and attention, and value each student’s contributions to the studio.
- Come with the best interests of each student, and treat each student fairly and in a respectful, consistent and supportive manner.
- Share his/her knowledge, and assist students to find other resources (faculty, professionals, literature, examples etc.) that will aid student understanding and enrichment.
- Provide timely and detailed feedback of their work to support their growth and development.
- Value the time of students by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward learning and knowledge acquisition as well as product.
- Respect students time commitments by starting and ending class on schedule. Should formal reviews and desk crits extend beyond class hours, faculty will make appropriate accommodations for students with conflicts.
- Coordinate whenever possible due dates in all required courses in the undergraduate major.

Students have the right to expect that other students will:
- Come to the studio with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
- Regard each other as unique individuals deserving of concern and attention, and value each student’s contributions to the studio.
- Value and benefit from the diversity of each individual in the class, and respect each person’s cultural history, educational background, ideas, beliefs, and experiences.
- Promote a sense of optimism, and value the efforts and contributions of other classmates.
• Assist in maintaining a secure and safe environment that respects and safeguards the personal property and work products of individual students.

Students have the right to expect that Jurors will:
• Understand that the review process is primarily a learning experience where students are to perfect formal presentation skills and learn to respond extemporaneously to valid questions about their design
• Regard each student as a unique individual deserving of respect and concern for their well being.
• Reward risk taking and encourage students to think beyond predictable solutions.
• Respond to a student’s presentations means and methods with positive reinforcement and constructive criticism.
• Promote optimism about the profession of architecture.
• Make comments that are germane to the project assignment.
• Provide resources and precedents to aid in their understanding of novel design approaches.
• Respect the student’s unique cultural perspective and personal history and aid in applying those resources to the common language of design.
• Respect the work product and the examples of the design process.
• Refrain from taking phone calls and other interruptions during presentation.

Jurors have the right to expect:
• The review will begin and end on time and they will be provided with a break sometime during the session.
• Their opinions will be respected.
• Students will be respectful and courteous.
• The instructor will be organized and clearly describe the expectations of the studio.

The design studio employs a variety of means and formats to review the ideas and work of students and is an essential element of the culture of the studio. Reviews are simultaneously an opportunity to facilitate discussion of greater issues and relationships such as those between theory and practice, idea and realization, and ethics and responsibilities, as well as the occasion to consider differing view points and possibilities. Where appropriate, reviews may include community and/or user participation to provide a broad array of input.

For formal reviews, students and faculty are expected to arrive on time and stay engaged as active participants throughout the review process. In advance of the reviews, faculty are responsible for informing invited guests and reviewers about the project intentions and background, as well the expectation that the review will reflect the College’s commitment to a culture of respect, engagement, and professionalism. Students are expected to be prepared to discuss their work, as well as to participate in the discussions of their peers work.

**Rules**
The studio is a public, academic space, and in order to advance a culture of respect, care should be given so that the work of others is not disrupted. Activities that challenge this environment – such as excessive noise (personal entertainment devices must be listened to with headphones
only), computer gaming, and the like – could undermine the academic mission of the College and the quality of life of its students. Unacceptable behaviors include the display of pornographic or offensive images and the use of drugs and alcohol.

Implementation
Ultimately, the goal of a highly positive studio culture can be achieved only through all stakeholders appreciation of the benefits of this shared interest, as well as a long-term commitment to its attainment. With that in mind, the ACOC Committee, acting on behalf of the Chair, shall annually organize a Studio Culture Committee, comprised of faculty and elected student representatives, whose responsibilities are fivefold:

1. To periodically review the studio culture policy and its successes and issues, and make recommendations for changes to the College Council as appropriate.
2. To hold a town hall meeting at the beginning of each academic year to review the Studio Culture policy and its implementation. All students and regular faculty, as well as auxiliary faculty teaching design studio will attend this meeting.
3. To ensure that all students, regular faculty, and auxiliary faculty teaching design studio, receive and review the policy. The committee will hold any necessary discussions with regular and auxiliary faculty to clarify the policy.
4. To advise students or faculty who believe that the policy may have been violated, and to refer any complaints or questions to the appropriate administrator, in accordance with University of Utah policies.
5. To organize and schedule time management workshops at the beginning of each academic year (for both students and faculty).

The College will have a Studio Culture link on its web site that will house the policy and include links to other sites and information as appropriate.
**B. UNIVERSITY OF UTAH STUDENT CODE**

*University of Utah Student Code Rights and Responsibilities*

The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the university community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the right of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility, integrity, autonomy, justice, respect and responsibilities. The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance and Standards of Behavior. Students are expected to be familiar with the contents of these provisions: [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)

*Reasonable Accommodation*

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in a class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information for courses can be made available in alternative format with prior notification to the Center for Disability Services.
C. MISCONDUCT

Academic Misconduct: includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html. The Student Code (at section 6-400(V)) also specifies the required procedures that must be followed when disciplinary actions are taken in response to instances of academic misconduct. Possible sanctions for academic misconduct include “a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing” (6-400(V)(B)). Pursuant to college policy, upon a student’s second occurrence of academic misconduct within the department, the department will follow the process outlined in the Student Code to seek the student’s dismissal from the student’s current academic program.

Sexual Misconduct: Title IX of the Federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Grievance & Disciplinary Procedures**

The University encourages informal resolution of problems, and students are urged to discuss their concerns with involved faculty members, the SoA Chair, the SoA Associate Chair, the SoA Policy and Grievance Committee, the Dean of the College, or the Dean of Students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time. (see The School of Architecture Grievance Policy below)

In cases where a more formal resolution of problems is needed, such as a grade appeal, distinct administrative procedures and timelines have been established in the Student Code for proceedings under the Standards of Academic Performance and Standards of Behavior. In special circumstances, the appropriate University administrator may extend these timelines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community. (The Student code can be found here: http://www.regulations.utah.edu/academics/6-400.html)
The University, the Committees and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Standards of Academic Performance or the Standards of Behavior.

