

**University of Illinois at Urbana-Champaign
The Illinois School of Architecture**

**Architecture Program Report for 2014 NAAB Visit for
Continuing Accreditation**

Master of Architecture

M. Arch. (Pre-professional degree + 62 graduate credit hours)

Next Visit 2015

History Accredited since 1973/74.

M. Arch. 2+ (Undergraduate degree + 65 prerequisite credit hours + 54 graduate credit hours)

Next Visit 2015

History Accredited since 1973/74.

Year of the Previous Visit: 2009

Current Term of Accreditation:

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the Directors reviewed the *Visiting Team Report* for the University of Illinois at Urbana-Champaign, School of Architecture. As a result the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2009. The program is scheduled for its next accreditation visit in 2015.

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2014

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Part I. Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History and Mission

a. History of the University of Illinois <http://archives.library.illinois.edu/features/history.php>;
<http://illinois.edu/about/overview/facts/facts.html>; <http://www.uillinois.edu/cms/one.aspx?objectId=1507739>

The University of Illinois at Urbana-Champaign (UIUC) was founded in 1867. Chartered as the Illinois Industrial University, the University opened in 1868. Renamed the University of Illinois in 1885, it is one of the original 37 public land-grant institutions created after President Abraham Lincoln signed the Morrill Act in 1862. Located in east central Illinois with Chicago, Indianapolis, and St. Louis within a 180-mile radius of the campus, the university forms a part of the Urbana-Champaign community that, in addition to university students, has a population of approximately 123,000.

Throughout its history, the University of Illinois has been a prominent force for social mobility and has demonstrated an ability to meet changing societal needs. In 1967, the University reorganized into Urbana-Champaign, Chicago Circle and Medical Center (Chicago) campuses under chancellors, and in 1982, the two Chicago campuses merged. Between 1938 and 1970, the University of Illinois' physical growth in a service-oriented economy brought a 5-fold increase in faculty. In the 1980s, the University emerged as a highly selective "multiversity" with over 25% of its students in graduate or professional programs. With a vast residential campus located in a small city in rural America, the University plays a unique role in the history of higher education.

The Urbana campus is the State of Illinois' flagship institution for higher education, research, and public service and engagement. In 2012, the campus had \$583.7 million in research and development expenditures and in fiscal year 2013-14 the University of Illinois System garnered \$857 million in Federal Research Funding. As of fall 2013, the Urbana campus was home to 17 Colleges and Instructional units offering over 150 undergraduate programs of study for 32,294 undergraduates, and more than 100 graduate and professional programs for 11,104 graduate and professional students (http://www.dmi.illinois.edu/stuenr/abstracts/FA13_ten.htm).

b. University Vision and Mission

The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of people in Illinois, across the nation and around the world through its leadership in learning, discovery, engagement and economic development. The University of Illinois' mission is to, "transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence" (<http://www.uillinois.edu/about/mission>). As one of the largest state universities in the United States and among the preeminent public universities in the nation, the University constantly strives to sustain and enhance its quality in teaching, research, public service and economic development.

The Urbana campus has earned the Carnegie Classification of a "Research University" (very high research activity), and also has received elective Carnegie Classifications for Curricular Engagement, and Outreach and Partnerships. Most undergraduates are full-time, and admission is more selective with a very low transfer-in rate of 4% in fall 2013. Admission to graduate and professional programs is highly competitive. Graduate offerings include master, doctoral, and professional programs that focus both on research and practice. Top nationally ranked programs, a lengthy list of faculty and alumni Nobel Laureates, one of the largest public university libraries in the world -- 24,000,000+ items -- and a long history as one of the most "disability friendly" campuses in the U.S. all speak to the diverse and unique qualities of excellence at the University of Illinois.

To continue these traditions of excellence, the University of Illinois at Urbana-Champaign's vision, as described in the 2013-2016 strategic plan (http://strategicplan.illinois.edu/documents/2013-2016_Campus_Strategic_Plan.pdf) is, "to be the pre-eminent public research university with a land-grant

mission and global impact.” Pre-eminence is defined in the plan as being the best at what we do; having impact locally, nationally and globally through transformational learning experiences and groundbreaking scholarship; and being recognized by our peers as leaders so that we will be visible to the nation and to the world.

c. University Goals: *Visioning Future Excellence at Illinois*

To further the University of Illinois’ mission, in August of 2013 Chancellor Wise published the results of *Visioning Future Excellence at Illinois*, an 18-month, campus-wide reflective process that examined the role our distinguished institution should play in addressing the challenges the world will face over the next half century. Six major themes emerged from the visioning process: Economic Development, Education, Energy and the Environment, Social Equality and Cultural Understanding, Health and Wellness, and Information and Technology. The broader campus vision and the framework provided by these themes fed directly into a strategic planning process, which has guided the university in focusing its intellectual and financial resources to face the challenges of our state, nation, and world. Further information on the *Visioning Future Excellence at Illinois* is available online (<http://oc.illinois.edu/visioning/index.html>). *Visioning Future Excellence at Illinois* and the resulting campus strategic plan are discussed in detail in Part I, Section 1.4 of this report, Long-Range Planning (*I.1.4.a. Institutional Long-Range Planning*).

d. History of the Illinois School of Architecture

The Illinois School of Architecture is one of the oldest and largest schools of architecture in the country. Since the initiation of its architectural curriculum in 1867, the University of Illinois has consistently broken new ground in the education of architects in the United States and is continuing to lead architectural education in the 21st Century.

The University of Illinois was among the first American institutions of higher learning to offer a curriculum in architecture. Until 1868 there were no architectural schools in the United States, although Thomas Jefferson had proposed one at the University of Virginia in 1814. The profession's growing awareness of the need for a professional architecture school in the United States was evidenced by the report of the Committee on Education at the first annual convention of the American Institute of Architects in 1867. Following this report, Regent John Milton Gregory, at the newly established center of learning, the Illinois Industrial University (renamed the University of Illinois in 1878), realized the need for formal professional training in architecture. Architecture was included in the Polytechnic Department of the proposed administrative structure Gregory presented to the institute's trustees in May of 1867. The first student in this curriculum, Nathan Clifford Ricker, arrived in Urbana on January 2, 1870, initiating the proud tradition of architectural education at Illinois. As a result of Regent Gregory's efforts, Ricker became the first graduate of an architecture program in the United States in March of 1873, preceding graduates of the recently formed architecture department at MIT, nearly one thousand miles to the east.

Following graduation and a six-month tour of Europe, Ricker became the architecture program's only instructor and head of the Department of Architecture. Ricker's travels abroad influenced the architecture curriculum at Illinois and his work throughout his career. Under Ricker, the architecture curriculum at Illinois followed a German polytechnic model, diametrically opposed to the more popular French system arising from the *Ecole des Beaux Arts*, a system followed at MIT and the majority of new American architecture schools created around that time. From its inception, the Illinois program stressed the substance of architecture, teaching principles in relation to applied building and design practices rather than focusing primarily on the repetition of *avant garde* style. In addition to teaching and writing his own texts as necessary, Ricker also served as University Architect, completing five major campus buildings including the Chemistry Building in 1878 (now Harker Hall), the Library Building, Altgeld Hall (now the Mathematics Library), as well as numerous smaller projects.

In 1890, Ricker introduced a four-year curriculum in architectural engineering, the first such curriculum in the country. Ricker also firmly believed that research was essential to the education of an architect and sought to ground student learning in cutting-edge knowledge and its generation. In 1922, a convocation was held in honor of Ricker, marking his fiftieth year of service to the University of Illinois and the Department of Architecture. He had seen the program enrollment increase from an average of eight

students during his first decade to 250 at the time of the convocation. At the turn of the 20th Century, approximately one quarter of all students regularly attending American schools of architecture were enrolled at the University of Illinois.

From 1873 to the present, the School has maintained an active relationship with architectural and building professionals and the School's alumni, as well as with state and national professional organizations, while also recognizing and taking a leading role in generating new knowledge within the various sub-disciplines of architecture. In 1931, the Department of Architecture left the College of Engineering to become part of the newly founded College of Fine and Applied Arts. Between 1948 and 1954, under the leadership of the eminent architectural history scholar Turpin C. Bannister, the architecture curriculum was revised, modernized, and expanded from four to five years. During Jack H. Swing's fifteen-year term as head, the program of European study (first developed as the Study Abroad Program at Versailles and now at ETSAV in Barcelona) was established, becoming the first program for foreign study at Illinois. In 1969 the School's curriculum was revised to lead to the professional Master of Architecture degree at the end of six years of study. This change allowed for more concentrated areas of professional studies in the final phase of the graduate program.

In R. Alan Forrester's tenure as head (1981-1999), the unit was renamed and reorganized, becoming the School of Architecture in order to recognize its equivalence to other major academic units in the College and elsewhere on campus. The title of the chief administrator also changed from Head to Director. Director Forrester strengthened the long-standing undergraduate Study Abroad Program in Versailles, France. In 1987, the School's summer program with the School of Architecture at Tongji University in Shanghai, China was inaugurated. As director, Forrester developed numerous joint master degrees, several of which (M. Arch.-MBA, M. Arch.-MUP, M. Arch.-MSCEE) continue to attract graduate students intent on developing distinctive skill sets that enable them to become practitioners and leaders bridging between architecture and allied professions. Forrester is also credited with laying the foundation for the Architecture PhD program (jointly administered with the Department of Landscape Architecture) and also cultivating the gift from Temple Hoyne Buell for the construction of a new building, Temple Hoyne Buell Hall (TBH). Opened in 1995, TBH was conceived, programmed and designed with Ralph Johnson, FAIA of Perkins & Will, as the academic home of Architecture, Landscape Architecture and Urban and Regional Planning, facilitating interdisciplinary collaboration among faculty and students.

Michael Andrejasich, director from 1999-2004, strengthened the School's commitment to public engagement and service learning through the East St. Louis Action Research Project (ESLARP), oversaw the first cohort of the PhD program in Architecture, and successfully bridged between the School and professional firms by enhancing connections with Chicago firms and inaugurating Career Expo, a spring event where firms from around the United States come to campus to recruit students for summer and permanent internships.

The School's most recent director, David M. Chasco FAIA (2004-2014), has continued to strengthen connections with the Chicago architectural community as well as alumni of the School in Chicago and around the world. In 2008, he conceptualized the "Chicago Study Abroad" studio with Mark Frisch of Solomon Cordwell Buenz. These efforts enabled the recently launched Chicago studio (Fall 2014), currently in collaboration with the Chicago office of VOA and linked to numerous other Chicago architectural firms. Collaborating with the leadership of the International Committee, the School's 40+-year relationship with Ecole d'Architecture de Versailles in France, and the two-semester, undergraduate study abroad exchange program there, has been successfully re-located to Barcelona, launching its inaugural year in September, 2014 with 33 Illinois students enrolled in Barcelona and seven students from Barcelona enrolled in the Illinois School of Architecture in Urbana. Opportunities for study abroad within the M. Arch. program have also been modified and augmented to increase and advance international study opportunities for graduate students. In 2012, Chasco led an effort to rewrite the School's legal agreement with TUM (Technical University Munich), shifting this from a summer program to a spring semester graduate exchange program. Following an invitation to visit Stockholm within the U of I's INSPIRE program (<http://www.inspire.illinois.edu/kth.html>), he personally worked to develop a relationship between the Illinois School of Architecture and the School of Architecture and the Built Environment at

KTH (Royal Institute of Technology) in Stockholm. This growing relationship now includes a graduate student semester-long exchange opportunity as well as joint faculty research initiatives.

Chasco's efforts to enhance the School have also included directing over \$1.25 million in augmentations to the School's facilities. These efforts included securing \$650,000 from the Provost's Office to renovate the Architecture Annex to house sophomore design studios and to create the School's first fabrication lab with CNC router, substantial laser cutting facilities, and a completely outfitted woodshop with an experienced woodworker as full-time manager. He also put forward a "Seed Proposal" (with Professor Poss, see section I.2.1b) for renovating the Annex 2 building adjacent to the Architecture Annex. Most recently, he has overseen \$250,000 in extensive renovations to the Architecture Building studios, corridors, and the Temple Buell Architecture Gallery (TBAG). Along with physical augmentations, he has supported numerous faculty initiatives to enable the School to better prepare students for 21st Century global practice. Among these, the BEST Lab (Building Energy Simulation Team Laboratory) and Digital Studio Lab have, via endowment funding, brought to students and faculty cutting edge digital technology in energy simulation and in digital design processes utilizing *Cintiq* touch pen display tablets. These new facilities enable students to engage and demonstrate ability in net-zero building design and in a more integrative digital/analogous design process. Other faculty initiatives supported under his directorship include the international engagement efforts in São Tomé and Príncipe (West Africa) and in Haiti, and national engagement efforts in East. St. Louis, Rockford, and Gifford, Illinois. Student learning has also benefitted from his support of international studios with projects and travel to Helsinki, Tokyo and Stockholm.

As the Chancellor's Advisor for Architecture and Master Planning, Chasco has sought to inform and guide academic units in the design, development and campus siting of such notable projects as the new Electrical Computing Engineering Building, a future project for a new College of Law Building as the west terminus of the campus east-west military axis, planning reviews and guidance for the various phases of the Ikenberry Housing Complex and the State Farm Center, and currently participating in the fundraising campaign and design review of Nathan's Ricker's first campus project, Altgeld Hall.

During Chasco's ten-year tenure as the School's director, the School hired 25 new faculty. With almost two-thirds of these tenured and promoted, this has changed the face of the School. Starting with a regionalized faculty in 2004, the School recruited nationally and internationally and greatly enhanced and expanded the academic expertise available to students in areas such as advanced energy analysis and modeling, curtain wall design, preservation of industrial and urban sites, housing environments historically and in the global south, architectural structures, and global architectural practice. With faculty support, he sought to greatly diversify faculty ranks, hiring the first two women architectural historians in the School's history and greatly increasing the number of women teaching in design studios and in structures. In 2010, he appointed the first woman (Lynne Dearborn) ever to hold the position of the Associate Director of the School of Architecture. These faculty along with the faculty of longer term in the School have, over the past ten years, produced the largest number of book and journal publications and design awards of any ten-year period in the School's history. The merit of these faculty efforts have been acknowledged through four major book awards, numerous campus awards, and design competition accolades such as: the 2013 Historic Preservation Book Prize, the 2010 Helen & Howard R. Marraro Prize (best historical book on Italy), the 2013 EDRA Achievement Award, the 2014 Honorable Mention in the IPRH Prize for Research in the Humanities, the 2013-2014 Campus Award for Excellence in Public Engagement, Honorable Mention in the Tokyo 2010 Fashion Museum Competition, and the 2011 National AIA Small Projects award (see section I.1.3.a for more details).

Chasco's development efforts with alumni and friends of the School have resulted in gifts to support the work of these exceptional faculty, new and augmented facilities, and improved teaching/learning resources. Primary among his efforts have been those that realized gifts supporting two endowed faculty chairs, the Edgar A. Tafel Endowed Chair in Architecture (currently held by Professor Botond Bogнар) and the Hubbard Endowed Professorship (currently held by Associate Professor Ralph Hammann), with several others under negotiation. His efforts have also prompted numerous endowments for undergraduate and graduate scholarships and fellowships. In the early years of the School's PhD

program, he worked with the program's chair to enhance support for students in the program by more than tripling PhD fellowships supported through the School's endowments. The program is now able to extend full support funding to four years, in many cases, through fellowships and the inclusion of PhD students as teaching assistants in undergraduate and graduate-level courses.

Over his ten-year directorship, David Chasco has had a substantial influence on the School's curriculum and organizational structure. In 2006, 2010-11 and 2013-14, he led efforts to greatly increase and strengthen the graduate core curriculum, first through the institution of four discrete and thematic graduate design studios, a required graduate architectural theory course, and a professional issues elective. More recently he has collaborated with faculty and championed moves toward the comprehensive reorganization of the undergraduate and graduate programs curricula. Chasco has also overseen an organizational restructuring of the School from segregated sub-disciplinary divisions into integrated academic program areas that have the ability to grow from faculty specializations and evolve in response to the changing context of the profession and discipline of architecture. In recognition of these changes and respecting the School's long history as the preeminent school of architecture in the state, in the summer of 2013 the School took the new name, the Illinois School of Architecture (see Bylaws page 1, Section I Authorization, Purpose and Incorporation, in ISOA.BYLAWS.Adopted_04_30_13.rev.8.18.14.pdf in folder Pt. I.4 Policy Review, http://go.uillinois.edu/NAAB2014_2015_ISOAccloud). A more detailed history of the School is available at <http://www.arch.illinois.edu/welcome/history-school>.

e. The Illinois School of Architecture Today

In the spring of 2010, the faculty of the Illinois School of Architecture began a reflective process to enable faculty to coalesce around a common identity, generating a shared vision for the future, as well as a reorganization of the School's structure and curriculum to meet the challenges of the 21st century and beyond while respecting the campus-wide process of "Visioning Excellence at Illinois" and the College of Fine and Applied Arts (FAA) strategic goals. While this process continues in the School, to date it has resulted in a re-envisioned future for the School that honors and grows from its history of technically grounded and socially relevant design. It builds on the strengths of the current faculty while suggesting profiles for future hires, links to other units in the College of Fine and Applied Arts and across campus. Along with the School's numerous "firsts" among US schools of architecture (first female graduate, first African-American graduate, first African-American female licensed architect), our founding principles continue to influence the Illinois School of Architecture's direction as we move into the 21st Century. This reflective process has also resulted in a new mission statement that reflects our roots, while acknowledging our changing professional, environmental, and academic contexts as we move forward into the 21st Century.