**The School of Architecture Grievance Policy (Approved Nov 25, 2015)**

Section I: General Provisions and Definitions

A. General Provisions

The School of Architecture Grievances policy is intended to create a structure for the informal resolution of grievances within the school. The Committee may receive a complaint directly from a member of the academic community and attempt to resolve the matter informally in accordance with the following policies. If the Committee is unable to resolve the matter, or if grievances are reported which fall under the jurisdiction of university policy then the Committee should explain further options for appeal to the claimant or refer the individual filing the complaint to the appropriate committee and process.

Grievances which involve violations of Policy 6-316: Code of Faculty Rights and Responsibilities, shall be governed by and handled in accordance with the provisions of Policy 6-316 section 6 procedures. Grievances which involve violations of Policy 6-400: Code of Student Rights and Responsibilities (this includes grade appeals), shall be governed by and handled in accordance with the provisions of Policy 6-400 section IV. Any grievances involving misconduct in sponsored research shall be governed by and handled in accordance with the provisions of Policy 7-001: Policy for Research Misconduct, and violations involving discrimination or sexual harassment shall be governed by and handled in accordance with the provisions of Policy 5-107: Sexual Harassment and Consensual Relations and Policy 5-210: Discriminations and Sexual Harassment Complaint Policy consistent with Policy 6-002: The Academic Senate and Senate Committees: Structure, Functions, Procedures.

A complaint that is frivolous, or that is not timely, may be dismissed by the P&G committee following initial review. A person who knowingly and intentionally files a false complaint may be referred to the appropriate committee or office within the University for possible disciplinary action as described in Policy 5-111 (staff), Policy 6-316 (faculty) or Policy 6-400 (students). The Complainant may choose to pursue the matter according to University Policy above.

As a public institution, the university, including its faculty, is open to comments and criticisms from students, faculty, staff, administrators, and other interested citizens. Such comments and criticisms should be directed to appropriate university officials. The official will respond to such comments in a timely and appropriate fashion.

The University encourages informal resolution of problems and affected persons are urged to discuss their concerns with the involved faculty member, with the relevant department chair and dean (unless either is the complainant or respondent). Informal resolution of concerns by mutual consent of all parties is highly desired and is appropriate at any time. Use of a qualified mediator should also be considered.
B. Definitions

1. “Arbitrary and capricious” means that there was no principled basis for the academic action or sanction.
2. “Business day” is every day that the University is open for business, excluding weekends and University-recognized holidays. The official calendar is maintained by the University registrar’s office.
3. “School” Means the School of Architecture and all of its undergraduate, graduate and professional divisions and programs.
4. “College” means the College of Architecture + Planning and all of its undergraduate, graduate and professional schools, divisions and programs.
5. “University” means the University of Utah and all of its undergraduate, graduate and professional schools, divisions and programs.

Section II: Procedures

A. From the outset, the School, the P & G Committee, and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved, including individuals who in good faith report perceived misconduct.

B Initial Oral or Written Complaint

Any person may submit an oral or written complaint to the Policy and Grievance Committee, Chair of the School or the Associate Chair of the School. If the complaint references a particular act or action, then the initial complaint should be made within forty-five (45) business days of the date of discovery of the alleged action. If the complaint refers to School policy or practices, then the complaint may be filed at any time. Complaints may be referred to the P & G Committee or to the appropriate University committee or procedure.

1. When a complaint is submitted, the P & G Committee member will log the date and content of the complaint and any actions taken toward resolving the complaint. These records will be kept in a file on the server accessible only to the P & G Committee. If a complaint is resolved informally these record will be expunged after an appropriate time frame.

C Initial Inquiry and Informal Resolution

1. After an oral or written complaint has been submitted, the P & G Committee shall, within ten (10) business days, give written notice of the allegations of the complaint and the procedures to resolve the issue to anyone involved.
2. Within twenty (20) business days of receipt of a complaint pertaining to a particular action, the P & G Committee or designee, shall begin an initial inquiry to determine whether there is a reasonable basis for action. P & G Committee or designee, shall interview the complaining party, the responding student and any other persons believed to have pertinent factual knowledge of the allegations. P & G Committee, or designee, may also review any other relevant evidence, including documentary material.
3. At the conclusion of the initial inquiry the P & G Committee, or designee, shall determine whether there is a reasonable basis for action. They shall determine weather the complaint merits a hearing by the entire committee or whether efforts at informal resolution are appropriate and, if so, shall take whatever steps are useful to that end. Efforts to informally resolve the dispute shall occur within ten (10) business days of the
Section III: Written and Oral Complaint

A Every Complaint including oral complaints should include the following information:

1. Party Making Complaint: This should include full name and contact information as well as the standing of the party: student, staff, faculty, etc. …
2. Information about the party against whom the complaint is made including full name and contact information. If the complaint is made against a policy or practice then a
description of current practice or copy of the current policy, as well as parties impacted by the policy to the best knowledge of the complainant.

3. Factual Basis for the Complaint: Briefly state the circumstances which lead to the complaint be they actions or policies.

4. Procedures Followed to Resolve the Complaint: Describe any attempts to remedy the situation. State any faculty member, staff member, student, committee, office or administrator approached about this matter. State what that individual has been told, and any actions that individual has taken to attempt to resolve the complaint.

5. Harm: Briefly describe the harm or negative effects of the action or policy in question.

6. Remedy: State what remedy is requested if appropriate and explain why.

7. Attach copies of any document relevant to the matter, relied upon, or referred to.
3. SCHOOL ORGANIZATION

A. FACULTY & STAFF

**Dean’s Office**

Keith Diaz Moore  
Dean/Professor  
5-1766  
diazmoore@utah.edu  

Keith Bartholomew  
Associate Dean Academic Affairs/Associate Professor CMP  
5-8944  
bartholomew@arch.utah.edu  

Ryan Smith  
Associate Dean Research & Communications/Associate Professor ARCH  
5-8948  
rsmith@arch.utah.edu  

Ashley Babbitt  
Public Relations Specialist  
1-7045  
babbitt@arch.utah.edu  

Jennifer Bailey  
College Office Assistant  
1-8254  
college@arch.utah.edu  

Derick Bingman  
Network Manager  
1-8357  
bingman@arch.utah.edu  

Don Burris  
Computer Technician  
burris@arch.utah.edu  

Keith Findling  
Director of Fabrication Lab  
5-7377  
findling@arch.utah.edu  

Zachary Franzoni  
Pre-Arch, Pre-Design, Planning Advisor  
1-7175  
advisor@arch.utah.edu  

Jenny Lind  
College Administrative Manager  
5-1766  
lind@arch.utah.edu  

Saolo Betham Manaleugautu  
Recruitment & Admissions  
5-2361  
betham@arch.utah.edu
School of Architecture

Mira Locher
Chair/Associate Professor
5-8946
locher@arch.utah.edu

Lisa C. Henry Benham
Associate Chair/Associate Professor
1-8353
benham@arch.utah.edu

Rima Ajlouni,
Associate Professor
1-7757
ajlouni@arch.utah.edu

Martha Bradley
Professor/ AVP Academic Affairs
5-5765 (1-3188)
bradley@arch.utah.edu

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Assistant Professor
5-9124
carraher@arch.utah.edu

Ole Fischer
Assistant Professor
5-0414
fischer@arch.utah.edu

Mayra Focht
Administrative Officer/Arch Advisor
5-5354
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Jose Galarza
Assistant Professor (Clinical)
1-8617
galarza@arch.utah.edu

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Research Assist Professor
7-79293
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1-8351
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Robert Young
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Shundana Yusaf
Assistant Professor
5-9968
shundana@arch.utah.edu

Windy Zhao
Post Doc
zhao@arch.utah.edu
School of Architecture Organization Chart

SoA Chair
Mira Locher

SoA Associate Chair
Lisa Henry Benham

Administrative Officer
Mayra Focht

SoA Faculty Council

SoA Leadership Team
SoA Chair: Mira Locher
Associate Chair: Lisa Henry Benham

Committee Chairs:
Anne Mooney, Joerg Ruegemer,
Ryan Smith + RPT Chair (Brenda Scheer)
Students: SAC Reps

Curriculum Area Coordinators
M1: Erin Carraher
M2/3+: Anne Mooney
G1/ProPractice: Stephen Tobler
G2: Prescott Muir
Communications: Rima Ajlouni
Technology: Pat Tripeny
HTC: Ole Fischer
MSAS: Robert Young
DBB: Jose Galarza

Committees
RPT Committee
Curricular Committees
Admissions, Recruiting, and Diversity Committee (ARDC)
Policy and Grievance Committee (P&G)
Academic Culture and Outreach Committee (ACOC)

American Institute of Architectural Students (AIAS)
Student Advisory Committee (SAC)
Student Committee Representatives (SCR)

SoA Student Leaders
B. SCHOOL OF ARCHITECTURE COMMITTEES

A. School of Architecture Faculty Council

a. Membership:
   i. Chair: Chair of the School of architecture
   ii. The dean, associate chair, and all members of the tenure-line and career-line faculty of the School of Architecture; and
   iii. The SAC Representative for the School; and
   iv. All members of the School staff; and
   v. All adjunct-faculty present.

b. All members have voting privileges unless otherwise required.
   i. A simple majority of the members of the tenure-line and career-line faculty shall constitute a quorum for the transaction of business. All actions or recommendations of the Council shall be by majority vote of the members present unless otherwise required. Voting shall be by secret ballot if requested by two members of the Council.
   ii. Annual Determination of Quorum: At the beginning of each academic year, the administrative assistant (Mayra) shall provide a list of all tenure-line and career-line faculty to determine the number needed for establishing quorum. In addition the administrative assistant shall create a list of student representatives, these students will then be copied on all council scheduling and materials sent out prior to meetings for consideration of the council.
   iii. The council may establish appropriate ad-hoc sub-committees and procedures to aid in the effective performance of its functions. Appointment of faculty members and students to council committees is the responsibility of the chairperson.

c. Responsibilities and Powers
   The council has responsibility for and authority with respect to all matters properly within the scope of responsibility and authority of the faculty of the School of Architecture under applicable policies and regulations of the university, with the exception of faculty personnel matters. Additional exceptions to the responsibility and authority of the council as above defined, with respect to other matters not presently anticipated, may be determined by the council as such issues arise.
   i. A school council shall formulate policies and exercise primary authority to make decisions relating to school and department affairs to the extent authorized by Faculty Regulations. All actions taken by a school council shall be reviewable by the Executive Committee of the Academic Senate in accordance with criteria approved by the senate, and shall be subject to the power of the Academic Senate to establish uniform policies and take final action on all matters of university concern.
ii. School councils shall develop curriculum and related academic programs to meet the goals and purposes of the university. Any program requiring approval of the State Board of Regents including the establishment of a new department or a new degree, must be submitted to the Academic Senate for approval.