The Illinois School of Architecture engages in a number of activities and initiatives that benefit the Urbana campus and the College of FAA. School faculty and students contribute to a number of cross-campus discovery initiatives involving research and design innovation such as **Smart Cities**, launched in the College of Engineering and including architecture and urban planning faculty. Engaging faculty and graduate students from such diverse units as Anthropology, Graduate School of Library and Information Science, Political Science, the Center for World Music, Architecture, and Landscape Architecture, **CHAMP** (Collaborative for Cultural Heritage Management and Policy <http://champ.anthro.illinois.edu/>) focuses on trans-disciplinary research and symposia addressing preservation and policy on tangible and intangible heritage. Units such as Industrial Design and the Department of Dance within FAA have benefited directly from design efforts of ISOA's faculty and students through collective initiatives such as the Graduate Dance Center (http://go.uillinois.edu/Grad_Dance_Center). Teaching and engagement within ISOA, such as Professor Poss' efforts with the campus Student Sustainable Farm (http://go.uillinois.edu/Poss_Sustainable_Farm) and Professor Dearborn's leadership in Action Research Illinois (http://go.uillinois.edu/action_research_illinois) illustrate efforts that benefit both the Campus and the College. Similarly, faculty and student service contributions to campus- and college-level initiatives such as the Campus Research Board, Faculty Senate, Student Sustainability Committee and Student Public Engagement Grants Award Committee speak to the breadth of areas where the campus benefits from ISOA's support.

Likewise, ISoA faculty and students benefit greatly from our current home as one of seven teaching units in the College of Fine and Applied Arts at the University of Illinois (the School of Art and Design, Department of Dance, Department of Landscape Architecture, the School of Music, Department of Theater, and Department of Urban and Regional Planning). The trans-disciplinary context of the College coupled with the School's interdisciplinary faculty and approach to teaching offer many opportunities to enhance the education of students and the research of faculty in the School by bringing multiple perspectives on myriad contemporary complex problems in order to critically develop appropriate solutions. Faculty research and teaching, as well as student learning experiences are greatly enriched by the resources and opportunities available in the College and on the campus. Faculty research is supported by grant funding and teaching release provided by the Campus Research Board, Illinois Program for Research in the Humanities (IPRH), Center for Advanced Study (CAS), and FAA Creative Research Awards. Students gain new insights when architecture faculty teach cooperatively with faculty in Art and Design or Landscape Architecture, and when faculty from the performing arts units serve as studio design reviewers. Students' education is enhanced through the availability of classes such as the History of World Landscapes (LA/ARCH 314; LA513/ARCH 510), Introduction to City Planning (UP101) and Urban Design and Planning (UP426).

f. Overview of the Architecture Program

The program of architectural education provided by the Illinois School of Architecture (ISoA) reflects an appreciation of the intellectual and professional demands experienced by an architect in today's complex and fast-changing, global society. Preparing students for this context and recognizing the diversity of professional roles graduates may have throughout their career, ISoA's professional program enables students to develop specific expertise in a range of areas while providing a strong foundation in architecture through a required curriculum anchored in a core of design studios and supported by courses in theory, history, and professional issues, as well as courses addressing cutting edge technologies. The School's mission recognizes the robust technical and conceptual dimensions of our curriculum as well as the reality that our graduates find themselves not only employed as leaders in architecture, but also in allied fields such as structural engineering and construction management. As we move forward in the 21st century we seek to enhance our program to ensure that it remains reflective of the diverse, changing goals, values, and resources of society; and that it continues to educate architects to take on various and vital roles in interpreting and determining the values, conditions, and direction of society, its culture and quality of life.

Based upon these premises, the ISoA believes that the professional degree must be attained in concert with advanced studies; thus, the professional degree is the graduate degree. The requirements for attainment of the NAAB accredited professional degree are met by the successful attainment of the four-year undergraduate degree and the two-year graduate degree. The **Master of Architecture (M. Arch.)** is our professional degree but it must be considered in concert with the professional and liberal studies begun in our undergraduate degree, the Bachelor of Science in Architectural Studies, or an approved equivalent degree from another school, as it is through the combination of the undergraduate and professional graduate degrees that ISoA's course of study, including both liberal arts and practicum-based learning, encourages the holistic development of young professionals.

Professional Degree Programs: The Illinois School of Architecture offers an NAAB accredited two-year professional **M. Arch.** degree program for students holding a Bachelor of Science degree in Architecture or its equivalent. Integrating theoretical and technical competencies, the program nurtures future professionals through a comprehensive and flexible core curriculum. Students learn to analyze complex environments and propose innovative design solutions to the world's most urgent problems.

The Master of Architecture Program has two primary entry points for students with varying profiles (see Part II, Section 2.2). The **M. Arch.** degree is the professional degree in architecture at the Illinois School of Architecture for those applicants who will have earned a BS in Architecture or its equivalent by June of the year they intend to enroll. This degree is accredited by NAAB and is available for those students who want to acquire the skills and knowledge needed to practice architecture professionally and who intend to sit for NCARB's Architectural Registration Exam. The program consists of a two-year course of study

including 37 credit hours of design studios and required course work, and 25 credit hours of graduate electives. To earn this degree, students must complete a total of 62 hours of graduate credit (<http://www.arch.illinois.edu/degrees/master-architecture>). Graduate students generally enroll in elective courses in architecture, landscape architecture, urban and regional planning, and engineering, as well as other units across campus. These electives enable graduate students to incorporate liberal arts, theoretical, and practical coursework and to develop holistically while also crafting their own focus area within the M. Arch. program. While students often choose to create their own focus areas, the School also offers students two pre-described focus areas: architectural structures and high-performance building design, with several others under consideration within School's recently reorganized structure. The **M. Arch. 2+** graduate program enables students with diverse undergraduate backgrounds to work toward the NAAB-accredited Master of Architecture professional degree. The program varies in length, from two-and-a-half to four years, depending on the student's academic background. Upon completion of requisite undergraduate coursework, students follow the two-year Master of Architecture professional degree program of study. To earn this degree, students need to complete up to 68 hours of undergraduate credit (depending upon undergraduate courses previously taken) and 54 hours of graduate credit.

Undergraduate Pre-Professional Program: Our comprehensive design education begins with the four-year Bachelor of Science in Architectural Studies (BSAS) (<http://www.arch.illinois.edu/degrees/bs-arch-studies>). Students learn to address and solve tomorrow's complex problems at the intersection of the social, political, economic, and environmental realms. This curriculum requires 127 credits to earn the degree, including 44 general education credits, 74 architecture credits, and 9 open elective credits. General education requirements address: writing and communication, social and behavioral sciences, humanities and the arts, western, non-western and minority cultures, quantitative reasoning and natural science and technology. Through architecture requirements, students receive a foundation in two- and three-dimensional design as well as technology, history, and structures in ISoA's BSAS curriculum. This curriculum prepares students to enter a two-year NAAB-accredited Master of Architecture degree program, or to pursue a graduate degree or a career in an allied discipline.

Advanced Graduate Degree Programs: The Illinois School of Architecture offers two non-NAAB-accredited graduate degree programs, the first leading to an **MS (Master of Science) in Architectural Studies** and the second leading to a **PhD in Architecture**. The **MS in Architectural Studies** degree program (<http://www.arch.illinois.edu/degrees/ms-arch-studies>) enables students to develop the research skills and specialized expertise needed for tomorrow's professional and academic careers. Located within a world-class research university, the School and faculty nurture students in an intensive research-focused curriculum. Students with an undergraduate professional degree in architecture, or a related discipline, can pursue a 32-credit Master of Science in Architectural Studies degree. In this curriculum, students work with a diverse and outstanding faculty in their areas of expertise to develop professional and academic skills and knowledge required to excel as leader in the quickly evolving context of environmental design and construction. The School's program areas provide opportunities for focused study and degree concentrations using frameworks of urbanism, health and well-being, detail and fabrication, and building performance.

The ISoA's **Ph.D. in Architecture** degree is appropriate for those seeking careers in research and teaching or in roles in government or professional consultation, all of which require depth in specialization and experience in research (<http://www.arch.illinois.edu/degrees/phd-architecture>). The ISoA's Ph.D. in Architecture, inaugurated in 2001, is a unique program, jointly administered with the Department of Landscape Architecture, in which students may choose to focus on either architecture or landscape, or to work collaboratively in both areas. The 96-credit Ph.D. in Architecture curriculum, with tracks in history/theory, social and cultural factors, and technology, has three stages, individualized to meet each student's particular academic and professional goals. In Stage 1, students complete 32-credits of preparatory work, gaining master degree-level competency in a specialization. In Stage 2, 32-credits of coursework, confirmed by successful completion of prelim exams, permit students to develop facility with the knowledge, theory, and research methods in a specific major and minor area of specialization. In Stage 3, 32-credits of fieldwork, analysis and writing, enable students to demonstrate, through the completion and defense of a dissertation, that they have made an original contribution to the discipline.

I.1.2. Learning Culture and Social Equity

a. School Culture Policy <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy#section-1>

In response to the 2009 Visiting Team Report (VTR), a task force of 10 student leaders, one school administrator, and four faculty advisors examined, critiqued, and revised the School's Studio Culture Policy. This task force felt that a policy directed only at studio culture was incomplete and thus broadened the scope of the policy to address the School's culture more generally while also addressing studio-specific concerns. In May of 2010, the Architecture Student Advisory Council (ASAC) and the faculty formally adopted the policy developed by the task force. Since that time, the Illinois School of Architecture Culture Policy has been accessible to students, faculty, staff, and the public through the School's website and through its posting in prominent locations in buildings where architecture students have a majority of their classes, illustrating its overarching importance to all activities and interactions within the School. In 2014, a student-faculty group reviewed and revised the policy so that it was up-to-date with changes in school policy and also reflected the concerns and perspectives of current students. The School's faculty reviewed, discussed and adopted the revised policy, available below, at their annual retreat in August of 2014.

Illinois School of Architecture Culture Policy

Mission

At Illinois, we are an internationally recognized leader in educating future professionals and scholars in architecture and allied fields. We provide a robust technical and conceptual program that enables students to create and innovate. The depth and breadth of our curriculum enables students to become leaders in a range of disciplinary specialties. Our comprehensive programs prepare students to design and research in a rapidly changing global context from the macro to the micro scale through our bachelor's, master's, and doctoral degrees.

Vision

Learn from the past. Question the present. Shape the future.

Core Values

The School's mission is based upon the tenet that great architecture grows from creative inquiry, built on a solid technical foundation, incorporating state-of-the-art research and reflection on the changing goals, beliefs, and resources of society. We value social, cultural, and intellectual diversity that underpins any vibrant and flourishing community. We believe that architects have various and vital roles in interpreting and determining the status, values, conditions, and direction of society, its culture and quality of life.

School of Architecture Culture and Environment

The Illinois School of Architecture fosters an academic culture that emphasizes: Respect, Sharing, Engagement, Innovation, Communication, and Academic Excellence among all members of our community.

This living document sets forth guidelines that encourage a positive and productive learning environment in which each of these ideals are equally valued. Faculty promote a learning environment in which students actively explore the design, historic, cultural, technical, and aesthetic aspects of architecture, and attain experience in the field through internships and community involvement. We work together honestly, courteously, and with integrity to pursue the shared goal of excellence in architectural education.

The School of Architecture's Culture Policy specifically addresses four main topics of importance:

Expectations | Physical Environment | Relationships | Implementation & Maintenance

Expectations

Students and faculty base all time expectations on the notion of respect. The architecture community will be respectful of class time as well as outside commitments, allowing members to live a balanced lifestyle.

Students should practice effective time management skills that do not necessitate unduly intense and condensed efforts. Students will maintain realistic expectations of their own time obligations, resisting the temptation to overextend themselves and work to balance various commitments.

Professors and students should creatively address the critical issues facing architectural education and the profession. Both faculty and students are expected to be present throughout the duration of any established course and to provide constructive feedback and encouragement in a timely manner. Design reviews and other assessments are intended to evaluate but not to discredit student projects and efforts. Reviews and evaluations should be informative and critiques will be provided in ways that help students advance creatively, conceptually, and productively.

The design studio is an important component of architectural education. We strive to create an interactive studio environment where students learn from each other as well as their professors. To ensure a beneficial studio review experience, students must be well prepared mentally and be completely ready to present their work. Faculty should ensure that reviewers are well informed on the project specifications prior to the review and are able to advise based on project type, context, location, scope, and project phase.

Professors must provide students with course syllabi for each course at the start of each semester and strive to abide by their syllabi. Changes must be presented to students in written format well in advance of deadlines. Students are expected to be willing participants and engaged in their education.

The Illinois School of Architecture seeks to promote interaction between students and faculty from different cohorts, programs, and disciplines. Students and faculty are encouraged to engage in learning activities outside of the classroom. This includes opportunities that arise through external organizations. Engaging in these opportunities reinforces core values of the School, and builds relationships that continue after graduation.

Students and faculty are encouraged to develop professional relationships that extend beyond the immediate classroom environment. Through invitations for alumni to participate in student reviews, current students and alumni interact and create relationships that often continue into their professional careers. This also provides alumni the opportunity to view student work, engage with faculty, and understand transformations within the School.

Physical Environment

The School of Architecture should be a safe, comfortable, and efficient place to work. To achieve this standard, we maintain the following principles:

Respect for Equipment: Our equipment will work and be up-to-date, to the best of the school's ability.

Students, faculty, and other users should be taught how to properly use resources/equipment and must report damage as it happens.

Care: The building environment should provide a clean and healthy working venue. Students are responsible for maintaining their own environment. Emphasis shall be placed on environmental sustainability both inside and outside of the studio.

Students are encouraged to explore and communicate architectural expressions in an academic environment, including the school's facilities, atrium and studio spaces, in a manner that does not pose any threat, disrespect or ulterior motive, which may undermine the integrity of school community.

Personal Safety/Property: The School will strive to provide security for all members of the School community. The community will respect the property of others, including personal property within shared spaces. In order to maintain property and personal safety, members of the School community are requested to secure buildings and studios. Students are encouraged to travel in groups when they leave campus buildings after dark.

Relationships

The Illinois School of Architecture fosters a community based upon mutual respect, which promotes interaction and productivity among students, faculty, and staff. This community should be engaged, inquisitive and supportive. We must practice tolerance of varied ideas, collegially discuss different perspectives and respect diverse perspectives and persons.

Students should be informed of, and where possible involved in, the administrative decision-making processes that may affect quality of academic experiences. These include but are not limited to curriculum changes, new school policies, leadership changes and new faculty hires.

Collaboration within the whole community, including students, faculty, staff, and professionals, is highly encouraged in design studios, other courses and independent studies. Through shared projects, courses, lectures, and social activities the architectural community will collaborate with others in the design and arts disciplines and interact with members of the larger university community to provide a well-rounded education, to increase knowledge, and to promote innovation.

When conflicts or disputes arise between faculty and students, among students, or among faculty, all members in the conflict should work to reach a solution in a respectful manner. If an acceptable solution cannot be achieved, parties involved should seek adjudication through the Illinois School of Architecture Student Concerns Committee for all conflicts involving students or the Illinois School of Architecture Faculty Grievance Committee if students are not a party to the conflict.

Implementation and Maintenance

This policy will be distributed to all members of the Illinois School of Architecture community each year through its placement on the School website, posting in visible locations in all School facilities and by physical distribution and discussion at appropriate all-school venues. Faculty should reference this policy as appropriate in course syllabi and discussions.

This policy is a living document to be changed and updated as needed. Periodically, a task force should be created that ensures representation from all student levels and faculty.

This policy was originated in 2010 by a student-faculty task force and revised in 2014. ISoA faculty adopted the above version on August 18, 2014.

b. Student and Faculty Awareness of the Culture Policy

Since its adoption in May of 2010, the Illinois School of Architecture Culture Policy has been brought to the attention of students and faculty in several ways that stress the importance of the policy's content and its implementation. All graduate students are introduced to the school culture policy when they first arrive on campus as a student in the School. The school culture policy, along with other policies such as the university policies on academic integrity, is presented and discussed with all incoming graduate students at one session during the school's graduate student orientation week each August. Beginning in the Fall of 2014, the policy was distributed to all undergraduates and discussed in the required first semester

course, ARCH 101. It was discussed and an updated version approved at the annual faculty retreat in August of 2014 where faculty members were also encouraged to reference and include portions of the culture policy in each course syllabus and to respect the portion addressing expectations as they develop each course calendar. Faculty members are expected to discuss aspects of the Culture Policy with students in class and throughout the semester as appropriate. In particular, many faculty teaching design studio discuss issues of time management with students throughout the semester and seek to work with students to develop strong time management skills that can be applied by students throughout their lifetimes. Faculty, staff and students are expected to adhere to the guidelines for respectful social relations in the daily life of the school. The Illinois School of Architecture Culture Policy is prominently featured on the School website. In 2010 when it was first adopted, a poster outlining the policy was posted in each of the School's design studios. In Fall 2014, these were replaced by posting a revised version of the policy in visible locations in all school facilities and by physical distribution and discussion at appropriate all-school venues. This policy is considered a living document to be updated as needed. A task force with representation from faculty and student at all levels is created periodically to revisit the content of the policy and to update and modify the content as the task force members deem necessary.

c. Learning Culture

The Illinois School of Architecture seeks to foster a culture of reciprocal appreciation, cooperation and courtesy among and between students, faculty and staff within a professional environment. As noted above, the various school constituencies chose to adopt a school culture policy that addressed not only studio culture but also daily life and interactions to integrate the concept of respect at the foundation of all that the School's citizens do here. This culture of respect is apparent in the Illinois School of Architecture Culture Policy but also in other of the School's policies and organizational documents. The new school bylaws layout the different roles and responsibilities of various members of the School, including students at different levels. While this may seem an obvious inclusion, previous bylaws did not clearly spell these out or recognize students as important members of the School with a primary responsibility of making progress toward the degree for which they have matriculated. An authentic learning culture is promoted within the school by:

- A strong consortium of the school's student organizations in the Architecture Students Advisory Council (ASAC), whose president meets regularly with the school's director. The ASAC board facilitates discussions between students and administration and ensures that student concerns are addressed. One example is the recent changes to the way students are charged for printing within the School, implemented in summer of 2014. This new system seeks to address the issue of students being charged for prints when the machinery fails to print or fails to print accurately.
- A recently reorganized school committee structure, which provides a venue for faculty and student concerns and grievances as well as incorporating student participation through the committee structure.
- Students and faculty working collaboratively on important school committees such as curriculum, student concerns, and faculty search committees.
- Implementation by the faculty of the University of Illinois common syllabus framework in various courses across the curriculum of the school so syllabi are comparable and include important components such as course objectives and student learning goals.
- Procedures that provide oversight to student independent study and directed research work with faculty to ensure that such learning experiences provide mutual benefit to students and faculty.
- Student focus groups addressing cross-cultural relations between domestic students and the growing body of international undergraduate and graduate students in the school. These focus groups have resulted in a series of new efforts within the school beginning in fall 2014, to bridge across the various cultural groups to address stereotypes that students have of those who are unlike themselves. The school's administration believes these efforts will continue and build on the ideas embedded in the school's culture policy.
- Digital, bi-weekly school newsletter which provides up-to-date information for students and faculty on a host of issues from the lecture schedule, to scholarship/fellowships announcements, to activities of student organizations, to job opportunities and accomplishments of students, faculty and staff.