iii. A school council may recommend to the Academic Senate, through the Executive Committee of Academic Senate, new policies or policy modifications in relationship to any aspect of the university operation.

iv. Committees of the faculty established pursuant to University Regulations for purposes of considering proposals respecting tenure, promotion, and retention of faculty personnel constitute committees of the School of Architecture and do not serve as committees of the council.

b. RPT Advisory Committee
   a. Membership
      i. Chair: elected by SoA faculty
      ii. All tenured and tenure-track faculty of equal or higher rank than reviewee
      iii. Students: SAC Reps elected by peers
   b. Charge: To implement University of Utah policies and reviews of tenure-line and career line faculty members for purposes of retention, promotion, and tenure decisions (RPT), and for periodic post-tenure reviews of tenured-faculty members (TFR). Please refer to the College of Architecture + Planning RPT Guidelines and University Policy 6-303, and University Policy 6-310.
   c. Meetings: To be determined by the RPT Committee Chair in accordance with the policies above.

C. Curriculum Committee
   a. Membership
      i. Chair: appointed by SoA Chair
      ii. All Curriculum Area Coordinators
      iii. SoA Chair or Associate Chair
      iv. Adjunct representative: appointed by the SoA Chair
      v. Students: appointed by the committee chair in coordination with studio coordinators - 1 each from M1, M2, 3+, G1, G2
   b. Charge and authority: The curriculum committee has the responsibility to review and recommend changes to the curriculum of all degree and certificate programs in the department, including changes to the
completion requirements for degrees and certificate programs in the
department, courses offered, and course descriptions and representation
in the catalogue. In addition this committee will be responsible for an
annual review of general catalogue for the department. All curriculum
changes, including all new courses, must be approved by the department
curriculum committee or its designee, and submitted to the Chair’s office
for further action. The Chair will refer changes to the SoA Faculty Council
for discussion and approval. Once changes are approved by the SoA
Faculty Council they will be referred to the Dean’s office. The dean will
refer changes to the completion requirements for degrees and certificate
programs to the College Curriculum Committee for advice, who will
report to the College Council. The College Council will make the final
determination.

c. Meetings: monthly (at least four times per semester), TBD by the
committee chair

d. Admissions, Recruiting, and Diversity Committee (ARDC)
   a. Membership
      i. Chair: appointed by the SoA Chair
      ii. Members appointed by the SoA Chair
      iii. Adjunct representative: appointed by the SoA Chair
      iv. Students: Appointed by the committee chair in coordination with
       studio coordinators - 1 incoming G2 from 2-year program and 1
       incoming G2 from 3+ program
   b. Charge: This committee sets forth the criteria, standards and procedures
      that will be used for admission of all undergraduate and graduate
      students to the SoA in accordance with University of Utah Policy including
      Policy 6-404: Undergraduate Admissions, Policy 6-200: Graduate
      Admissions, and any other University Regulation, process or practice
      regarding admission of undergraduate or graduate students to the
      University. The Committee is an appropriate forum for reviewing any
      proposed changes to SoA admissions policy. This committee also
      formulates proposals, schedules, and means for broader faculty to
      participate in recruiting and diversity efforts.
       i. The ARDC has the authority to determine the value of course
       credit and academic standing of all M.Arch students, particularly
       those admitted to the 2-year track, to determine if they have met
       all NAAB SPC’s covered in our undergraduate program, and which
courses (if any) they should be required to take to ensure that they will meet the full standards of our M.Arch program. It is the responsibility of the committee to ensure proper records are maintained regarding students’ academic standing per above.

ii. It is the responsibility of the ARDC to conduct regular and periodic research and review of the admissions criteria and standards to ensure that no student is denied admission because of policies, procedures or criteria that may discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, or protected veteran’s status.

iii. It is the responsibility of the Committee to conduct regular and periodic review of the SoA admission procedures to ensure that they are consistent with University of Utah policy and typical procedures for similar degree programs at other institutions.

c. Meetings: monthly (at least four times per semester), TBD by committee chair

e. Policy and Grievance Committee (P&G)

a. Membership

i. Chair: appointed by SoA Chair

ii. Members appointed by SoA Chair

iii. Adjunct Representative: appointed by SoA Chair

iv. Students: Appointed by the committee chair in coordination with studio coordinators - 1 M2 undergraduate representative, 1 G2 graduate representative.

b. Charge: The P&G Committee is not a decision-making body, but a deliberative body established to facilitate communication and collaboration between students, faculty, and the SoA Chair. The University encourages informal resolution of problems, and students are urged to discuss their concerns with involved faculty members, the SoA department chair, the SoA Associate chair, the SoA Policy and Grievance Committee, the Dean of the College, or the Dean of Students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time. In cases where a more formal resolution of problems is needed, such as a grade appeal, distinct administrative procedures and timelines have been established in the Student Code (Policy 6-400). Likewise specific faculty grievances such as RPT appeals
or remedies and sanctions covered in the faculty code of rights and responsibilities (Policy 6-316) are not covered by this committee. The P&G Committee shall have the following functions:

i. To advise the Chair and the School Faculty Council on matters of college administrative policy and procedure. The P&G Committee will review current policies and facilitate the development of a college handbook.

ii. To hear grievances from students, faculty, and staff regarding current policy, conduct, and conflicts. The P&G Committee will research the issues and make recommendations to the Dean, Chair, College Council, or the School Faculty Council as appropriate for the resolution of grievances.

iii. The P&G Committee is the appropriate place to discuss and propose any changes to SoA Policy.

iv. The P&G Committee is directly accountable to the SoA Chair and faculty as a whole. The rights and responsibilities of governance reside in the SoA Faculty Council.

c. Meetings: monthly (at least four times per semester) TBD by committee chair

d. Academic Culture and Outreach Committee (ACOC)

a. Membership

i. Chair: appointed by SoA Chair

ii. Members appointed by SoA Chair

iii. Adjunct representative/AIAS Advisor: appointed by SoA Chair

iv. Students: Appointed by committee chair in coordination with studio coordinators - 1 undergraduate representative, one graduate representative

v. CA+P PR Specialist

b. Charge: ACOC is responsible for organizing and advertising (in collaboration with the CA+P PR Specialist) for the SoA Lecture Series, Brown Bag Lunch Series, Dialectic, and other cultural aspects of the SoA Community. The ACOC is responsible for The Studio Culture Policy, and its annual processes. The ACOC Oversees and advises the Student Community Outreach Committee in conjunction with ASUU. In addition the ACOC is charged with maintaining studio critic directories, working with the College on the development and maintenance of the SoA
website, and other initiatives to enrich the SoA’s academic culture and community outreach established by this committee.

c. Meetings: monthly (at least four times per semester), TBD by committee chair

g. SoA Leadership Team
a. Membership
   i. Chair: SoA Chair
   ii. Associate Chair
   iii. Committee Chairs
   iv. Students: SAC Reps (elected by peers)

b. Charge: The SoA Leadership Team advises and collaborates with the Chair of the School of Architecture on issues related to School governance and administration, as well as other relevant issues and activities.

c. Meetings: at least twice per semester, also on as-needed basis
C. STUDENT REPRESENTATION

**Student Advisory Committee (SAC)**

One of the primary opportunities for student governance at the University of Utah is the SAC. The purposes of the SAC are to promote and organize departmental activities, to promote communication between the student body and faculty, to coordinate with and promote other student organizations, to communicate activities specific to the department's discipline, to participate in the faculty retention, promotion and tenure process, to coordinate course evaluations, and to play an active role in community outreach and service projects.

The SAC encourages student participation, works to develop activities in which students can participate, and assists with organizing and facilitating programs which foster departmental interaction. The SAC representatives serve as liaisons between the various groups within the department and the students and are responsible for making the department administration aware of student issues.

SAC representatives are elected by the students. They will participate on both the RPT committee, and the SoA Leadership Team. There are many additional opportunities for students to participate in the governance of the SoA and potentially have a strong impact on our community. If you are interested in being appointed to any of the SoA Standing committees, please contact the Chair Mira Locher, SoA Chair; Lisa Henry Benham, SoA Associate Chair, or the chair of the particular committee you are interested in joining:

- **Curriculum Committee – 2015-16 Chair:** Anne Mooney; Student representation: 1 each from M1, M2, 3+, G1, G2.
- **Admissions, Recruiting, and Diversity Committee (ARDC) – 2015-16 Chair:** Joerg Ruegemer; Student representation: 1 incoming G2 from 2-year program and 1 incoming G2 from 3+ program.
- **Policy and Grievance Committee (P&G) – 2015-16 Chair:** Lisa Henry Benham; Student representation: 1 M2 undergraduate representative, 1 G2 graduate representative.
- **Academic Culture and Outreach Committee (ACOC) – 2015-16 Chair:** Ryan Smith; Student representation: 1 undergraduate representative, one graduate representative.
4. **School Facilities and Equipment**

A. **FACILITIES**

*Building Access*

Each student will have access via key card to the architecture building after hours. Students must complete the appropriate forms at the beginning of each semester to be granted access.

*Desk and workspace*

Each student will be assigned a desk within their studio. Take care not to cut on or otherwise mutilate your desk. Purchase a cutting mat, and use scrap materials to guard against glue spills. Be respectful of others in the studio, and keep your area clean and organized. Refrigerators and microwaves are provided in each studio by the school.

*The Shop*

Students are not allowed to use the shop until after they have completed an orientation from the shop manager. Training on each of the tools will be given on an as-needed basis, as the complexity of the machines and the use for your particular project varies greatly. A shop tech will always be available to help with any needed training. The laser cutter is not to be used until your class has received specific orientation and training.

It is very important to use the right tool for the right job and to use the tools correctly. The shop technicians are there to help if you have any questions. Please do not assume anything. If you don’t know, just ask. Even if you only think you know, ask anyway. For deadlines you know about in advance, coordinate with your studio instructor to have shop hours extended.

Shop techs may be working on their computer or doing something else while they wait for someone who needs help. Feel free to interrupt whatever they are doing. They are there for you. At times shop techs can be convinced to stay late if you are in a pinch. It helps if you buy them dinner.

All of the machines in the shop are available for your use. It will be to your advantage to get to know what all of the tools are and what they are capable of. There are some tools that, due to their nature, are best kept locked up. Ask the shop tech about specialty tools that are locked in the storage room.

You may check out most of the tools in the shop. Speak directly with the shop tech on duty about checking out tools.
SHOP MANAGER
Keith Findling
findling@arch.utah.edu

EMERGENCY NUMBER FOR ACCIDENTS
If someone has been injured, call 911.

ADDITIONAL CONTACTS
The shop techs are trained to contact campus security (801) 581-8669, the shop manager, or the SoA administration as appropriate for non-emergency situations.

PLASTIK BANANA DIGITAL FABRICATION SHOP
The School has partnered with Plastik Banana to offer access to digital fabrication tools at a reduced price for students. Tools available include a 5’ x 10’ CNC router, 3’ x 4’ laser cutter, (2) Z-Corp powder-based 3D printers (one offering full-color prints), and a laser scanner available for student use.

Contact: Bradeson Brinton
660 N 300 W
(801) 953-0317
bradeson@plastikbanana.com
plastikbanana.com

LASER CUTTING GUIDE
The shop includes a laser cutter. The laser cutter bed is 24 in. x 48 in. in size. Most boards are sold in nominal sizes and require trimming.