- Student input on critical, ongoing issues and concerns is sought through the venue of the Director's Forum and exit surveys

d. Policies for Grievances Related to Harassment and Discrimination

The University of Illinois has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty, staff and visitors. The University is deeply committed to providing its faculty, staff, students and visitors with a working and learning environment that is diverse, inclusive, and respectful. To this end, the University does not tolerate any form of discrimination or harassment prohibited by University policy or state and federal civil rights laws.

The University is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. In furtherance of the University's commitment to these principles for all students, faculty, staff and visitors, this university-wide policy and the associated procedures have been established to provide a means to address complaints of discrimination or harassment based on the protected categories. The University will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations.

The University is committed to providing prompt and effective resolution of incidents of discrimination or harassment. The University encourages informal resolutions of discrimination complaints as close to the source as possible. If disciplinary action is warranted, discipline will be imposed in accordance with applicable university statutes and relevant university rules and regulations. Reprisals against any person for participating in this process are not tolerated. Additionally, the University can unilaterally initiate any and all steps under this policy and procedures when it learns, either directly or indirectly, that discrimination, sexual harassment or retaliation is alleged to be taking place. More specific information on the campus policy and procedures for grievances see <http://diversity.illinois.edu/campusconduct.html>.

e. Academic Integrity

A student at the University of Illinois at the Urbana-Champaign campus is a member of a University community of which all members have at least the rights and responsibilities common to all citizens, free from institutional censorship; affiliation with the University as a student does not diminish the rights or responsibilities held by a student or any other community member as a citizen of larger communities of the state, the nation, and the world.

Any rules or regulations considered necessary to govern the interaction of the members of the University community are intended to reflect values that community members must share in common if the purpose of the community to advance education and to enhance the educational development of students is to be fulfilled. Academic integrity is one important value reflected in the student code of conduct (http://admin.illinois.edu/policy/code/article1_part4_1-401.html) and the following university policy statement on academic integrity reflects the emphasis placed on this value across campus.

The University has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity.

(1) Expectations of Students. It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Students have been given notice of this policy by virtue of its publication. Regardless of whether a student has actually read this policy, a student is charged with knowledge of it. Ignorance is not a defense.

(2) Expectations of Instructors. It is the responsibility of each instructor to establish and maintain an environment that supports academic integrity. An essential part of each Instructor's responsibility is the enforcement of existing standards of academic integrity. If Instructors do not discourage and act upon violations of which they become aware, respect for those standards is undermined. Instructors should provide their students with a clear statement of their expectations concerning academic integrity.

f. Diversity of Faculty, Staff and Students

A committee composed of five faculty, three students and one staff member developed the school's diversity plan during the 1999-2000 academic year. The plan received unanimous support of our school's faculty at its final meeting of the 1999-2000 academic year, on May 2, 2000. The Affirmative Action Committee received approval to begin implementing this plan during the 2000-2001 academic year. The full faculty re-adopted The Diversity Plan in its Policies and Procedures for operation of the school. This policy has been an important tool of the school's diversity hiring initiative, which has enabled the school to hire three female faculty members over the past four years through a special diversity program growing out of the campus Provost's Office. For more information about diversity in the School's teaching, research, public engagement, and student organizations see: <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy>.

The Illinois School of Architecture Diversity Plan

The Illinois School of Architecture (ISoA) is committed to creating a workplace in which all faculty, staff, and students are valued for their contributions to accomplishing the School's mission. The School of Architecture strives to create an equitable and inclusive environment for persons of all races, genders, levels of physical abilities, and sexual orientations. This ISoA Diversity Plan is designed to provide a mechanism for creating plans, measures, and milestones to ensure that establishing and maintaining diversity remain a high priority for the School.

The five major diversity principles are accountability, inclusiveness, evaluation, shared responsibility, and institutionalization. With these in mind, specific outcomes, objectives, and actions for achieving greater diversity in the School are described in the plan through nine initiatives: 1) Emphasizing Diversity in the School's Promotional Materials, 2) Recruiting a More Diverse Student Body, 3) Retaining a More Diverse Student Body, 4) Retaining a More Diverse Faculty, 5) Teaching a More Diverse Curriculum, 6) Stressing Diversity in the School's Extracurricular Activities, 7) Increasing Diversity among Design Reviewers, 8) Soliciting Awards for Underrepresented Students, and 9) Mainstreaming "Fringe" Events into the School (the full policy can be found as a downloadable pdf at <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy>).

Two important examples of the effect of the school's diversity plan include: eight African American recipients of the ISoA Director's Scholarship in the class of 2018 enrolled in the BSAS program in Fall of 2014. Also the fall 2014 NOMAS Sponsored event: Bridging The Gap Between College and Life, was held September 12-13, 2014 at Temple Buell Hall – Illinois School of Architecture. The Symposium took a deeper look into professionalism and how to approach it. In addition to lectures and presentations on the evening of September 12, the Symposium hosted a keynote lecture on the path to licensure, by Renauld Mitchell, AIA, NOMA, LEED AP, NCARB on Saturday, September 13 at 12:00 pm in the school's Plym Auditorium.

I.1.3. Responses to the Five Perspectives

a. Architectural Education and the Academic Community.

ISoA's Master of Architecture (M. Arch.) is one of more than 100 graduate and professional programs offered on the Urbana Campus, while the Bachelor of Science in Architectural Studies (BSAS) is one of more than 150 undergraduate programs of study. Students in both the graduate and undergraduate degree programs make vital contributions to campus life, student leadership and the local and global community, through leadership in campus fraternities and sororities, as well as organizations such as the Student Sustainability Committee, and participation as project managers and student participants in engagement programs like the College of Engineering's "Learning in Community" (LINC: <https://engage.illinois.edu/entry/10358>) and the College of FAA's "Action Research Illinois" (ARI - <https://engage.illinois.edu/entry/19425>). The School welcomes students with wide-ranging perspectives and interests and who also seek to excel academically in the study of architecture. Through content from general education, architectural technology, architectural history, and elective courses, which students

apply in the required design undergraduate design studio sequence, our BSAS program nurtures a broad and integrated perspective on education. Our undergraduates participate in honors programs at the campus level as Chancellor's Scholars (<http://illinois.edu/academics/honors/chp.html>), and the college level as James Scholars (<http://illinois.edu/academics/honors/colleges/faa.html>); they may participate in either or both programs. These honors programs augment undergraduate opportunities for scholarship and advanced research in a range of areas. The College of FAA James Scholar Program recently created a popular new honors track for engaged-scholarship in the design arts that includes opportunities to learn and apply skills in community arts management. Our undergraduates have also actively participated in the yearly undergraduate research symposium, presenting honors research in a conference-type presentation with other students from across campus.

Our professional M. Arch. degree builds on the undergraduate degree through core requirements that include architectural theory, professional practice, structural systems, a professional issues elective, as well as four semester-long studios where students choose from up to 12 different design projects developed by individual faculty, each fulfilling the School's M. Arch. core curriculum studio requirement. The elective coursework within our M. Arch. curriculum offers graduate students the opportunity to develop a specialization and to work with faculty in small seminar and workshop settings. Our graduate students work alongside faculty in various research endeavors through coursework, independent study and directed research opportunities, as well as in positions as research assistants on faculty research grants. The School annually supports undergraduate and graduate student travel to present research in forums such as the Society for Architectural Historians (SAH) and the Environmental Design Research Association (EDRA).

School of Architecture faculty are members of important campus committees such as the Research Board, task forces within the Office of Public Engagement, and the Provost's Gender Equity Council, to name a few. Faculty, staff and students within the School and the College derive mutual benefit from active participation in the College of FAA, with its comprehensive degree programs in performing arts, design arts and environmental arts. Faculty members play leading roles, actively participating in the FAA Tenure and Promotion Committee and the FAA Executive Committee, and also directing the FAA public engagement project. Throughout this document evidence is provided of recent faculty and student accomplishments that contribute to the reputation of the School within the university and the College; a sampling are highlighted here, with more on the School's website (<http://www.arch.illinois.edu/archive>):

- Faculty garnered numerous important awards for publications, e.g., Professors Kapp and Armstrong awarded the 2013 Historic Preservation Book Prize for *SynergiCity: Reinventing the Postindustrial City*; Professor Hyde-Minor awarded the 2010 Helen and Howard R. Marraro Prize for *The Culture of Architecture in Enlightenment Rome*, Professors Dearborn and Stallmeyer awarded the 2013 EDRA Achievement Award for *Inconvenient Heritage: Erasure and Global Tourism in Luang Prabang*.
- Faculty were awarded prestigious university, national, and international fellowships to support research endeavors, among them: three Fulbrights, an NEH Fellowship, a Humboldt Post-doctoral Research Fellowship, a Samuel H. Kress Fellowship, a fellowship from the National Center for Humanities, and a fellowship from the Illinois Program for Research in the Humanities.
- Faculty and students received recognition for exceptional design and research endeavors, including: Elisa Laurini, 2013 Excellence in Presentation Award, U of I Undergraduate Research Symposium; Professor Tierney, 2014 Honorable Mention IPRH Prize for Research in the Humanities; Professor Dearborn, 2013-2014 Campus Award for Excellence in Public Engagement.
- Students and faculty awarded in numerous competitions, including: student team from Architecture, Computer Engineering and Industrial Design, Finalists in the 2010 Walt Disney Imagination Competition for "TRON: Gridlock"; grad students Brodie Bricker and Matthew Zelensek, First Place ACSA Haiti Ideas Challenge 2011, "re-Rooting Haiti"; grad students Ben Westergaard and Ryan Marshal, First Place 2011 AIA Chicago Competition, "Urban Gallery and Spa"; students Milena Todorovic and Etienne Serveau, Honorable Mention 2012 CTBUH International Student Design Competition; Professor Jeff Poss, 2011 National AIA Small Projects

award; Professor Erickson, Honorable Mention Tokyo 2010 Fashion Museum in Omotesando Street.

- Faculty and staff teaching and education excellence was acknowledged: Kathryn Anthony, 2009-10 ACSA Distinguished Professor; Lee Waldrep, 2010-11 AIAS Excellence in Architectural Education Award; Mark Taylor, 2011 AIA Central Illinois Outstanding Educator Award; Marci Uihlein, 2013 Building Technology Educator's Society Emerging Faculty Award; 2014 AIA Illinois Honor Award for Educators.
- Faculty were elected to the AIA College of Fellows: 2010 Jeffery Poss FAIA, 2013 David Chasco FAIA.

b. Architectural Education and Students.

The accredited M. Arch. degree program at the Illinois School of Architecture offers enrolled students numerous opportunities to participate in curricular and extracurricular activities that prepare them to become conscientious, compassionate and culturally aware professionals who are ready to engage the complexities of work and life in a rapidly globalizing world. Over one-quarter of the School's professional degree graduates in 2013-14 completed one of the School's popular joint degree programs, allowing these students to gain an integrative perspective on the practice of architecture in relation to an allied profession. The broader perspective developed by these students provides them with tools to engage many complex issues from a cross-disciplinary perspective. Various short and term-long study abroad programs allow students to be immersed in a new and different cultural and geographic context while continuing their architectural education.

Each year faculty develop studio projects on a range of international sites, often connected to organizations and universities in those locations. These studios give students the opportunity to address architectural problems in a variety of cultural contexts. They also offer the potential to visit other countries and engage with students and faculty from universities around the globe. An array of core graduate design studios engage projects such as healthcare environments in rural China and Afghanistan in collaboration with professional offices in Chicago. Service-learning studios enable students to work with community organizations and local governments in Illinois and internationally. More technically focused studios address topics such as future symbiotic fish/algae "manufacturing" plants in Southeast Asia (<http://www.arch.illinois.edu/degrees/international-experiences#section-2>).

The School's established study-abroad programs enable graduate and undergraduate students to experience architectural education and the architectural and environmental design context in a number of different international locales. The School's distinctive year-long BSAS study abroad experience (Ecole d'Architecture de Versailles France 1970-2013, Barcelona, Spain beginning 2014) immerses approximately one-third of each undergraduate class in history-steeped European education and architectural context (<http://www.arch.illinois.edu/degrees/international-experiences#section-0>), while the 25-year-old summer program with Tonji University in Shanghai, China involves BSAS and M. Arch. students in China's quickly evolving architectural environment. Graduate students also gain new perspectives on the changing global context through one-semester exchanges with TUM (Fakultät f. Architektur of the Technische Universität München) in Munich, Germany and KTH (Royal Institute of Technology) in Stockholm, Sweden (<http://www.arch.illinois.edu/degrees/international-experiences#section-1>). Opportunities to take part in extracurricular activities on multidisciplinary teams such as the University of Illinois 2009, 2011, and 2013 Solar Decathlons (<http://solardecathlon.illinois.edu/>) bring together students from architecture, landscape architecture, business, and numerous sub-disciplines of engineering, and create an interdisciplinary context that develops thoughtful, well-informed future professional and leaders in the field. Approximately one-quarter of accredited-degree graduate students assume the responsibilities of teaching and research assistants each year.

The School directly supports numerous active student organizations and initiatives that develop leadership skills while linking students together across different educational levels around topics of common interest. For example, the student initiative "Quipit" seeks to raise awareness and dialogue among students and between students and faculty around complex contemporary socio-environmental issues that present themselves at the school, national, and international levels. Each semester

opportunities for student learning are augmented and broadened by a healthy assortment of lectures and exhibitions hosted by the School of Architecture, by other units in the college, and by campus-level centers such as the Illinois Program for Research in the Humanities and the Center for Advanced Study. These also promote habits of lifelong inquiry and learning.

c. Architectural Education and the Regulatory Environment.

The IDP (Intern Development Program) Educator within the School of Architecture provides two annual sessions outlining IDP, the requirements for licensure and the Architectural Registration Exam (ARE). Both are delivered within required courses of the respective undergraduate and graduate curriculums to ensure that ALL students within the School receive this critical information. For undergraduates, information on IDP and ARE is conveyed in ARCH 233, Building Construction, while for graduates, it is delivered within the course, ARCH 501, Professional Practice.

In ARCH 501, the IDP Educator explains the full scope of NCARB's role in the process of becoming an architect, including steps required in the certification and reciprocity process for various countries when participating in international practice. Standard and alternate paths to national licensure are discussed as is the role states play in certification and licensure and where specific information can be found. The IDP Educator explains steps necessary to establish an NCARB record, and to identify and engage an IDP supervisor and mentor. He also explains that the earliest point of eligibility for IDP is upon high school graduation and provides the steps necessary for participating in IDP, mentioning that students can earn IDP experience once they have successfully established that they have earned a high school diploma or equivalent. An ARCH 501 lecture by an architect who practices internationally describes the architect's process and experience in international practice and how it differs from practicing nationally. In this same core M. Arch. course, the chair of the State of Illinois Architect's Licensing Board explains to our students the role, mission and outlook of the registration boards of the 50 states and territories.

Prior to these formal class presentations in ARCH 233 and ARCH 501, a basic overview on the process of becoming an architect (education, experience and examination) is presented in ARCH 101, Introduction to Architecture, a required course for early undergraduates. In addition to class presentations, information on internship and licensure is presented through the digital bi-weekly School newsletter distributed to all students.

d. Architectural Education and the Profession.

Since architects today practice in a global economy they need to understand reasons firms seek work outside of the United States and how practice differs when working internationally. In the accredited M. Arch. degree program, an architect who practices internationally delivers one of the ARCH 501 lectures. He describes the architect's process and experience in international practice and how it differs from practicing within the US. In this course, the impacts of globalization are discussed, including increased competition brought about by the advent of technology, including digital technology, as well as the positive and negative implications of off-shoring and automating portions of the architect's work.

Students enrolled in ARCH 501 are taught the importance of observing and communicating the role of design in addressing intractable problems, including environmental problems, and the positive impacts design can have on the environments in which they live and work. Practicing architects explain the social and environmental impacts of architectural design and intervention; how the introduction of architecture to a locale can mitigate undesirable environmental impacts while improving the places where development and construction occurs. The importance and prevalence in today's practice of working in teams is stressed. The author of the Integrated Project Delivery (IPD) Overview in the *Architect's Handbook of Professional Practice*, 15th Ed., explains the benefits and challenges of working on diverse and collaborative project teams from the earliest stages of design. Students in ARCH 501 are taught not only to think as an architect, but the importance of being able to think like others on the project team, and to be able to effectively communicate ideas and solutions to others who may not share similar education, background or vocabulary. The variety of diverse roles architects play throughout a project's lifecycle is emphasized, as well as how these roles can change from project to project based on a range of factors.

Using IPD as a guide, the various parties who participate on projects are described in terms of how they might interact with architects and what they bring to projects. The role and importance of the client, as the initiator of projects, and the client's perspective is stressed and discussed in-depth. Students are instructed on the importance of recognizing, respecting and managing client's expectations. The concept of working for multiple clients – both paying and non-paying (the public-at-large) is introduced, emphasizing that the architect is the only party on the building team who represents the often invisible broader community who are affected by and often use the designed environment daily. Students are presented with the dilemma of professional responsibilities to the paying client, as well as those who will live with their projects in their communities and environment for years to come. The course prepares students to communicate and promote their design solutions by placing them in a broader context beyond initial engagement with a paying client and to consider the project's wider impact.