APPROVED MATERIALS MAX THICKNESS
Wood (1/4 in.)
MDF (LDF, HDF) (1/4 in.)
Plywood (1/8 in.)
Acrylic (3/8 in.)
Rowmark (1/16 in.)
Mat board (3/16 in)
Corrugated Cardboard (1/2 in.)

RECOMMENDED FILE TYPES
From Adobe Illustrator: .AI or .DXF (2007)
From AutoCAD: .DXF (2007)

BEST PRACTICES/TIPS
-Use “OVERKILL” command in AutoCAD to remove duplicate lines.
-Pieces should have touching edges, saving time and material.
-Remember to use “Hairline” thickness in CorelDraw.
-Always focus your cut.
-Always re-focus when you change material thickness.
-Never remove flash drive during cut.
CUTTING
- Turn on the laser cutter and extractor system (black “START” button).
- Open CorelDraw.
- Set workspace dimensions to 24 in. x 48 in.
- Import your drawing (Ctrl-I). Remember to choose the correct projection (usually “top”).
- When you’re ready: File > Print (Ctrl-P) Choose: ILS12.150D.
- Click Preferences and then Load. Go to the desktop and open the “Laser Cutter Settings” folder.
- Choose the correct material. Click “OK”, then “OK” to send the job.
- Focus the lens.
- Pressing “>” will begin the cut. Pressing “ ” will pause the cut.
  While paused, “ ” resumes the cut and “>” restarts the cut from the beginning.

LINE COLORS
Cyan — Cut
Magenta — Cut First
Red — Engrave (vector)
Black — Engrave (raster)
Hierarchy of Cut Order: Black > Red > Magenta > Cyan

Plotters
Plotters are setup on the network so that you can print from your computer or any computer in the computer lab. You should be trained on how to load and unload paper before using. Don Burris can help you with this as well as any Major II or Grad student you can find in the computer room. Do not drop the spindles, and make sure that you lock the roll in place.

Plotting from Microsoft applications differs from Adobe and Autodesk applications. Paper type, paper size, rotation, scaling, etc. are all important to getting the right output for your final product. Take the time to learn how to plot properly from each application. This will save you time, paper, and frustration in the long run.

During normal hours, write your name on the chalkboard after you load paper in a plotter. This will prevent other students from removing your paper. During review time, the plotter room is busy and hectic. Use the chalkboard to sign-up for the next available plotter. Do not sign up for the plotter until you are ready to plot.

Scanners
There are three scanners in the plotter room: two small and one large. Log on to the computer and use the “Scan” application to scan your documents. There are many settings and options to familiarize yourself with. If it doesn’t come out exactly as you like, remember you can use Photoshop for fine tuning. Make sure you use higher quality scanning to document your work for your portfolio.

SBR Technologies
Large format scanning
2525 S 900 W
(801) 486-1391
http://www.e-sbr.com/
**Computer lab + Render farm**
The Computer Lab is available to all cA+P students outside of scheduled class times. Many programs are installed on the lab computers, including professional/full versions. You may not be trained on all of the available programs but feel free to use any program installed.

A render farm is setup in the computer lab. Students can use the render farm to create large renders or animations outside of class times. For help using the render farm, contact Derick Bingman.

**Photo studio**
The photo booth is located within Don Burris’ office in the lower studio. It is open to all students. If Don is not in his office, a key can be obtained from Jennifer in the cA+P office.

**Spray booth**
The spray booth is located on the lower level under the stairs. There is a light switch (lever style) just inside the door to the right. The fan switch is to the left of the light switch. Make sure you turn the fan on for proper ventilation before spraying any materials, and turn the fan off when finished. All spraying (paint, adhesives, etc.) must be done in the spray booth where there is proper ventilation. Do not spray anything in the studios, hallways, stairs, or shop.

**The Bailey gallery**
The Bailey Gallery is a gallery, exhibition space, and the main location for reviews for the entire college. Student groups may sign out the Bailey only if they have a faculty advisor. Keep the Bailey clean and well organized, and always return the chairs and jacks to their proper storage locations.

**Bailey use policy**
The Bailey Gallery must be reserved by a faculty member or college staff member. The person reserving the Bailey is responsible for its use. By reserving and using the Bailey, you are agreeing to the terms in this use policy. Misuse or abuse of the Bailey will result in loss of privileges.

- Reservations for the Bailey are made through Jennifer in the cA+P office, 1-8254 or college@arch.utah.edu or in person in room 235. Reservations are first come first served.
- The Bailey may be used by reservation only. Informal use is discouraged; student groups must have a faculty sponsor.
- Faculty are responsible for same-day set-up and take down of projects. Materials must be removed immediately after use of the Bailey. Extended display periods must be arranged at the time of reservation.
- All chairs must be stacked and returned to the rolling carts after use.
- All jacks must be neatly stacked on the carts and returned to the south closet after use.
- Any garbage must be disposed of.
- If the Bailey is in a less than desirable condition after use, the faculty or staff member who reserved it will receive notice, and the problem must be addressed in a timely manner. Failure to comply will result in loss of Bailey privileges.
- The Bailey Calendar may be viewed at
http://www.arch.utah.edu/news/?page_id=1971 This calendar is for faculty and staff information and convenience.

- The Bailey must always be reserved prior to use.
- If your name is not on the calendar you may not use it, even if the day is blank. Same day reservations are fine, as long as you reserve it before use.

**Marriott Library Fine Arts + Architecture Library**

**Mission statement**
The mission of the Fine Arts and Architecture Library is to support the educational objectives of the Marriott Library and the University of Utah in meeting the diverse informational needs of students, faculty, staff, and the general community. In an environment of free and open inquiry, combined with a commitment to excellence and service, the Fine Arts & Architecture Department provides specialized reference in the areas of the visual arts, art history, architecture, music, ballet, modern dance, theatre, and film and media arts. Patrons are taught to use resources--both electronic and traditional--that will enable them to reach their academic and research goals by bridging the Fine Arts and Architecture Library’s resources to user needs.

**About us**
Need something related to technology? The Marriott has Mac, Windows, and Linux machines all fully loaded with the specialized software you will be using while a student at the U. The library also owns useful hardware like scanners, laptops that can be checked out, and a recently purchased 3d printer and scanner.

Need information for your projects and research? The Fine Arts and Architecture Library, located on level 2 of the Marriott, contains current and historical magazines, books, and drawings and plans all related to architecture and urban planning. Our thousands of electronic databases will provide you access to millions of electronic articles and books on every subject.

Need to know how to find and use everything the Marriott has to offer? The librarians and staff in the library are always ready to assist you with any questions or problems you’re having related to your academics and/or technology.

The Fine Arts space is available for use anytime the Library is open.

**ART + ARCHITECTURE LIBRARIAN**
Luke Leither
luke.leither@utah.edu
http://lib.utah.edu/collections/fine-arts.php
http://campusguides.lib.utah.edu/architecture

**Coffee Bar**

Brio Coffee is located on the 2nd floor bridge in the Art and Architecture Building and offers coffee, pastries, soda, juice, fruit, yogurt, and other snacks.

**HOURS:**
Monday - Thursday 7:30 AM - 6:00 PM,
Friday 7:30 AM - 4:00 PM
B. COMPUTER REQUIREMENT

**Hardware**

Laptops give you portability, and desktops give you more power. In general, get the fastest processor, the most RAM, the largest hard drive, and the best graphics card you can afford. It is generally cheaper to build yourself a custom machine or ask a friend to help you. Check the college website for more information:

**Recommended PC**
Processor: Intel Core i7  
RAM: 16GB  
Hard Disk: 256GB solid state drive + 4TB  
Optical Drive: DVD-RW drive  
Video: 1GB nVidia Quadro K600  
Monitor: dual 24” 1080p LED LCD  
Operating System: Windows 7 Ultimate

**Recommended Mac**

iMac 27”  
Processor: Intel Core i7  
RAM: 16GB  
Hard Disk: 256GB solid state drive + 4TB external  
Optical Drive: External  
Video: 1GB nVidia GeForce  
Monitor: 27” LCD  
Operating System: OSX Mountain Lion

**Software**

**Rhino**

Order online at www.rhino3d.com. Available to students for a discount. You can also download a trial version from their website.

**Autodesk programs**

These programs are available to students for free through their education community at www.students.autodesk.com. Also available through the U Bookstore.
- AutoCAD Architecture  
- Revit  
- 3DS Max
**Adobe design premium**
Available to students as a free download at [http://software.utah.edu/](http://software.utah.edu/). Adobe Creative Cloud membership is available online. Older versions will work as well (CS5 or CS6).
Also available through the U Bookstore:
- Photoshop
- Illustrator
- InDesign
- Acrobat Pro

**SKETCHUP**
A free version is available at www.sketchup.com. A pro student version is available at $49 for a one year license.
C. RESOURCES

**On Campus Digital Fabrication Resources**

U OF U MECHANICAL ENGINEERING - ADVANCED MACHINING LAB
Waterjet cutting of carbon steel 1” thick - 2’ x 2’ bed size, variety of 3D printing capabilities, CNC milling (metal)
Tom Slowik
801-585-5360
slowik@mech.utah.edu
1221 Merrill Engineering Building
Purchase waterjet cutting time cards here: https://umarket.utah.edu/ecom/checkout.tpl?App_Type=007I&Item_Num=PC

U OF U LIBRARY - STUDENT COMPUTING SERVICES
3D printing and scanning
Knowledge Commons
801-581-6273
Marriott Library, 2nd Floor Student Computing Services Desk
http://www.lib.utah.edu/services/knowledge-commons/3d-printing.php

**Outside Digital Fabrication Resources**

Always mention that you are a student at the university - all firms offer academic discounts for services.

ATMOSPHERE STUDIOS
Branding firm that also provides CNC routing services
Jason
801-201-2495
6142 S 300 W
www.atmosphereignites.com

F WEIXLER CO
Fine woodworking and 5-axis CNC router capabilities
Jerry Weixler
801-521-6469
jerry@fweixlerco.com
915 W Temple
www.fweixlerco.com

PLASTIK BANANA
College of Architecture + Planning digital fabrication partner - see above for more information.

WASATCH LASER PROCESSING
Laser cutting: carbon steel up to 1” thick, stainless steel up to 3/8”, and aluminum up to 3/8”.

Press break: 5’ max length. Welding: carbon and stainless steel
801-971-8041
3270 Directors Row
www.wasatchlaser.com

**Materials + Supplies**

You will need materials and supplies for analog projects, model building, plotting, and an array of other activities that you may be involved in during the school year. This is not an exhaustive list nor does it endorse any company. If you find alternative sources, get them added to the guide so other students can benefit.

Be careful with scrap products. Make sure that the pieces you use are quality materials and that you don’t make excuses to use them just because they are free. Found materials may have metal (nails or staples) that prevent them from being used with the table saw or planer.

Other architecture students often have supplies at their desks they are never going to use. It is worth checking with them especially if you are in a bind. The recycle bins on campus have cardboard that can be used for rip and tear models. University Print and Mail Services will often throw out foam core that you can get from the dumpsters out back.