The students enrolled in ARCH 501 come from diverse backgrounds and locations and already understand the importance of their background to their professional goals and outlook. In the course, the importance of diversity is stressed not only as a self-apparent goal for inclusiveness and the make-up of the profession, but because of the positive impact arising from diverse individuals working together, bringing different perspectives and ways of looking at, identifying and solving problems. The ARCH 501 course content addressing diversity takes the perspective that once students value a diverse profession, they can better recognize, approach and address the needs of diverse clients and communities.

While many of these lessons about key professional topics are delivered in the context of ARCH 501, they are often applied in the core graduate design studio experiences where students work in the context of design projects with real paying and non-paying clients. Frequently in these studios, projects are linked to a particular Chicago architecture firm and students regularly take part in critiques led by the firm's professional staff. Alternatively, studio projects may be generated in collaboration with local cities, municipalities, or not-for-profit organizations. Further, each spring the Career Expo (<http://www.arch.illinois.edu/degrees/career-xpo>) brings between 35 and 45 professional firms from across the country, representing the fields of Architecture, Landscape Architecture, and Urban and Regional Planning, to the University of Illinois campus to showcase their firms, build relationships with the university, and interview potential candidates for both summer and full-time employment. Around 400 students take part in this event each year. On the evening preceding the Career Expo about 50 students in the M. Arch. program take part in mock interviews with professionals from a dozen firms in a program organized and run by the Gargoyle Honor Society. The School is fortunate as well to be able to bring internationally renowned architects to work with students in the design studio through the Distinguished Endowed Plym Professor in Architecture. Most recently in Fall semester 2010, the School was delighted to appoint Juhani Pallasmaa, one of Finland's most significant internationally known architects and theorist, to this professorship.

e. Architectural Education and the Public Good.

We encourage students to grapple with society's environmental complexities by engaging real people and real problems, delivering innovative and realizable solutions to communities and organizations. Employing evidence-based design and service-learning methodologies, students gain invaluable experience through partnerships both inside and outside the university. Students develop important skills in research, reflective thought, and their application in design, community-based design processes, and public interest design making them both valued employees and potential future entrepreneurs. All students in the accredited M. Arch. degree program enroll in ARCH 577, Theory of Architecture, which helps students situate themselves in social, cultural, economic, physical contexts and understand historic critical thought and its relationship to contemporary architectural discourse and practice. This course grounds students' professional education in a framework that interweaves historic and contemporary thought on architects' ethical obligations to serve the public in various social and physical contexts.

Graduate and undergraduate studios and seminars partner with community and government organizations to address complex environmental problems, providing innovative design solutions and moving partner projects toward reality. Some of our recent partners include: Rockford Housing Authority, Friends of the Parks - Chicago, University of Illinois Student Sustainable Farm, Friends of the

Observatory - University of Illinois Observatory, Olivette Park Neighborhood Association - East St. Louis, Orpheum Children's Science Museum – Champaign, STeP UP - São Tomé and Príncipe, and Mercy Outreach Ministries International, Haiti. Working with these various partner organizations often provides opportunities for students' exposure to local public processes of decision-making. In numerous other recent design studios, students have also grappled with questions of the architect's role and obligations to the broader public in a changing global social and economic context. A sample of these include: A New Chicago Museum: Displaying Replicas of Traditional Native American Architecture; The Normal Public Library (collaboration with Studio GC Architects); Cross-Training Diversity: The Midwest Olympic-Paralympic Sport/Recreation Center; Culturally and Environmentally Sensitive Architecture: A UIUC Building for Native American House & American Indian Studies. Our undergraduates and graduate students also enroll in elective Action Research Seminars (FAA 391) and Community Arts Management courses (FAA 499) through the College of FAA engagement project, known formerly as the East St. Louis Action Research Project (ESLARP), now known as Action Research Illinois (ARI).

I.1.4. Long Range Planning

a. Institutional Long-Range Planning

(http://strategicplan.illinois.edu/documents/2013-2016_Campus_Strategic_Plan.pdf)

The results of the *Visioning Future Excellence at Illinois* process provided specific direction for the University of Illinois at Urbana-Champaign Strategic Plan 2013-2016, released in mid-2013. *Visioning Future Excellence at Illinois* identified broad strategic goals, actions, and metrics for success that will guide campus-level decisions and priorities over the next three years. The strategic plan builds on the historic areas of distinction at the campus level. The campus identity and personality, unique to Illinois, provide the foundation that differentiates this campus from its peers and that leads the campus community to work and explore in uniquely productive ways. Among campus distinctive features, the plan acknowledges the importance of the physical environment, the engaged and open scholarly community, the long track record of innovation and creativity, and the technology-rich campus environment. These areas of distinction provide the fundamental building blocks for the campus strategic goals.

The plan identifies a strategy that will enable the campus community to differentiate itself from its competitors and distinguish us from our peers. These goals focus on existing campus strategic advantages and places where the campus community can reorganize to work and adapt in ways that our competitors and peers cannot. A framework of four fundamental goals and specific initiatives focuses the strategic plan.

- Goal I: Foster scholarship, discovery and innovation
- Goal II: Provide transformative learning experiences
- Goal III: Make a significant and visible societal impact
- Goal IV: Steward current resources and generate additional resources for strategic investment

The unique means by which these goals are pursued will distinguish the Urbana campus among peer institutions. To realize these goals, the campus has begun to launch specific initiatives, generated through the collaborative strategic planning process and informed by the six major themes that emerged from the visioning process: economic development, education, energy and the environment, social equality and cultural understanding, health and wellness, and information and technology. To ensure that the campus community makes the desired impacts on the campus, the state, the nation and the world, the plan outlines metrics to assess progress toward these four goals. With this framework and with a more focused approach, the institution is positioned to take actions now that will chart the course of the campus for the foreseeable future.

Initiatives resulting from *Visioning Future Excellence* and the strategic planning process have developed along two tracks, continuous improvement of the existing environment and new investments to shape the future of the University of Illinois to provide fertile ground for success in the longer term. Initiatives for continuous improvement that directly address education in the School of Architecture include: revising general education to enable students to better address societal challenges, and a university-wide project

exploring social innovation that seeks to develop more evidence-based, collaborative efforts through engagement with local and distant communities. The continuous improvement track also seeks to strategically hire clusters of faculty in support of the six theme areas identified above, while enhancing recruitment and retention of faculty from underrepresented groups. This track also supports increased internal and external research support. In the second track, new strategic investment initiatives outlined in Visioning Future Excellence that have the potential to support future developments in the School of Architecture include creation of the Institute for Sustainability, Energy, and the Environment, evolution of support for collaborative research in the areas of health and veterans education and support systems, as well as efforts focused on supporting local economic development.

The vision developed and shared by the campus and the plan to guide the choices the campus makes and to allow the campus to be strategically opportunistic seek to ensure that the University of Illinois at Urbana-Champaign ranks among the pre-eminent public research universities in the decades to come.

b. Long-Range Planning within the College of FAA and the School of Architecture

Corresponding with campus strategic planning, the College of Fine and Applied Arts developed a college-wide strategy to guide the work of the College through 2016 (<http://strategy.faa.illinois.edu/>). Created in accord with the campus vision and strategic plan, the college strategy outlines specific actions to be taken through 2016 that will significantly improve the capacity of the college to achieve the campus strategic goals. As part of a comprehensive public research university campus, FAA's chief focus is innovation in the arts, via humanities and social science scholarship, original design and design methods research, and creative artistry. We produce graduates who are collaborators and boundary spanners, leaders and entrepreneurs, communicators and technologists; we are a leader in the innovative integration of the arts with the sciences, engineering, and the humanities; we view the artistic creative process as a unique and essential contributor to solving society's most pressing challenges; and we proudly count among our cohort a host of leaders in public service and engagement.

The central focus of the College is the synergy between research and the preparation of students for professional careers in the creation and interpretation of the applied arts, the visual arts, and the performing arts. Deeply related to that focus is the commitment to elevate and sustain the study of the arts as both a necessary mode of understanding and a vibrant expression of human experience within local, national, and international communities. The FAA Strategy provides objectives and actions, offering a framework within which the college's many disciplines and organizations can thrive, recognizing the growing co-dependence of our schools, departments, KCPA (Krannert Center for the Performing Arts), KAM (Krannert Art Museum), and Japan House, and the need for a powerful, coherent, and unified voice for the arts on the Illinois campus. The College envisions itself as an international leader for research and practice in the arts with an emphasis on professional excellence, diversity, innovation, and preservation.

Ten objectives organize the College strategy through 2016.

- 1) We will strengthen our commitment to the production of transformative, breakthrough research and creative work.
- 2) We will facilitate faculty collaboration in teaching.
- 3) We will revise our curricula to be more responsive to shifting student interest and learning modes and to emerging professional demands placed on our graduates.
- 4) We will leverage our external relationships with professionals, industries, and institutional peers to ensure that we are training students to be agile, effective, and engaged citizens and leaders.
- 5) We will demonstrate through our scholarly practice the centrality of the arts in the university's focus on society's grand challenges.
- 6) We will increase the internal and external awareness and visibility of the College's research, teaching, and engagement efforts.
- 7) We will more fully embrace difference as an essential component of excellence in research, creative work, teaching, and engagement.
- 8) We will bring greater clarity, agility, and integrity to our administrative processes, supported by sustained, engaged faculty governance, and facilitated by well-trained leaders and staff.
- 9) We will equip our faculty and staff to pursue and secure external research support.

- 10) We will make better shared-use of our College's infrastructure, including our facilities, technologies, and administrative support.

Metrics related to FAA's progressive strategy are available at strategicplan.illinois.edu/units/FAA.html.

As one of the largest units within FAA, the Illinois School of Architecture's long-range planning respects and responds to the new strategic goals of the College and campus as well as several other important influences. Chief among these are the School's historic roots in the technical dimensions of architecture and the scholarly and creative strengths of the faculty. Growing out of an ongoing faculty-led reflective process that was reinitiated in the spring of 2010, the School has a shared vision and mission to guide the School's evolution in response to current and future environmental and economic challenges and professional transformations as we move through the 21st century. Faculty strategic planning sessions in the 2010-11 academic year identified the following values that we believe set us apart from other architectural education programs:

- Creativity: Produces, studies and represents spatial developments and environments by employing imaginative skill.
- Innovation: Seeks new knowledge and promotes new ideas and methods in the field of architecture.
- Design decisions informed by research: Bases design decision-making on rigorous research findings. Develops linkages between design-knowledge and research-knowledge.
- Excellence through diversity: Acknowledges, respects and seeks distinction in a broad range of perspectives about the investigation, creation and representation of space.
- Complete and inclusive: Encourages design strategies that consider a broad range of issues at a broad range of scales.
- Responsibility: Contributes to disciplinary and professional development that acknowledges the important role of design decisions on use of material, environmental and human resources.
- Integrity and veracity: Demonstrates and expects truth, honesty and adherence to the rules and standards of academia and the architectural profession.

In November of 2011, the faculty approved a vision and mission statement that developed from a number of faculty workshops and focused discussions over the previous year. The School's vision statement –

“Learn from the past. Question the present. Shape the future.”

- honors and grows from the School's history of technically grounded, aesthetically pleasing, and socially relevant design. Along with the School's list of innovations in the education of architects over its nearly 150 year history, our founding principles continue to influence the Illinois School of Architecture's direction as we move into the 21st Century. Similarly, the School's mission statement reflects our roots, while also acknowledging our changing professional, environmental, and academic contexts as we move forward into the 21st Century.

At Illinois, we are an internationally recognized leader in educating future professionals and scholars in architecture and allied fields. We provide a robust technical and conceptual program that enables students to create and innovate. The depth and breadth of our curriculum enables students to become leaders in a range of disciplinary specialties. Our comprehensive programs prepare students to design and research in a rapidly changing global context from the macro to the micro scale through our bachelor's, master's, and doctoral degrees.

The size and interdisciplinary reach of our faculty strengthen our ability to act on our vision and mission as we move ahead. Likewise, we benefit greatly from our current home as one of seven teaching units in the College of Fine and Applied Arts, which includes the School of Art and Design, Department of Dance, Department of Landscape Architecture, the School of Music, Department of Theater, and Department of Urban and Regional Planning. The trans-disciplinary context of the College coupled with the School's

interdisciplinary faculty and approach to teaching, offer many opportunities to enhance the education of students and the research of faculty in the School by bringing multiple perspectives on myriad contemporary complex problems in order to critically develop appropriate solutions.

Following the School's last NAAB accreditation and acting on NAAB-team commentary in the 2009 VTR, the faculty and director-appointed bylaws committee and Architecture Council (committee charged with curriculum review at that time) embarked on an assessment, reflecting on the School's identity, structure and curriculum. The resulting vision and mission statement, noted above, were the first steps in the process. The next steps included a comprehensive review and revision of the School's bylaws in 2012-13 that resulted in the first substantial overhaul of the organizational structure of the school in roughly forty years. Biweekly meetings of the School's Bylaws Committee in 2012-2013 enabled a careful evaluation of the School's former bylaws and *University Statutes*, which suggested that the division structure made it difficult for the faculty and the curriculum to provide students with an integrative and holistic educational experience and it did not allow the curriculum to embrace important developing concerns within the practice and discipline of architecture. Finally, in late spring of 2013, faculty were able to coalesce around a new organizational structure following monthly updates and discussion with the bylaws committee and a series of four focused faculty meetings.

Moving from a school of relatively autonomous divisions to a school of interlinked academic program areas that speak not only to current faculty expertise and interests but also to key and emerging topics in the professional arena, situates the school to maintain its prominent position in the delivery of an architectural education providing a balance of technically grounded, aesthetically driven, and socially relevant design throughout the 21st Century. The School's new structure of program areas furthers the past Director's vision of a "curriculum without borders," continuing the deconstruction of the School's division silos. The new structure allows faculty to coalesce around common interests, to be allied with more than one program area, to create program areas that speak to critical contemporary topics, to link with allied units in the College, and for the programs to have a natural life that fits the waxing and waning salience of a program's focus in the evolutionary context of the profession and discipline. Over the past year faculty have formed program areas that focus on urbanism, health and well-being, building performance, and detail and fabrication. In the of spring 2014, after a year of meetings with subunits of faculty, the faculty approved a revised curriculum structure that capitalizes on program strengths and specializations while also attending to core curricular needs. The new curriculum will rely on various program areas to refine existing and in some cases develop new course syllabi as the School moves toward implementation of these new M. Arch. and BSAS curricular structures. Data and information sources that have informed these efforts include Urbana campus and College of FAA initiatives and statutes, U of I Division of Management Information (DMI) data on student demographics, faculty surveys of the graduate and undergraduate curriculums of peer institutions and undergraduate programs that traditionally have fed into our M. Arch. program, and yearly surveys of graduating undergraduates.

The goals that grew out of the School's reflection on its identity, vision, and mission for the future include:

1. Employ a more nimble and trans-disciplinary organizational structure of subunits in the school.
 - Responding to a need for the School to move away from a the rigid sub-unit structure of divisions.
 - Responding to the desire of faculty to create curricular concentrations that reflected the trans-disciplinary strengths of faculty collaborations.
 - Responding to the desire of M. Arch. and MS students to specialize in areas of salience in the professional arena.
 - Responding to faculty and student desires and college initiatives to engage across units of the college for the benefit of student educational outcomes and faculty research initiatives.
2. Develop a stronger M. Arch. core that shifts some technical content to the graduate curriculum from the undergraduate curriculum.
 - Responding to surveys of curriculums of peer institutions and undergraduate programs that traditionally have fed our M. Arch. program.

- Responding to evidence that requiring admitted graduate students from non-UIUC BSAS programs to take undergraduate classes to address deficiencies has precipitated a drop in M. Arch. enrollment.
 - Responding to campus and college level requests to reduce the required content in our undergraduate degree curriculum to enable students in the BSAS degree program to enroll in undergraduate minors and take other elective courses that broaden their liberal arts-based experience and develop more well rounded graduates.
3. Develop new specializations within the M. Arch. and MS curriculums.
- a. Preparing students for the diversity of opportunities and specializations in the contemporary professional context
 - b. Responding to faculty research and specializations
 - c. Responding to student desires to work more closely with faculty on common research interests
4. Better prepare student for a globalizing professional climate
- Responding to an increasingly international undergraduate and graduate student profile (from DMI):
 - Three-fold increase in international undergraduates between fall 2007 and fall 2012, when they made up 19% of the enrolled BSAS students
 - Six percent increase in international M. Arch. students between fall 2007 and fall 2013, when they made up 22% of the enrolled M. Arch. students
 - Responding to a notable change in geographic locals where our domestic alumni are engaged in professional work
5. Improve connections with professional and governmental entities in Chicago
- Responding to the School's geographic distance from major metropolitan areas
 - Responding to overtures by the City of Chicago to the Dean of the College of FAA
 - Responding to global populations movements from rural to primarily urban centers
 - Responding to student and faculty interests in urban environments

I.1.5. Program Self Assessment

a. Campus and College assessment: Since our current chancellor, Phyllis Wise, arrived in 2011 the campus has engaged in a process related to *Visioning Future Excellence at Illinois*, that has assessed our strengths and weaknesses as an institution and threats and opportunities arising from the contemporary context of large research universities and a state with one of the weakest public fiscal conditions in the nation with \$96 billion in unfunded public pension responsibilities. The campus process has required colleges and other units to similarly assess current conditions and what the future might hold, resulting in closure of some units, e.g., University of Illinois Institute of Aviation, and incorporation of new technologies and operating efficiencies.

In this process, the College of Fine and Applied Arts has grappled with a downward enrollment trend in many units, as well as its history as a loose confederation of units that have operated as semi-autonomous entities competing for resources. The College self assessment recognizes its strengths:

- Extraordinary capacity to conduct research and deliver instruction in design thinking, practice, and critique across a wide range of disciplines.
- Depth and quality of humanities scholarship.
- The critical roles of Krannert Art Museum (KAM), the Krannert Center for the Performing Arts (KCPA), and Japan House as instructional and research assets in addition to their contributions as centers of culture, performance, exhibition, and public engagement.
- Potential to focus discovery and instruction on the intersection of space, place, arts and culture.

With these strengths, the College is well-positioned to contribute to university initiatives in all areas identified in the recent *Visioning Future Excellence* exercise and associated campus strategic plan, while contributing special expertise in the categories of Social Equality and Cultural Understanding and Energy and Environment (<http://strategy.faa.illinois.edu/FAA-Strategy.pdf>).

The opportunities for the College in the contemporary context include: the increasing significance of arts, culture, and design as economic engines in advanced economies; the rapid advance and proliferation of digital technology and its potential to enrich artistic and design innovation and practice; the centrality of the built environment to addressing climate change, energy scarcity, and sustainability concerns; and the special power of the visual and performing arts for exposing alternative viewpoints and suggesting paths forward in a diverse, politically charged society.

The threats for the College, given the context of public higher education and current cultural and economic trends, are several and must be addressed. The most fundamental core assumptions about the value of higher education are under scrutiny. Public universities face continued declines in state funding, with little prospect of reversing the trajectory. Arts instruction at the K-12 levels, critical for exposing students to our disciplines, is faring little better. Students, parents, and legislators are rightly focused on escalating tuition. Less expensive online alternatives to the traditional residential campus model are proliferating and gaining traction. New technologies are not only influencing the educational model, but our research, creative work, and engagement as well, and we struggle to secure the resources to keep pace. Our students are increasingly diverse and international in their composition, requiring new approaches in recruitment, retention, and instruction. And the rising focus on immediate earnings potential as a metric of degree value over other barometers, including long-term career development and job satisfaction, is a significant challenge to achieving robust enrollments in the arts nationally.

b. Illinois School of Architecture Assessment: The Illinois School of Architecture benefits from many of the opportunities afforded by the contemporary context noted above, particularly the rapid advance and proliferation of digital technology and its potential to enrich design innovation and practice; the centrality of the built environment to addressing climate change, energy scarcity, and sustainability concerns. It also sees itself benefitting from campus initiatives on health through the importance of the health-environment nexus. Likewise the School struggles with a number of the threats outlined by the College strategic assessment, the decline in state funding for public education, a professional economic climate that has been prominent in the news since the 2008 economic collapse and recession, difficulty conceptualizing the move of curricular content to an online format, and an increasingly diverse and international student body. Growing from the general challenges of the contemporary context, the School has also experienced (in some cases premature) retirement of eight senior faculty members and the transition of three tenure-track assistant professors to other universities between 2009 and 2013 while only having hired five permanent faculty in that time. Assessment of these opportunities and threats has fed into the School's reflective process as well as its goals for development and transformation.

The reflective process that was prompted by the 2009 VTR Causes for Concern, Item A, Vision, has stimulated the faculty to consider the school's strengths and weaknesses, and the opportunities and threats presented by the reconceptualization of the school's organizational structure and curriculum in the contemporary ecological, economic, and professional context. This ongoing assessment has enabled the school's faculty to develop a new mission statement that better reflects our roots and our distinctive contribution to architectural education as we move into the future. While a challenging process, the complete overhaul of ISoA's Bylaws and development of its Policies and Procedures Manual has allowed us to put in place a systematic process of self-assessment that offers a mechanism to evaluate the School's mission, the School's various curricula, and the contribution of academic program areas to the delivery of core and specialized curricular content. These documents can be reviewed in the folder Pt. I.4 Policy Review, http://go.uillinois.edu/NAAB2014_2015_ISoAcloud.

The new bylaws improve balance between the responsibilities of the faculty and the director. The School's new organizational structure lays the groundwork for greater faculty roles in governance of the School through the elected and standing committees and the program areas, improves transparency, and incorporates regular reporting and assessment mechanisms through this structure as noted below.

- **Elected Committees** – the executive committee, co-chaired by a faculty member, advises the

Director on school policy, strategic planning, and recommends procedures and ad hoc committees as necessary each year. It is charged with reviewing and commenting on specific budgetary proposals originating in the programs and in the office of the director and reporting to the faculty on these. It serves as the School's Committee on Committees. Further the executive committee conducts yearly reviews of program area reports and reviews all applications for new programs. It engages in the tri-annual reapplication of programs for status as a subunit of the school. It is charged with assessing the contribution of programs and faculty to the core teaching-mission of the School, to mentoring graduate students focused in the program areas specializations, and to carrying out duties as defined in the Bylaws (pg. 6 ISoA Bylaws). In consultation with the director, the executive committee also can initiate and oversee the dissolution of a program. It also reviews and comments on all curricular proposals once forwarded by the School's Curriculum Committee for discussion, revision, and implementation. In all of its charges it is the body that is responsible for ensuring that the faculty is informed on the important issues regarding major curricular initiatives, budget, and progress in meeting the mission of the School (see duties of Executive Committee pg. 10 ISoA Bylaws).

- **Standing Committees** – The new School Bylaws identify two important standing committees that are appointed each year to ensure the School's assessment of its culture, organization and governance structure and the curriculum. The Bylaws Committee is charged with annually reviewing the School's Bylaws and Policies and Procedures to identify areas needing review, ensuring compliance with college and campus governing documents, and forwarding concerns to the executive committee (see committee duties pg. 15 ISoA Bylaws). The Curriculum Committee, composed of all program chairs, two "at-large" faculty members, two students (one undergrad, one grad) and administrators from the grad and undergrad programs, is required each year to review and prepare a written comment for the executive committee and director outlining potential curricular conflicts and areas of concern regarding core curricular components for each degree program and specialized programs of study, in addition to its other duties related to curriculum development (see committee duties pg. 12 ISoA Bylaws).
- **Program Areas** – Program Areas are responsible for offering courses that contribute to the required core curricula of the BSAS and M. Arch. degree programs, as directed and overseen by the Curriculum Committee, as well as elective coursework. Programs may also offer formal or informal concentrations within the School's professional M. Arch. degree program as well as courses of study and formal concentrations within the MS degree program with the intention that these will enable graduate students to develop acknowledged specializations within both graduate degree programs. The faculty in each program elect a chair who, in consultation with the faculty, is responsible to provide leadership in long-term strategic planning of the Program. The chair must also create an Annual Program Report for the Director and executive committee on the curriculum, teaching assignments, and delivery of courses in the program, as well as coordinate the individual responsibilities of other participants of the Program for the discharge of the duties assigned to them in their appointments and provide mentoring where appropriate (see pgs. 6-7 ISoA Bylaws)

The School has engaged faculty in a rigorous assessment that has touched on identity and vision, mission, organizational structure and curriculum. Its means of soliciting views on teaching, learning and achievement opportunities from students and graduates has been less systematic and comprehensive but has yielded important information nonetheless and a plan has been put in place to develop a more regular and inclusive feedback mechanism particularly with recent graduates and alumni who are established practitioners.

One important and consistent mechanism for soliciting student evaluations of courses is the campus system of course evaluation, Instructor and Course Evaluation System (ICES), administered by the

campus Center for Innovation in Teaching and Learning (CITL). This system is used across campus by faculty and teaching assistants. All instructors are strongly encouraged to administer ICES in all classes. Faculty and the School utilize ICES results for course improvement, as a means to evaluate teaching effectiveness and as one metric in the Promotion and Tenure process. CITL publishes a list “Teachers Ranked as Excellent by Their Students” to assist students in selecting excellent instructors when registering for a course. The Chancellor’s Senior Survey on the Undergraduate Experience at Illinois, also administered by Center for Innovation in Teaching and Learning, is another campus-wide assessment that provides data to the School that can be used to modify the delivery of course content.

In addition to these broad-based campus-level means of soliciting student feedback, past Director Chasco engaged in a yearly series of all-student meetings. In these forums, the director provides students in attendance with an update on the School’s efforts in different areas and then provides an “open-microphone” opportunity for students to provide feedback and questions on critical matters such as studio reviews, guest lectures, equipment needs, and School facilities. In the spring of 2011, students initiated the “Quipit” forum, which is a student-faculty-professional discussion series in the Illinois School of Architecture, focusing on a range of topics related to architecture and general design, as well as the life of the School. Two to three of these discussion forums are held each semester with a particular predetermined question and attract 10 to 25 students and three to five invited faculty.

Most recently, in recognition of the increasingly diverse international profile of the School’s student body and some of the new and different stresses this has put on the School’s operating procedures, the Associate Director of Graduate Programs initiated a study of the cross-cultural experiences of Chinese International graduate students. As noted above and in the demographic data presented in I.3.1, the percentage of international undergraduate students in the school increased from five percent to 19 percent between fall 2007 and fall 2013 while the percentage of international graduate students in the school increased from 16 percent to 20 percent. Although the percentage change of international graduate students is not as striking as the undergraduate change, it does mask the transformation in who makes up the international graduate student population. In fall 2007 Chinese students represented just four percent of the international students in the school. By fall 2013 the percentage of Chinese students had increased to 48 percent of international graduate student population in the school. The results of the initial study of the cross-cultural experiences of Chinese International graduate students, released to the faculty in May of 2014 suggests a number of findings significant to the way faculty deliver course material, the types of projects faculty assign, and the way teamwork is engaged in graduate courses. Findings indicate that the level of cross-cultural interaction between Chinese and domestic students is low and the scope and interactions are primarily limited to academic occasions. The study identified 11 barriers to cross-cultural interaction between Chinese and domestic students ranging from working style to graphic representation to conversation skills to self-motivation, and six “boosters” which represent socio-cultural situations where commonalities between Chinese and domestic students are promoted or where mismatches appear less significant because shared interests are more powerful than differences. More detail of these findings are available in the “Final Report of the Research of Cross-Cultural Experience of Chinese International Students,” which can be found at http://go.uillinois.edu/NAAB2014_2015_ISoAcloud in the folder titled Pt. I.1 Identity and Self Assessment, file: 2014_Report_CrossCultural_Experiences_of_International_Students_in_ISoA.

Other means to solicit views from students and alumni are in development, regularizing existing practices, to provide feedback to the new faculty-led school committees. The organizational structure of program areas that was put in place during the 2013-14 year, offers an opportunity to bring students together with faculty who have shared academic and research interests. This will enable the program chair and program area faculty to engage students in substantive small-group and one-on-one discussions about teaching and learning opportunities which can be fed back to the broader school faculty and committees

through the annual program area reports and through the curriculum committee. Another conduit for student input, particularly focused on curriculum development and revision is the inclusion of student members on the School's curriculum committee as defined in the new School Bylaws.

Building on past Director Chasco's extensive alumni development work in networking and meetings around the country over the last ten years, the School is working to formalize its relationship with professional alumni in Chicago through two advisory committees, 1) an advisory committee of established professionals, 2) an advisory committee of recently graduated alumni, in order for the School and its curriculum to be appropriately in touch with the profession, the regulatory environment, and the challenges of global practice and a globalizing profession. The School is building this effort on lessons learned from other units on campus that have successful advisory groups in place. Both advisory committees will work separately and jointly in providing advice on a large number of national and global issues.

c. Program's Challenges

The School benefits greatly from its history, its large, international alumni base, and its contemporary context in a large research university within a college of units engaged in teaching and scholarship of the fine and applied arts. We are fortunate to have benefitted from past Director Chasco's leadership in reorganizing the school subunit structure and his substantial efforts and outcomes in donor development that have provided financial stability and faculty resource support in a time when our peer schools and other units in our College have struggled in these areas. Given the influx of 25 new faculty hires in 8 years, new faculty research expertise, the changing nature of our student population, the forty-year-old bylaws and curriculum and with the overwhelming majority of history and technical content (i.e. Structures, Building Systems and Environmental Systems) in the undergraduate BSAS program, we began reflecting on how to address these internal issues as well as challenges resulting from state, national, and international trends and stimuli impacting the transformations within the university and the School. These challenges are being confronted in our planning processes so that we can continually evolve to meet future architectural and environmental issues important to the profession and the public. These challenges are further defined below, with respect to our pre-professional undergraduate program and our professional graduate program.

i. Undergraduate Challenges

Challenges regarding the undergraduate program fall into three areas: curriculum, enrollment, and contact with faculty. The undergraduate curriculum as currently configured requires students to complete 127 credit hours of coursework; of these, 74 are architecture program requirements, 44 are general elective requirements, 9 are open electives. The campus prefers that undergraduate programs of study have a maximum of 120 hours. The small number of non-architecture elective credits provides limited opportunity for students to pursue a minor within the program of study and limits the freedom of students to develop as well-rounded individuals by engaging elective courses from across campus.

Freshman enrollment in the pre-professional program has historically been 125 students with a consistently strong applicant pool. However in the past four years this has changed, primarily due to increasingly high tuition and fees relative to other Midwestern architectural education options for Illinois students. The School has seen a downward trend in the ability to attract admitted freshmen to commit as these students choose less expensive options in community colleges and peer Midwestern programs. This resulted in 108 freshman enrolling in fall 2012 and 84 students in the freshman class in the fall of 2013. The School has seen a slight rebound, with 99 freshman enrolling in fall 2014. Also impacting is the perception that job opportunities for graduates are limited by the present economic climate. Other factors influencing applications, acceptances and enrollments in our undergraduate program stem from changes in campus application review processes.

The third major challenge for the undergraduate program is lack of one-on-one contact and connection with full-time, tenured and tenure-track faculty in the sophomore and junior design studios. Due to recent retirements outpacing the opportunity to hire tenured and tenure-track faculty, many of the other instructors, particularly at the junior level, are adjuncts or visiting instructors who hold one or two-year appointments.

ii. Graduate Challenges

The challenges faced by the M. Arch. program are the same: curriculum, enrollment, and limited opportunities for M. Arch. students to link with faculty in areas of scholarly expertise. Curriculum challenges fall in two primary areas. The first challenge arises from limited ability of M. Arch. students to demonstrate knowledge of architectural theory generally and architectural history of the last half of the 20th century and early 21st century. With an ever-increasing non-UIUC graduate population, the second challenge arises from the assumption that the criteria for comprehensive design and core technical content is delivered in non-UIUC BSAS degree programs. We find it is increasingly not true for BSAS programs at our peer institutions. In reviewing transcripts of non-UIUC admitted students, the School's graduate office has sent an increasing number of deficiency letters to admitted M. Arch. students. These deficiency letters and the fact that deficiencies often necessitate extra semesters for those M. Arch. students is one contributing factor to the current dip in M. Arch. enrollment.

Application and enrollment in the School's professional degree has declined in both fall 2013 and fall 2014. Seventy-eight students made up the entering M. Arch. cohort in Fall 2012, nearly apace with long-term averages. However in Fall 2013 the cohort included only 67 students and fall 2014 includes 59. At the same time, the demographic profile of applicants has become increasingly international shifting from 40 percent of the applicant pool applying for fall 2010 admission to 62 percent of the pool applying for fall 2014 admission. In a change to historic trends, the School has also witnessed a diminishing number of our own BSAS graduates applying for admission to the School's graduate programs and those who do apply and are admitted, increasingly are choosing to attend peer programs as well as programs at Ivy-league schools.

With six required grad core courses, four of which are studios, students primarily choose among small seminar offerings (8-12 students) to complete the remaining 25 hours of elective courses. These electives are generally a mix of seminars in architecture and allied fields such as landscape architecture, urban planning and engineering. Given this, our notable faculty expertise in Technology, Building Systems & Environmental Systems, and History do not impact larger swathes of students in advanced topics in these areas. The School instituted four vertical graduate studios in the required core of M. Arch. courses beginning in fall of 2010. The pedagogic benefit has been more direct involvement by faculty in the design education of graduate students through thematic-based faculty-developed studio projects.

d. Program's Plan to Address Challenges

The faculty of the School has been working to address these challenges over the last five years. The School began with sessions directed at clarifying the School's vision for the future and its mission in 2010 and 2011. Continuing through the adoption of new bylaws and most recently the approval of a new curricular framework that addresses challenges in both the undergraduate and graduate curricula, a significant effort has been undertaken since the last accreditation visit. When he assumed the role of Director, Chasco sought to replace the Divisions as represented by the "Options." The School is required by university statute to have a structure of subunits, which was historically based on the major teaching areas in Structures, Practice & Technology, History & Preservation, and Design. Each division represented a "strength" with a dedicated core of faculty with practice and research expertise in each disciplinary area. However, this divisional structure also tended to artificially compartmentalize learning for students and limit interdisciplinary research opportunities for faculty. The framework of Program Areas conceptualized by Chasco, working with the School's Bylaws Committee, was adopted by the faculty to

restructure the governance of the School and its curriculum around Program Areas. While satisfying statutory requirements for subunits, Program Areas provide an “integrative discipline” format more flexible to change and responding to current architectural and societal issues.

Changing a structure of governance from Division to Program Areas required a complete overhaul of forty-year-old bylaws. Many bylaw components were not in compliance with the University. As indicated earlier, revisions to the Illinois School of Architecture Bylaws have defined the new Program Areas around the common core curriculum and made the new Program Areas jointly responsible for delivery of core courses while also delivering specialized courses. This change enables faculty teaching in their areas of specialization to work cooperatively to develop course content as well as encourage interdisciplinary research related to each program area. M. Arch. students may focus their education around the new Program Areas as well as pursue joint degree programs while sharing a common core curriculum.

i. Undergraduate Program - Planned Improvements

The undergraduate curriculum challenges have been addressed through a newly adopted curricular framework (see Section II.2 for more detail) that reduces the overall requirement for the BSAS degree to 120 credit hours of coursework; of these, 69 are architecture program requirements, 34 are general elective requirements, 17 are open electives. The new framework more accurately reflects the history of the way BSAS students meet general education requirements through the following assumptions: 1) multiple university general education requirements may be met by any single course, 2) students may arrive as freshman with advanced placement credit fulfilling general education requirements. There is a possibility that at least two of the newly proposed courses could be designed to meet general education requirements and be open not only to architecture students but also to students from across campus. The curricular framework passed by the faculty in May of 2014 includes 36 credit hours where design and graphic content will be delivered as compared to the current 24 credit hours.