One of the fundamental ethics of the School of Architecture is a responsibility toward the natural and built environment. As such, consider the re-usability and recyclability of the materials you purchase/use and always try to make the most sustainable choice possible.

**Art supply stores**

Art supply stores carry many tools and materials that will make for a better project. They often carry scale lumber, small sheets of wood, and great paper products for building models with. Other art supplies you may need including markers, hand drawing supplies, rulers, squares, etc.

Utrecht
1025 E 2100 S
(801) 832-0400
http://www.utrechtart.com/

**Craft supply stores**

Craft supply stores have an impressive collection of glues and also carry small craft-size pieces of wood in sheets and dowels (typically bass or balsa wood). They also carry some floral products that can be used as model trees.

Michaels
Sugar House Shopping
801 485 7799
Tandy Leather  
1107 S. State St  
801 531 7625

Capital Ceramics  
2601 S. Constitution Blvd. (2700 S.), Suite 100  
West Valley City, UT 84119

*Home improvement stores*  
Home improvement stores carry bigger sheets of wood and heavy duty lumber products, varying thicknesses of MDF in large sheets, or any typical sheet building material. Hardware of all types can be found at these stores. The right hardware can make or break a project. An array of other materials that may be useful, including tapes and glues, are available at home improvement stores.

*Acrylic*  
The sheets in blue wrapping from home improvement stores will not work because they cause problems in the shop. Both the suppliers listed here have a scrap pile with reduced pricing. Let them know you are an architecture student and you may receive a discount or free material.

Delvies Plastics  
133 W Haven Ave  
(801) 467-1548  
[www.delviesplastics.com](http://www.delviesplastics.com)

Regional Supply  
3571 S 300 W  
(801) 262-6451  
[www.regionalsupply.com](http://www.regionalsupply.com)

*Wood*  
Wood typically comes in thin sheets or as dowels, scale lumber pieces, solid wood, or plywood. Types of wood that are commonly used are balsa, bass, MDF (medium density fiberboard), and lumber products. Consider the grain and color of the wood and if it will be distracting to your model. Many wood products are available at home improvement, art supply, and craft supply stores.

MacBeath Hardwood  
1576 S 300 W  
(801) 484-7616  
[www.macbeath.com](http://www.macbeath.com)

*Metals*  
Sheet and extrusion metal is available at a variety of locations in town as well as perforated metal and screening material.
Card Board
There is a surprisingly diverse range of cardboards available. Cardboard is fantastic for rip and tear models and if really well crafted can work in a final model. Also if you remove one side of the cardboard face, it makes a textured surface. You can find free cardboard from the recycle cages on campus. You can also purchase sheets at art supply, craft supply, shipping, or home improvement stores.

PAK-N-WRAP
9330 S State Street
(801) 441-1424
www.paknwrap.com

XPEDX
1635 South 5070 West
(801) 972-2661
http://www.xpedx.com/
Note - this is not a retail store - call in advance to place an order and arrange pickup.

Plotter Paper
Plotter paper comes in an array of qualities and sizes. The plotters at school will take up to a 42” wide role. Typical widths are 24”, 36”, and 42”. Typical paper weights are 20 lb. and 36 lb. and come in 100 ft. lengths. Typical practice among students is to purchase two 36” or 42” roles of paper, one that is 20 lb. for test prints and pin ups and one 36 lb. roll for presentations. Ask for student discounts and check out the bargain bins.

Monsen Engineering
960 S Main Street
(800) 821-0672
monsenengineering.com

HyLine Paper & Reprografix
70 Senior Way
(801) 533-8144
http://www.hyline.biz/

University Bookstore
The bookstore on campus is a great resource for model building and project supplies. However, it can be more expensive. If you can plan ahead, they can order in materials for you.

**Academic Health & Wellness**

CENTER FOR STUDENT WELLNESS - [http://wellness.utah.edu/](http://wellness.utah.edu/)

WRITING CENTER - [http://writingcenter.utah.edu/](http://writingcenter.utah.edu/)

ASSOCIATED STUDENTS OF THE UNIVERSITY OF UTAH (ASUU) - [http://asu.utah.edu/](http://asu.utah.edu/)

INTERNATIONAL STUDENT CENTER - [http://ic.utah.edu/](http://ic.utah.edu/)

LGBT RESOURCE CENTER – [lgbt.utah.edu](http://lgbt.utah.edu)

WOMEN’S RESOURCE CENTER - [womenscenter.utah.edu](http://womenscenter.utah.edu)

CENTER FOR DISABILITY SERVICES - [http://disability.utah.edu/](http://disability.utah.edu/)

STUDENT ACADEMIC POLICIES - [http://regulations.utah.edu/academics/guides/students/](http://regulations.utah.edu/academics/guides/students/)

FINANCIAL AID AND SCHOLARSHIPS - http://financialaid.utah.edu/scholarships/

801-581-6211
201 S 1460 E, Rm 105


EXPERIENCE THE U - [http://experience.utah.edu/](http://experience.utah.edu/)

ABOUT THE U OF U - [http://www.utah.edu/about/](http://www.utah.edu/about/)


SECURITY + EMERGENCIES

CAMPUS SECURITY - (801) 581-8669
CAMPUS POLICE - (801) 585-2677
UNIVERSITY DEPARTMENT OF PUBLIC SAFETY - [http://dps.utah.edu/](http://dps.utah.edu/)

**SLC Design Community**

AMERICAN INSTITUTE OF ARCHITECTS, UTAH CHAPTER - [http://www.aiautah.org/](http://www.aiautah.org/)
Heather Wilson, Executive Director
801-532-1727
hwilson@aiautah.org
268 S State Street #190