Enrollment challenges: The School is working with the campus and College to increase the contact between prospective applicants and the School's undergraduate office. The School's administrator for undergraduate student services maintains constant contact with prospects. The School and the College have increased recruitment activities throughout the state. Because the School's Discover Architecture summer program is an important feeder to our undergraduate program, we are examining ways to increase opportunities for enrollment in the 2-week summer program for high school students by making additional seats available, through scholarships, and through more extensive publicity. The School has created a committee to address recruitment and admissions for both the BSAS and M. Arch. degree programs. These efforts have resulted in an upward trend apparent in the fall of 2014 with 99 enrolled freshman and 12 new transfers. The School will likely continue to face enrollment challenges for the foreseeable future.

The challenge of providing opportunities for more one-on-one contact between students and full-time, tenured and tenure-track faculty will be strengthened with additional permanent tenure-track faculty hires. The curricular development of Program Areas will provide the ability to bring undergraduates together with faculty to engage opportunities for design and research in specialized areas of architecture. The new undergraduate curricular framework allows for the Program Areas to be responsible for developing undergraduate design studio content and for providing the lead course coordinator/ instructor for undergraduate design studios.

ii. Graduate Program - Planned Improvements

In the fall of 2007 faculty began changes to the School's core curriculum where we believed all students would experience equivalent rigor between Division Options. To advance the idea of a common core and remedy a deficiency in graduate student knowledge of architectural theory, the faculty approved replacing

the choice of an architectural thought elective with ARCH 577, Architectural Theory, a common lecture course for M. Arch. students. The “professional issues” elective remained as part of the core, fulfilled by a series of approved seminar and lecture courses. The curricular challenges that remain are outlined above, and the faculty has begun to address these in the curricular framework that was approved in May of 2014. The new framework includes three technology courses that will be developed and taught by faculty from the Building Performance program area, a comprehensive design studio, and a course in Architectural History from 1850 to the present. These changes will enable the School to meet all the NAAB student performance criteria in the area of Integrated Building Practices, Technical Skills, and Knowledge within the graduate curriculum. The approved framework is another step in the evolution of the curriculum and it incorporates contributions from all new Program Areas to the M. Arch. core. It also seeks to remedy the need for deficiency letters sent to most non-Illinois BSAS graduates and hopefully address this drain on graduate enrollment.

Other enrollment challenges are being met by the School's new website, launched in fall of 2013, by the School's new admissions and recruitment committee, and by the increasing visibility of faculty specializations created by the School's program areas. The website enables the Illinois School of Architecture to have a new prominence on the web that exhibits faculty expertise and scholarship and that speaks to the School's identity as a place where creative design practice is informed by technical virtuosity and scholarly research. The School's new Program Areas offer a place for students to connect with faculty and engage in design research and scholarship focused on a common interest. This structure also enables greater mentorship of M. Arch. students by faculty around themes of common interest.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The Illinois School of Architecture is supported by the efforts of a group of highly accomplished faculty. Highlights of faculty achievements include:

- An ACSA Distinguished Professor, Kathryn Anthony
- Two current Fulbright Scholars – Paul Kapp, 2014, Mohamed Boubekri 2015
- An Elected Member of the Hungarian Scientists and Scholars – Botond Bogнар
- A Samuel H. Kress Fellow – Heather Hyde-Minor
- A National Endowment for Humanities Fellow – John Senseney
- A Fellow of the National Center for Humanities – Heather Hyde-Minor
- At least three National/International Book Award winners – Paul Kapp & Paul Armstrong, Lynne Dearborn & John Stallmeyer, and Heather Hyde-Minor
- National Teaching/Educator Awardees: Lee Waldrep – AIAS, Marci Uihlein – BTES
- Numerous AIA project award winners
- Former Chair of the EDRA Board of Directors, Lynne Dearborn
- Current Chair of the National Council for Preservation Education, Paul Kapp
- Three members of the AIA College of Fellows: David Chasco FAIA, Gaines Hall FAIA, Jeffery Poss FAIA
- 64% of faculty maintain professional licensure in US and international jurisdictions

The Illinois School of Architecture is also pleased to acknowledge significant endeavors, recognitions and honors realized by students and recent alumni. A selection includes:

- 2007-2008 Luce Fellow Tongji University – Ryan Dick (M. Arch. 2007), now Director GIGABASE ecological benchmarking
- 2010-2013 Enterprise Rose Fellow - Jason Wheeler (M. Arch. 2010), now with Alley Poyner Macchietto Architecture
- 2010 Walt Disney Imagination Competition - Student Team Finalists, Marchelle Gant & John Wieser (Architecture), Brent Dirks (Computer Engineering), Samantha Juna (Industrial Design)

- 2011 10UP Design Build Competition, Second Prize - Daekwon Park (M. Arch. 2007), now D.Des. Candidate, Harvard GSD
- 2011 Socio Design Foundation's Competition Winner, Colby Suter
- 2011 AIA Chicago Student Awards Competition 2010 Second Place, Steve Wallon, 2011 First Place, Ben Westergaard & Ryan Marshal
- 2011 ACSA Haiti Ideas Challenge, First Place Brodie Bricker, Matthew Zelenzek
- 2012 CTBUH International Student Design Competition, Honorable Mention, Milena Todorovic & Etienne Serveau
- 2013 Charles E. Peterson Prize, Historic American Building Survey, Third place award, members of the Preservation documentation class.
- 2014 AIA/F Diversity Advancement Scholarship, Robert Moy (BSAS class of 2018)

a. Resources for Faculty

i. Faculty of the School of Architecture

Faculty of the Illinois School of Architecture are renowned scholars and excellent and enthusiastic teachers who together offer students depth and breadth in backgrounds and expertise. Full-time faculty engage in design-related scholarship, teach courses in the school and discovery courses to campus honors students, and contribute to committees at the school, college and campus levels. The School's faculty collaborate with each other and with faculty from across the college and campus in teaching, research and service endeavors.

Faculty teaching in the Illinois School of Architecture during the 2014-2015 year include:

Full Professors, all tenured

Kathryn Anthony
Botond Bogнар, Edgar A. Tafel Endowed Chair in Architecture
David Chasco, FAIA
Michael Kim
Alejandro Lapunzina, Director Barcelona Program
Jeffery Poss, FAIA

Associate Professors, all tenured

Abbas Aminmansour
Mohamed Boubekri
Lynne Dearborn
Kevin Erickson
Ralph Hammann, Thomas D. Hubbard Professor in Architecture
Erik Hemingway
Kevin Hinders
Paul Kapp
Vidar Lerum
Joy Malnar
Heather Minor
Scott Murray
John Senseney
John Stallmeyer
Richard Strand

Clinical Associate Professor,

William Worn, Associate Director for Graduate Programs

Associate Professors, tenure track

Sara Bartumeus
Randy Deutsch

Assistant Professors, tenure track

Kenny Cupers
Sudarshan Krishnan

Mark Taylor
Thérèse Tierney
Marci Uihlein
Visiting Assistant Professors, non-tenure track
Mike Jackson
Carl Lewis
Instructors, non-tenure track
Lawrence Hamlin
Jeff Kansler
Lee Waldrep
Visiting Lecturers, non-tenure track
David Emmons
Heather Grossman
Brian Hammersley
Raul Martinez
Andrea Melgarejo de Berry
Tomeu Ramis
Amadeu Santacana
Michelle Smearman
Fang Xu

Faculty credentials, areas of research, personal biographies, and full-length *curricula vitae* are shared through the Illinois School of Architecture website: <http://www.arch.illinois.edu/faculty>. Faculty Resumes (*Part IV, Section 3*), Faculty Credentials (*Part IV, Section 4.1*), and a Matrix of Faculty Teaching Assignments (*Part IV, Section 4.2*) are provided in the Supplemental Information portion of this report.

ii. Institutional Policies on Equity and Diversity

The University of Illinois at Urbana-Champaign Office of Diversity, Equity, and Access (<http://diversity.illinois.edu/office.html>) serves as a resource to campus units by facilitating compliance and awareness of legal mandates set out by federal, state, and local agencies regarding civil rights, equal employment, and affirmative action. This office promotes an inclusive community through diversity, education, and outreach initiatives.

University and College Policies on Equity and Diversity are available online at:

- Chancellor's reaffirmation to EEO/AA <http://diversity.illinois.edu/chancellorscstmt.html>
- Campus commitment an inclusive environment: <http://diversity.illinois.edu/campusconduct.html>
- Campus 2014 Diversity in Hiring initiative: <http://diversity.illinois.edu/DRIVE.html>
- Diversity, Access, and Equity resources: <http://diversity.illinois.edu/resources.html>
- Illinois School of Architecture diversity statement and policy: <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy>

Several strategic initiatives to diversify the faculty, staff, and students of the Illinois School of Architecture have resulted in a growth in the number of female faculty and a noticeable increase in the percentage of Latino/Latina students in both the BSAS and M. Arch. degree programs. The School has also seen a 2.5 percent increase in the female population in the M. Arch. degree program. The School's diversity plan is available at <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy> and is discussed in Part I, Section 1.2, of this report under Learning Culture and Equity (*I.1.2.f. Diversity of Faculty Staff and Students*).

iii. Faculty Appointment, Promotion and Tenure

Policies for Faculty Appointment, Promotion and Tenure are addressed in two primary sources:

1. Provost's Communications

- a. Communication 2: Offering Academic Positions
(<http://provost.illinois.edu/communication/02/index.html>)
 - b. Communication 3: Appointments of Faculty and Academic Professionals
(<http://provost.illinois.edu/communication/03/index.html>)
 - c. Communication 9: Promotion and Tenure (<http://provost.illinois.edu/communication/09/index.html>)
 - d. Communication 13: Review of Faculty in Year Three of the Probationary Period
(<http://provost.illinois.edu/communication/13/index.html>)
 - e. Communication 21: Annual Faculty Review
(<http://provost.illinois.edu/communication/21/index.html>)
2. Illinois School of Architecture Bylaws and Policies and Procedures
 - a. ISoA Bylaws, pg. 13 Promotion and Tenure Committees
 - b. ISoA Promotion and Tenure Policy

Since 1997, the School has conducted searches for permanent faculty. In our searches for faculty, the School seeks the highest qualified candidates. Both in the content and placements of our advertisements, efforts are made to encourage women and minorities to apply.

Appointments of tenure-track faculty result from international searches carefully following the university-prescribed guidelines and procedures. Provost's Communication 2 (<http://provost.illinois.edu/communication/02/index.html>) details that steps that must be taken in when recommending an addition to the academic staff. Provost's Communication 3 (<http://provost.illinois.edu/communication/03/index.html>) outlines various types faculty of appointments and the procedures that must be followed. Upon completion of a search, the School's search committee recommends a slate of acceptable individuals from the short-listed group. The Director then forwards his choice to the Dean of the College for transmission with the dean's recommendation to the provost, who acts as the chancellor's designee.

Tenured and tenure-track faculty members in the School of Architecture are required to meet the minimum standards published in the position announcements, a M. Arch. degree and professional license, or a Ph.D. in architecture, engineering or an allied field.

Criteria for faculty promotion and tenure are outlined in Provost's Communication 9 and the Illinois School of Architecture Policies for Promotion and Tenure. All faculty promotions to Associate and Full Professor are made in compliance with Provost's Communication 9 and Illinois School of Architecture policy. The School's senior faculty play an important role in mentoring tenure-track faculty and also in the tenure and promotion review process. External reviewers are also an essential part of the process in assessing the candidate's work and accomplishments. Assessment letters from at least four esteemed academics from peer institutions are a required part of the evaluation process for both tenure and promotion. Three of these individuals come from a list generated by the director's office in consultation with faculty on the School's promotion and tenure committee, while one comes from a list generated by the faculty candidate. Senior faculty members also conduct peer teaching observation and evaluation as part of this process.

Non-tenure track appointments of teaching faculty are made based upon identification of individuals with appropriate skills through a review of an applicant pool developed from recommendations of current faculty, alumni and other practicing professionals, colleagues at other institutions, and responses to advertisements. A committee is usually formed to review applications and depending on the nature of the position, either portfolios or scholarly publications. The process by which visiting and adjunct appointments are made in the School are prescribe in the school Bylaws (see ISoA.BYLAWS.Adopted_04_30_13.rev.8.18.14.pdf in folder Pt. I.4 Policy Review, http://go.uillinois.edu/NAAB2014_2015_ISoAcloud).

The School is fortunate to be able to recruit, nurture and retain outstanding faculty at all levels to contribute to the School's educational and scholarly mission. Since the last accreditation visit a number of faculty have been granted tenure and promoted, while new faculty both tenure-track and non-tenure track have joined the School. Since the last accreditation visit, the School has annually requested tenure track

faculty searches and has been granted a number of those requested. These searches have resulted in five tenure-track hires, three at the rank of assistant professor and two at the rank of associate professor, as well as one clinical professor hire.

Awards of Tenure and Promotions

- 2009: Alejandro Lapunzina and Jeffery Poss both were promoted to the rank of Professor.
- 2009: Vidar Lerum received tenure and was promoted to the rank of Associate Professor.
- 2010: Lynne Dearborn and Ralph Hammann both received tenure and were promoted to the rank of Associate Professor.
- 2011: Paul Kapp, Heather Minor, and Scott Murray each received tenure and were promoted to the rank of Associate Professor.
- 2012: Areli Marina and John Stallmeyer both received tenure and were promoted to the rank of Associate Professor.
- 2013: John Senseney received tenure and was promoted to the rank of Associate Professor.
- 2014: Kevin Erickson received tenure and was promoted to the rank of Associate Professor.

Tenure Track Appointments

- 2009: Thérèse Tierney was appointed a full-time, tenure-track position at the rank of Assistant Professor. This appointment was the result of a national search.
- 2012: Kenny Cupers was appointed a full-time, tenure-track position at the rank of Assistant Professor. This appointment was the result of a national search.
- 2013: Sara Bartumeus and Randy Deutsch were appointed a full-time, tenure-track position at the rank of Associate Professor. These appointments were the result of a national search.
- 2013: Sudarshan Krishnan was appointed a full-time, tenure-track position at the rank of Assistant Professor. This appointment was the result of a national search.

Non-Tenure Track Appointments

- 2009: Lee Waldrep was hired as the Administrator for Undergraduate Student Services.
- 2009: Jeff Kansler and Matthew Niermann were hired as Visiting Lecturers.
- 2010: Adam Gimpert and Susan Johnson-Roehr were hired as Visiting Lecturers.
- 2012: Brian Vesely and Damon Leverett were hired as Visiting Lecturers.
- 2012: Sara Bartumeus and Randy Deutsch were hired as a Visiting Associate Professors.
- 2012: Hugh Swiatek was hired as the Fabrication Coordinator.
- 2012: William Worn was hired as a Clinical Associate Professor.
- 2013: Adolf Sotoca Garcia was hired as a Visiting Associate Professor.
- 2013: Fang Xu and David Emmons were hired as Visiting Lecturers.
- 2014: Heather Grossman, Brian Hammersley, Raul Martinez, Andrea Melgarejo de Berry, Tomeu Ramis, Amadeu Santacana, and Michelle Smearman were hired as Visiting Lecturers.

Transitions to Other Institutions

- 2012: Assistant Professor Julie Larsen left the faculty and is now an Assistant Professor at Syracuse University. Roger Hubeli also left the faculty in 2012 and is also an Assistant Professor at Syracuse University.
- 2012: Assistant Professor Stewart Hicks left the faculty and is now an Assistant Professor at the University of Illinois at Chicago.
- 2013: Visiting Instructor Allison Warren left the faculty.

Retirements

- Robert Selby (2009), Art Kaha (2009), James Anderson (2010), William Erwin (2010), Henry Plummer (2010), Mir Ali (2011), Paul Kruty (2011), Michael McCulley (2012), and Paul Armstrong (2012) retired. Professors Ali, Anderson, Kaha, Kruty, and Plummer were awarded the rank of Professor Emeritus, and Associate Professors Armstrong, Erwin, McCulley, and Selby were awarded the rank of Associate Professor Emeritus.

iv. Faculty Development

Faculty receive grant support for their research and scholarly activities through a variety of sources on the Urban Campus:

- Research Board Grants
- Public Engagement Grants
- FAA Creative Research Awards

The College of FAA provides support through competitive Creative Research Awards and FAA Small Grants to non-tenure-track faculty and staff.

The School supports faculty through endowment funds in the following ways:

- Research funds
- Named Professorships
- Course release time for tenure-track faculty to pursue research
- Start-up funds for new faculty

Support for Faculty Travel

The campus Office of the Vice Chancellor for Research and the School provide support for faculty travel to attend conferences based on application to the campus Scholars' Travel Fund. The School contributes an additional amount to the Scholars Travel Fund award based upon each faculty member's budget provided with the application. The Scholars' Travel Fund (<http://research.illinois.edu/stf/>) is a Campus Research Board program designed to support the dissemination of faculty members' professional work and expertise: e.g., travel support to Illinois faculty members in specific areas, including the School of Architecture, to present original peer-reviewed papers or posters at scholarly events. The number of trips a faculty member is eligible to receive support for during the fiscal year is dependent upon their rank. Each conference counts as one trip in the year in which application is made. Full professors, associate professors, and lecturers are eligible to receive one trip per fiscal year to either a domestic or foreign destination. Assistant professors are eligible to receive two trips per fiscal year. One of the trips may be to a foreign destination.

The campus office of Illinois International provides support for faculty international travel through its International Research Travel Grants program (<http://international.illinois.edu/faculty/ipstravel.html>). These grants range from \$1,000 to \$4,000 per award and are intended to fund travel and related expenses outside of the United States for purposes of international research. Proposals are reviewed a faculty panel and are awarded primarily based on perceived quality, although priority is given to early-career scholars and proposals that reflect a research effort that is part of a longer-term international research program.

These two funding sources have enabled substantial faculty travel for development and dissemination of scholarship. Specific information on travel funding support for each faculty member is available at http://go.uillinois.edu/NAAB2014_2015_IsoAcloud in the folder titled Pt I.2 Resources, file: IsoA_List_Support_for_Faculty_Travel_2009-14.

Faculty Development Grants

The campus and college offer a range of resources to support faculty development in the areas of research, teaching and public engagement.

HASS – in October 2008, then-Provost Linda Katehi created the Humanities/Arts Flexible Scholarship Support Fund (HASS) to provide \$1000 to each tenure-stream faculty member in the College of Fine and Applied Arts (FAA) and in humanities-based units in the College of Liberal Arts and Sciences (LAS). These funds address the nearly complete lack of discretionary research funding in certain sections of the Urbana-campus and provide discretionary funding to be used by faculty to support their research, scholarship, teaching, and engagement activities following campus guidelines for use of state funding. Following a mandated five-year review, in 2013-14 the award amount was increased to \$1,500 per year for each tenure-stream faculty member.

Campus Research Board Grants (CRB) – The Illinois Campus Research Board (<http://crb.research.illinois.edu/content/programs/Programs.aspx>) was established in June of 1932 to serve the campus as a conduit for the distribution of funding to faculty members in support of individual or group research projects. Awards of up to \$30,000 are highly competitive and are granted based on review of faculty proposals and recommendations of award by the board. Tenure-stream faculty are eligible to submit detailed research proposals, which are reviewed four times each academic year. The board grants support for: new faculty as they initiate their research, pre-tenure faculty as they complete critical scholarship, seed funding for research in new and interdisciplinary directions, preliminary studies to improve the potential for attracting external research support, important research in fields for which external support is either quite limited or unavailable.

Public Engagement Grant Program (PE) – The campus Office of Public Engagement (engagement.illinois.edu see Awards and Recognitions) provides grants of up to \$12,000 to support community-related projects, scholarly work, creative endeavors, and course development activities of faculty, students and staff, within the broad framework of public engagement. In the fall each year, proposals receive funding based on a competitive review process that identifies projects most closely aligned with the university missions of research, teaching, and economic development and that demonstrate the greatest likelihood of positive impact through a community-based project with high potential for longer-term sustainability.

Illinois Strategic International Partnerships (ISIP) – The campus office of Illinois International coordinates relationships with a small, select group of true peer institutions around the world that are both broadly and deeply impactful—crossing departments, colleges, centers and institutes to inform and enhance the university's core missions of research, education, public service, and economic development. When possible, ISIP leverages existing relationships and cultivates new relationships when necessary—with a small, highly select group of true peer institutions around the world to form institutional partnerships that are both broadly and deeply impactful—crossing departments, colleges, centers and institutes to inform and enhance all of our core mission activities: research, education, public service, and economic development. School of Architecture Faculty have received grants through ISIP's **INSPIRE** initiative linking research and teaching missions with KTH Royal Institute of Technology, Stockholm University, and the Karolinska Institutet, and also through the Africa Initiative (<http://international.illinois.edu/partnerships/isip.html>)

FAA Creative Research Awards (CRA) – Twice each year, the College of FAA awards grants of up to \$10,000 to support creative scholarship and research of faculty, academic staff and academic professionals in the College (faa.illinois.edu see Faculty Resources). This highly competitive program supports exploratory research, creative activity, and performance in an initial phase or as an on-going project. Grants are awarded based upon the quality of the project proposed, its contribution to the creative and scholarly mission of the College, and its ability to enhance the scholarly reputation of FAA and connect its research to national and global communities.

PITA – Provost's Initiative on Teaching Advancement (provost.illinois.edu see Programs and Courses, Teaching Advancement Board) offers support to enable recipients to design, implement, and assess instructional innovation that has a high probability of enhancing education at Illinois. Projects most likely to receive funding are those that clearly align with campus priorities and where PITA resources might be leveraged to increase external support. Grants of up to \$7,500 are awarded to faculty for projects that: strengthen excellence in instruction, improve existing courses, develop new courses and pilot courses

intended to become part of a unit's core curriculum, investigate the effectiveness of some aspect of instructional practice of develops methods to measure instructional effectiveness.

Faculty Receiving Development Grants, Fall 2012- Spring 2014

Date	Name	Project Title	Amount/Type
2012	Mohamed Boubekri	Daylighting/Human Factors & Systems Performance	\$9,620/CRA
2012	Kenny Cupers	The Social Project: Housing Postwar France	\$6,787/CRB
2012	Kevin Erickson	ROPE Pavilion	\$7,286/CRA
2012	Kevin Erickson	ROPE Pavilion	\$4,630/CRB
2012	Alejandro Lapunzina	Le Corbusier and the Americas	\$11,580/CRB
2012	Vidar Lerum	Design & Performance of an integrated, energy efficient heating, cooling and ventilation system at the Winter Palace in St. Petersburg, Russia	\$3,300/CRA
2012	Vidar Lerum	The Future of Sustainable Design-Learning from Early Innovations	\$29,027/CRB
2012	Jeff Poss	Wash/Pack/Teach Pavilion at the Sustainable Farm	\$22,823/CRB
2012	John Stallmeyer	Nature User Interfaces for Design Environments: The Surface in the Studio	\$9,250/CRB
2012	Mark Taylor	Assessment of non-standardized building materials & components for post-earthquake reconstruction in Haiti	\$25,450/CRB
2012	Mark Taylor	Documentation of Built Work in Haiti	\$4,150/CRA
2012	Marci Uihlein	Technical & Travel Support for Researching A&E	\$2,932/CRA
2012	Marci Uihlein	Discovering Methods of Structural Integration in Contemporary Architectural Practices	\$12,041/CRB
2013	Kenny Cupers	The Architectural Globalization of Mass Housing	\$6,000/CRA
2013	Lynne Dearborn	Living Heritage as Economic Development	\$5,000/CRA
2013	Randall Deutsch	Engineering Strategic Instructional Initiatives Program	\$65,000
2013	Kevin Erickson	Instructional Innovation	\$1,140/PITA
2013	Paul Kapp	SynergiCity: Reinventing the Post-Industrial City	\$6,000/CRA
2013	Paul Kapp	The Architecture of William Nichols	\$13,893/CRB
2013	Paul Kapp	Research of Post-Industrial Heritage in the U K	\$4,000/CRA
2013	Heather Minor	Giovanni Battista Piranesi's Lost Words	\$1,000/CRA
2013	Heather Minor	G.B. Piranesi for publication	\$7,777/CRB
2013	Mark Taylor	Igbogun Primary School and Community Center	\$5,000/ISIP
2013	Marci Uihlein	Researching Architecture and Engineering	\$2,932/CRA
2014	Kenny Cupers	Architectural Modernism & Environment Science in Imperial Germany	\$11,230/CRB
2014	Kevin Erickson	urbanEDGE	\$5,900/CRA
2014	Heather Minor	The Art of Winckelmann	\$9,604/CRB
2014	John Stallmeyer	The Digital Studio & International Collaboration	\$8,000/INSPIRE
2014	Marci Uihlein	The Structural Engineer as Designer: Architecture's Creative Partner	\$15,395/CRB

Faculty Development Leaves, Spring 2009 – Fall 2014

Date	Name	Purpose
Fall 2009	Scott Murray	Humanities Release Time: Book project "A History of Translucency in Modern Architecture"
Spring 2010	Heather Minor	Center for Advanced Study Beckman Fellow
Spring 2010	John Senseney	Humanities Release Time/CRB
Spring 2012	John Senseney	National Endowment for the Humanities Fellow: American Research Institute in Turkey
Fall 2012	Thérèse Tierney	Humanities Release Time: Book project "Public Space/New Publics: Social Media's Connected Culture"
Fall 2012	Marci Uihlein	Humanities Release Time: Project: "Building

Fall 2013	Heather Minor	Revolution: Examining Historic, Existing, and Future Roles of Architects & Their Collaborators"
Fall 2013	John Senseney	National Humanities Center Fellowship
		Illinois Program for Research in the Humanities
		Faculty Fellowship
Spring 2014	Paul Kapp	J. William Fulbright Fellowship / University of Birmingham, United Kingdom
Fall 2014	Kenny Cupers	Illinois Program for Research in the Humanities
		Faculty Fellowship
2014-2015	Mohamed Boubekri	J. William Fulbright Foreign Scholar / <i>Are/ University</i> in Istanbul

Start-Up Funds for New Faculty

Newly hired tenure-stream faculty members are generally provided start-up funds of approximately \$3,000 to support their research and creative work. Assistance with moving expenses is provided in the amount of approximately \$1,500-3,000 from the School of Architecture and \$1,500 from the College of Fine and Applied Arts, when appropriate. Funds for new faculty start-up packages come from school of architecture state and discretionary funds. The source depends on the particular faculty expertise, for example start-up funds for newly hired faculty in architectural history come from the Laing endowment. The amount of funding varies, based upon the school administration's assessment of the funds' usefulness in advancing the school's long-term goals. Faculty may use start-up funds for equipment, graduate research assistants, research and conference travel. Specific information on new faculty start-up funding is available at http://go.uillinois.edu/NAAB2014_2015_IsoAcloud in the folder titled Pt I.2 Resources, file: ISoA_List_Start-up_Funds_2005-13.

Faculty Professional Development

Illinois School of Architecture faculty are dedicated to maintaining up-to-date professional knowledge in architectural, design, and engineering practice and to bringing this design knowledge to student in the classroom and studio. Fifty-nine percent of the School's tenure-stream faculty maintain professional architectural registration in the US and Internationally; 39% are licensed in Illinois and other US jurisdictions while 25% hold registrations in various countries around the world. One faculty member holds an Interior Design registration and one is a licensed professional engineer. Several faculty members are certified LEED professionals and one holds an accreditation in Evidence Based Design (EDAC). Faculty earn continuing education credit as required to maintain their professional certifications and to stay abreast of contemporary challenges and advances in their areas of expertise. Faculty are active members of numerous professional organizations, often serving in leadership roles, such as the AIA, SAH (Society of Architectural Historians), EDRA (Environmental Design Research Association), ACADIA (Association of Computer Aided Design in Architecture), and ASCE (American Society of Civil Engineers). Several faculty have contributed to important international, national, and regional efforts to advance regulation and policy surrounding architects and the built environment, such as through the membership on the International Code Council Administration, the Institute of East Asian Architecture and Urbanism, and Illinois Historic Sites Advisory Council.

Faculty are also active and take on leadership roles in organizations focused on architectural and engineering education including ACSA, ARCC (Architectural Research Centers' Consortium), SBCE (Society of Building Science Educators), BTES (Building Technology Educators' Society), and the National Council for Preservation Education (NCPE). Faculty generally receive support from the campus and the school to attend professional meetings when presenting or in leadership roles in the organization. Attending professional conferences not only enables faculty to immerse themselves in the most current information in their various fields of expertise, but also to network with faculty from other architecture programs and to hear about the latest ideas and developments in architectural education.

To improve teaching effectiveness of faculty and graduate teaching assistants on the Urbana campus, the Center for Innovation in Teaching and Learning offers a variety of workshops. Six faculty workshops in two different series are conducted for faculty each semester; recent workshops have addressed "Best

Practices for Teaching” and “How to Teach Online.” This center also offers 18 one-hour individual workshops for young faculty and graduate teaching assistants each semester on a range of topics (<http://cte.illinois.edu/programs/workshop.html>).

The Office of the Provost and the College of FAA Dean’s Office offer programs to enable faculty to develop skills necessary for academic leadership positions. These include:

- CIC Academic Leadership Program (<http://www.cic.net/projects/leadership/alp/introduction>)
- Provost Fellows Program (<http://provost.illinois.edu/als/>)
- FAA Dean’s Fellow Program

Endowed Professorships and Special Faculty Support

In 2004, the Illinois School of Architecture had no active endowed chairs or professorships. Upon his arrival in 2004, past Director Chasco implemented a development strategy to seek alumni donor support for three to five endowed chairs and professorships to both recognize current faculty accomplishments as well as a means to recruit promising and/or accomplished faculty to the School of architecture. Despite our national reputation, the School has been unable to compete with our peer state and private architectural programs in both the areas of salary compensation and recognition. To maintain our standing as a leading institution of architectural education and given that we had hiring upwards of 25 new faculty (due to heavy retirement losses), the School needed to change its development strategy from one primarily focused on student support to one equally focused on faculty support. Past Director Chasco is currently engaged in the recruitment of two endowed chairs (in technology/structures and in housing), one endowed Professional Practice Fellowship and several ongoing endowed professorships. These new faculty chairs and professorships will augment the School’s current active endowed professorships.

- **Edgar Tafel Chair in Architecture.** In 2006, the Edgar Tafel Chair in Architecture was initiated for a current faculty member in the Illinois School of Architecture for a 5-year term. The holder of the Edgar Tafel Chair in Architecture upholds the cherished and timely tradition of architectural education first established at the University of Illinois by Nathan C. Ricker upon the founding of the program, and now further amplified by the extraordinary life and accomplishments of Edgar Tafel. The Chair is expected to continue his/her outstanding research and teaching, provide a timely series of lectures in his/her specialized area, participate as an honored representative of the School for special events abroad, nationally, and at the University, College and School levels as is warranted. The Chair position may be utilized to recruit an individual of national significance or be conferred upon a current faculty member who has achieved national stature. The faculty member must be a full professor whose significant accomplishments meet the intent of the endowment language and spirit embodied by Tafel. In addition to the distinguished chair title, each faculty member who is appointed the Edgar Tafel Chair in Architecture receives a salary supplement and additional research support determined by the Director of the School of Architecture.

Professor Botond Bogner has been appointed the Edgar Tafel Chair in Architecture by Illinois School of Architecture for two terms 2006-2011 and 2011-2016.

- **Thomas D. Hubbard Endowed Professorship.** In 2011, Thomas D. Hubbard, a 1956 graduate of the School of Architecture, initiated a 5-year term Endowed Professorship for a current faculty member in the School of Architecture. The University of Illinois shall appoint and designate the individual who will hold and occupy the Professorship from time to time for a maximum term of five (5) years. The University may, but shall not be required to, reappoint the same individual to as many successive terms in the Professorship as the University deems appropriate. In appointing to the Professorship the University of Illinois shall select an individual who, in addition to possessing other qualifications of professorial appointment, is accomplished and distinguished in the research/applications of building system investigations, building material sciences investigations, sustainable building technologies and structures; and who is also accomplished in project management or professional practice where the emphasis is on building technologies. In addition to the endowed professorship title, each faculty member who is appointed the Thomas D. Hubbard Endowed

Professor receives a salary supplement and additional research support determined by the Director of the School of Architecture.

Associate Professor Ralph Hammann holds the Thomas D. Hubbard Endowed Professor for the period of 2011-2016.

- **Plym Distinguished Professorship.** The Plym Distinguished Professorship is a very special position within the School of Architecture. It was made possible by a gift to the School in 1981 by the late Lawrence J. Plym of Niles, Michigan. Mr. Plym was past president of the Kawneer Corporation. Mr. Plym and his family have a very warm association with the University of Illinois and the Illinois School of Architecture. The Plym Professorship is conferred on an architect who has a distinguished record of achievement and can make a positive contribution to the enrichment of the professional education of students in the School. Past Plym Professors have included Gunnar Birkerts, Paul Rudolph, Joseph Esherick, Minoru Takeyama, Edmund Bacon, Thom Mayne, Carme Pinos, Dominique Perrault, Frances Halsband, William Miller, Norman Crowe, Ken Yeang, Kengo Kuma and Kenneth Frampton. The Illinois School of Architecture most recently appointed Juhani Pallasmaa, one of Finland's most significant internationally known architects and theorist, as the Distinguished Endowed Plym Professor in Architecture for the Fall 2010 school semester.

- **Alan K. and Leonarda F. Laing Distinguished Professorship in Architecture.** Beginning in 1997, the Laing Professorship has been conferred upon a person with a distinguished record of achievement in the field of architectural history and/or preservation, and who could make a contribution to the enrichment of the professional education of students in the School of Architecture. The Professorship was a visiting faculty position, and included teaching in lecture courses and seminars, participating in the School lecture series, and joining in colloquia with the faculty. The visiting faculty position was for a period of one semester in the academic year. Previous Professors include Professor Dmitry Shvidkovsky from the Moscow Institute of Architecture (1997), on Russian architecture; restoration architect Jaime Hernandez-Perez (1998) on Colombian architecture; Allen Ceen (1999) on the architectural history of Rome; Ian J. Lochhead from New Zealand's University of Canterbury (2000), on New Zealand architecture; Mohammad al-Asad, from Jordan's Center for the Built Environment (2001), on Islamic architecture; Olga Paterlini de Koch from Argentina's University of Tucumán (2002), on Latin American Town Planning; Lydia Soo from the University of Michigan (2003) on architecture theory in the 17th century; Keyvan C. Rafii (2004); and Gabriela Campagnol from the University of Sao Paulo (2005). Because of the Laing endowment's flexible language, since 2006, the School has used these funds to support the research endeavors of tenure-stream architectural historians as well as to bring in early career architectural historians to augment the School's course offerings in architectural history. In 2014-15, Heather Grossman is supported by funds from the Laing endowment and brings to ISoA's students new specialties in Architectural History.

- **Dean F. and Avis E. Hilfinger Faculty Fellowship in Architecture.** Established to encourage and advance the study of architectural structures through visiting faculty fellowships, the Hilfinger Faculty Fellowship was made possible through a generous gift by the Hilfingers to the School of Architecture. The objective of the fellowship is to support and encourage individuals who wish to pursue a career in architectural education with emphasis on building structures. Hilfinger Fellows are appointed as visiting lecturers in Structures and are expected to spend one academic year in residence at the school. During this time, they teach structures courses, conduct studio reviews, deliver public lectures and pursue research interests in architectural structures. The first Hilfinger Fellow was Professor Robert Dermody, an UIUC alumnus from Boston, Massachusetts (2002). Marc Mitalski (2004) and Christopher Rockey (2006) followed Dermody. The Hilfinger endowment is a spend-down account. Remaining funds have been set aside and will be utilized to support the School's teaching of architectural structures where needed to off-set future state funding shortfalls.

- **Stouffer Endowed Professorship.** In 2007, the Richard R. Stouffer Endowment was originally initiated to support a broad range of discretionary activities determined by the ISoA Director's preference and in support of the School's student and faculty activities. Per a meeting with Director Chasco, the Stouffer Family (through a rider to the original endowment language) provided permission for the School's director to, in addition to the original intended purpose, use the Stouffer Endowment in support of an Endowed Professorship. Reverend Stouffer wanted to establish the professorship as a memorial to his parents, Ernest L. and Reba E. Stouffer. Ernest Stouffer was personally dedicated to the development and beautification of the University of Illinois at Urbana-Champaign campus and served as its Chief Architect. The goal of the Stouffer Professorship will be to advance excellence and enrich the academic lives of students and faculty in the School of Architecture.

Through development successes, the School also has the opportunity to immediately create two additional endowed professorships for either associate or full professors. The Edgar Tafel Endowment provided an excess fund (\$500,000) that is currently part of the Director's Discretionary Fund. The Vollintine Fund (\$1,000,000) is also part of the Director's Discretionary Fund and in an undefined account. The amount of \$500,000 can be moved from discretionary in both the Edgar Tafel and the Vollintine Endowment to active status to fund Endowed Professorships in support of design (Tafel) and non-design, area to be determined (Vollintine). This will of course reduce discretionary income but would continue a strategy of critical support for accomplished faculty and for faculty recruitment.

b. On-going Faculty Research, Outreach and Instruction

An overview of a range of noteworthy research, outreach and instruction project is provided below and organized by the school's recently developed program areas. These projects have received funding from a number of internal and external sources, as explained in these short narratives.

i. Detail and Fabrication

As a result of the College of FAA approval to support Detail and Fabrication's (Professor Jeff Poss) "Seed Proposal" for enhanced fabrication equipment and dedicated multi-purpose Detail and Fabrication work space, the first floor of Annex 2 will be renovated for the school's use.

Solar Decathlon – Since 2007, four Solar Decathlon entries from The Illinois School of Architecture have demonstrated notable innovations in cutting edge sustainable house building techniques. These entries have offered students the opportunity to engage in new building products research, design and construction, and faculty the opportunity to develop post-competition assessment techniques to contribute new knowledge about sustainable building and products. Titled "Elementhouse" ISoA's 2007 entry competed with entries from 19 other universities from around the world on the national mall in Washington, D.C. and while is placed 9th overall, Elementhouse earned top honors in the Market Viability and Comfort Zone contests (<http://solardecathlon.illinois.edu/2007/>). "Gable Home," ISoA's 2009 entry represented a synthesis of vernacular architecture and new technology. This entry was launched by an interdisciplinary team lead by ISoA students and faculty and including FAA's Industrial Design unit, the College of Engineering, and the College of ACES (Agriculture, Consumer and Environmental Sciences). Gable home finished the competition in 2nd place overall, earning 1st place honors in Hot Water, Appliances, and Home Entertainment (<http://2009.solardecathlon.illinois.edu/>). Illinois' 2011 Solar Decathlon entry, "Re_Home," was designed for rapid assembly after a natural disaster (<http://solardecathlon.illinois.edu/2011/index.php?page=content/competition.html>). The 2011 effort brought together faculty and students from Architecture and FAA as well as Engineering, ACES and the College of Business, to compete against 18 other universities from around the world; Team Illinois won two of the ten contests in the 2011 Solar Decathlon, earning top honors in the Appliances and Energy Balance and placing seventh overall. Most recently, the 2013 Etho-Home brought together students and faculty from Peking University and the University of Illinois Urbana-Champaign to design and build a home for the first ever Solar Decathlon China in 2013 (<http://solardecathlon.illinois.edu/index.php/about-lnk/the-competition>). ISoA faculty and students were once again important contributors to the 2013 effort in partnership with College

of Engineering, College of Business and Department of Landscape Architecture and architecture and engineering students and faculty from Peking University. In addition to the more than \$2,000,000 raised to complete these four homes and the formal and informal student learning and research opportunities that the efforts enabled, nearly \$150,000 in grants was secured for post-competition research on the 2009 and 2011 entries (ISoA faculty involved: Mark Taylor, Mike McCulley, James Anderson).

Folding Farm I & II – The folding farm project represents the development of the means to transport produce from the Sustainable Student Farm, south of the Urbana campus, for sale in other parts of campus and the community. Folding Farm II (FFII) is a “green” produce transport vehicle and a deployable farm stand. It demonstrates the modification of Folding Farm I (FFI), a working prototype conceived in 2012 as a bicycle-powered delivery system and market display for locally grown and sold produce. Through careful product development by a faculty-student team, a conceptual studio project has been taken through a rigorous development process to create a sustainable transport vehicle that easily transforms to a stable display cart at the farmer’s market. Thus Folding Farm II is a farm utility vehicle that delivers and displays produce for local marketplaces. Through this effort, Folding Farm becomes a demonstrable design idea that serves as an emblem for the environmental transformation of the local community (ISoA faculty involved: Jeff Poss).

ii. Health and Well-being

Improving Well-being Through Design, Building and Engagement in Underserved Communities – Through teaching, research and design efforts, faculty engage students with community partners in locations in Illinois and internationally (<http://www.arch.illinois.edu/degrees/solutions-society>). Most recently these faculty projects have focused students on efforts in East St. Louis and Rockford, Illinois, São Tomé and Príncipe, West Africa, and in Haiti. Advanced undergraduate/graduate (ARCH 476) and graduate (ARCH 572) design studios, graduate seminars, independent study, and graduate research assistantships have provided the vehicle for student involvement in these outreach efforts (<http://www.arch.illinois.edu/faculty/lynne-m-dearborn-phd> ; <http://www.arch.illinois.edu/faculty/mark-taylor>). Faculty work with NGOs and government partners, to leverage student and faculty expertise and to engage members of underserved communities in the design process, enabling the development of more fitting physical environments in these communities. While these efforts offer the opportunity for students to address the complexities of real-world environmental problems in marginalized communities, they also provide the vehicle for faculty to development applied research projects as well as to assess engaged teaching pedagogy. Projects based in Illinois have benefitted from over \$35,000 in internal research and outreach funding, while projects in Haiti have received over \$142,000 in internal and external research funds (ISoA faculty involved: Lynne Dearborn, PhD, Mark Taylor).

Planning and Designing for a Healthy Environment in Central Illinois – This interdisciplinary research, outreach and education project brings faculty and students from ISoA’s Health and Well-being program together with faculty and students from Landscape Architecture, Urban and Regional Planning, and Art and Design as well as staff from campus and state Cooperative Extension to work with Illinois residents to produce: applicable proposals for the Peoria region’s future; novel learning and research experiences for advanced students; and a visible model for use in growing the College of Fine and Applied Arts’ public engagement mission. This project has garnered \$125,000 for a two year period (2014-2016) from an new Illinois Cooperative Extension grant program to leverage faculty, staff and student expertise to improve the well-being of Illinois residents through research, outreach and coursework that focuses on links between the physical environment and human health using a transdisciplinary model. While the project’s initial research and partnership development is taking place in 2014-2015, the core of this project will include five design and practice courses for advanced undergraduate and graduate students, working in the 2015-2016 on specific health-related projects with partners in the Peoria region. Partners for these efforts include: the Economic Development Council of Central Illinois, Workforce Alliance, Illinois Central College, Central Illinois Wellness Council, University of Illinois College of Medicine at Peoria Center, Quality Quest for Health of Illinois, Peoria Local Initiative

Support Corporation, and units of local government (current ISoA faculty involved: Lynne Dearborn, Ph.D.).

iii. Performance

BESTLab - Building Energy Simulation Team Laboratory

The BESTLab is a research laboratory and a learning environment with a focus on energy and comfort in buildings. Computer simulations are used actively in iterative design processes to analyze the environmental impact of architectural design solutions, from concept to design development. The study of energy and comfort in buildings involves careful considerations and analyses of alternative building designs with a goal to optimize the interaction between built capital and the natural environment. The study of thermal and visual comfort in buildings takes into account the demand as well as the supply of energy, the use as well as the harvest of energy, the energy in light as well as the energy in solar radiation.

The lab was built to facilitate teamwork, thus the T in BEST. Each workstation is equipped with dual high-end computers sharing a high definition display, allowing the user to switch seamlessly between OSX and Windows operating systems. Each workstation is set up for two users, allowing for teams of instructor + student or student + student learning through the exploration of architectural project development. Currently, resources are limited to the space itself (ARCH 4W), furniture, computer hardware and software, and a wall mounted HD TV used during workshop sessions. There is a need to establish continuing funding for the lab, including identifying external funding sources.

Faculty work with their research assistants on scholarly projects lead by the instructor. Students work on their studio projects. The lab is set up to serve a studio section with up to 16 students: 8 teams of 2 students. In one example of instructor lead research, Professor Vidar Lerum and his research assistant Julia Rings used the CFD module in Virtual Environment Pro to perform computational fluid dynamics analyses of historic buildings. One of the cases involved a study of airflow and temperature distribution inside the British Museum Reading Room. The goal of this project was to reach a deeper understanding of comfort issues, as documented in several books on the history of the reading room. The results from multiple CFD analysis runs identified asymmetry in temperature and airflow patterns in a space that is perfectly symmetrical in plan and section. Students in Professor Lerum's section of the ARCH 573 studio (Spring 2014) used the lab to explore form generation and to analyze the energy balance in their projects for a centrally located Chicago research library with the goal of seeking a net zero energy budget. Imagery for the projects described above is available upon request.

Several modes of faculty and student interaction and learning are facilitated: faculty lead mini-lectures based on their research, instructor lead workshop sessions introducing high end software tools, faculty and research assistant cooperation on research projects, and student team work as an extension of their studio projects.

A formal organizational structure for the BESTLab has yet to be developed. The lab was built under the direction of Professor Lerum, with the full support from past Director David Chasco. Faculty in the Performance area have been invited to assist in building the lab and to use it in their research. Initially, lab use is limited to energy and comfort in buildings (Environmental Technology). The Performance Program area faculty is discussing expanding the scope to include analysis of structural systems with the aim of improving resource and energy efficiency of such systems. The initiative does not yet involve faculty and students from outside the school (current ISoA faculty involved: Vidar Lerum, Ph.D. and his graduate students).

iv. Urbanism

Chicago Studio – As a result of discussions between Mark Frisch of Solomon Cordwell Buenz and past Director Chasco, the concept of a Chicago studio was initiated in 2008. The Chicago Studio was conceived to accomplish a number of goals:

- 1) To provide a semester-long design studio and seminar support for ISoA students in Chicago;
- 2) To provide an opportunity for notable Chicago architectural firm alumni and practitioners to engage the education of ISoA students;
- 3) To allow professional firms an opportunity to engage a select group of students for seven-month internships (as a form of recruitment scholarship) through three months of the summer and four months of the semester;
- 4) To provide ISoA a further means of recruitment of the best students nationally and internationally who would appreciate an opportunity to spend four to seven months in one of the world's great architectural environments, studying, living and working in Chicago.

The concept has been proposed every year in budget proposals since 2008. Upon his arrival as Dean in 2013, Edward Feser encouraged and supported the concept for the ISoA along with the potential collaborative use with the College of FAA's Department of Urban and Regional Planning.

Growing from outreach efforts with the City of Chicago Mayor's office and Chicago's Department of Planning and Development, the Urbanism Program Area launched the Illinois School of Architecture's inaugural Chicago Studio in Fall 2014. The Chicago Studio, housed on the 13th floor of 224 South Michigan Avenue in 2000 sq. ft. of space leased from VOA Inc., offers 14 graduate students the opportunity to study, live and work for one semester in Chicago's loop. These graduate students take four courses including studio, two seminars and a professional development course. While numerous design outreach projects have been identified by the Chicago Mayor's office and Department of Planning and Development, initially the studio is focused on urban design in 20 blocks surrounding the United Center. The professional development course will engage 13 of Chicago's architectural offices (VOA, SCB, StudioGC, SOM, Gensler, Nagle Hartray, Holabird and Root, Klein and Hoffman, Perkins and Will, Booth Hanson, Goetsch Partners, Legat) to understand each firm's ideology and their methods of delivery for both clients and the general public. The Chicago Studio's goal is to immerse students as fully as possible in architectural offerings provided by the Chicago context. To facilitate this goal, each firm supplies one or more professional mentors to enable each graduate student to have a mentoring relationship for the semester with a Chicago professional. The students are also linked to the Chicago Architecture Foundation where they volunteer several times during the semester. Students have the opportunity to mentor high school and middle school students who want to know more about a future in architecture. Participants also engage with the Marshall Bennett Institute of Real Estate at Roosevelt University. Future plans for the Chicago Studio include collaborative offerings with the FAA departments of Urban and Regional Planning and Landscape Architecture (current ISoA faculty involved: Kevin Hinders, Brian Hammersley).

Digital Studio Lab – The shift, over the past 20 years, to ever-greater reliance on digital tools and digital media in the architecture design studio and in professional practice demands corresponding attention to the influence of these tools and media on design process and on the global professional practice of architecture. The digital studio lab was initiated in 2010 to investigate the challenges and opportunities presented to architectural education and practice by existing and new digital tools and processes. The goal of the digital studio lab project is to explore the production of architecture at all scales through development of interwoven digital and analog tools and techniques in a hybrid design process. The studio lab is furnished with sixteen **Wacom Cintiq** tablets with touch pen display, a **MakerBot Replicator 2**, a **MakerBot 3-d** scanner, and a **Samsung SUR 40"** multi-touch interface. This digital drawing/sketching/imagining environment provides student with tools for rapid conceptual development and 3-d printed prototyping to enable cultivation of an iterative and hybrid digital-analog design process. In this process, students employ a range of software including: Sketchbook Pro, Sketchbook Designer, and Vasari by AutoDesk, MakerBot MakerWare, and Rhinoceros 3D. In addition to integrating into ISoA's

graduate studio core, the Digital Studio Lab has facilitated a research partnership and pilot-test mediated studio with the School of Architecture and the Built Environment at the Royal Institute of Technology in Stockholm (KTH). The Digital Studio Lab represents a \$50,000 investment by the director of the school using newly secured endowment funds (Tafel, Vollintine, Stouffer) and College of FAA Creative Research Funds in a linked research-instruction project that is benefitting faculty research, international collaboration and student learning while providing future professionals with a simulation of professional process seeking to meet the challenges of present and future global practice environments (current ISoA faculty involved: John Stallmeyer, Ph.D.).

c. Resources for Students

i. Admissions Policies and Procedures

BSAS - In order to achieve their educational missions, each college at the University of Illinois seeks students who meet and exceed standards for incoming freshmen and have the potential to be leaders in their chosen fields upon graduation. When students apply to Illinois, their applications for admission are subject to a rigorous, careful, and thoughtful review by admissions professionals from the Office of Undergraduate Admissions and the college to which the student has applied.

Admission to Illinois is highly competitive. Academic performance and rigor are important criteria in the application review, assessed through standardized test scores (SAT/ACT) and high school GPA, but these are considered in context with the opportunities available for any applicant. The personal statement, list of activities, achievements, honors, etc. are also given thorough attention. The University is committed to its land-grant mission to serve the population of the state of Illinois. Admitting a wide variety of students helps create the rich cultural experience found on campus. In order to continue to provide an atmosphere, valuing students who have a unique set of experiences and knowledge, admissions professionals consider each applicant's background. This includes diversity, veteran status, geographic location, and first-generation status.

Applicants to Illinois have the opportunity to apply directly into a college and major. Each of the nine academic communities, represented by the colleges on campus, reviews applications with the goal of admitting students who demonstrate that they will succeed and thrive within their chosen academic program. Because students applying to the University of Illinois apply directly to architecture, if it is the major they wish to study, clear and concise demonstration of interest in architecture through the essays and application questions is an important consideration for admission to the Illinois School of Architecture undergraduate program. More information about the undergraduate application process at the University of Illinois is available at <http://admissions.illinois.edu/index.html>.

M. Arch. – Applicants to the School's professional degree programs complete their application through the Urbana campus Graduate College online application system. Admissions review for graduate programs, however, is conducted at the unit level, through the Illinois School of Architecture Office of Graduate Programs. Particular requirements for application to the M. Arch. programs as well as the application timeline are available on the School's website (<http://www.arch.illinois.edu/degrees/graduate-admissions>). Applicants are required to submit a portfolio of design work whether applying to the 2-year or 2+ professional program. A faculty review committee carefully assesses all the application material for each applicant. Prior academic achievement, evaluated by undergraduate GPA, is one important component of the application review for the professional programs. Portfolios also provide essential evidence of skill, knowledge, and talent in the area of design and technical integration and are equally critical. Added to the evaluation of these two aspects of an applicant's background, the personal statement and letters of recommendation provide additional evidence of an applicant's fit and ability to succeed as a graduate student in the professional program. GRE scores are not required for application to the professional program. The campus Graduate College requires TOEFL or IELTS scores for each applicant who did not receive his/her most recent degree from an institution where English is the primary language of instruction and for whom English is a second language (<http://www.grad.illinois.edu/admissions/instructions/04c>). ISoA maintains a high standard of English Language

ability for non-native speakers generally requiring a TOEFL iBT score of at least 100 or an IELTS score of 6.5.

ii. Student Services and Student Success

The Office of Undergraduate Programs and Graduate Programs of the School of Architecture both provide student support services for undergraduate and graduates students in degree programs of the School respectfully.

Academic Advising

At the undergraduate level, academic advising begins during summer registration as incoming students are provided an introduction to the curriculum and the advising resources. Throughout their studies, students are strongly encouraged to seek out academic and personal advising at the appropriate times within the semester. Students in their first semester (fall) are required to meet with an academic advisor as are juniors in their spring semester.

At the graduate level, students receive structured advising from faculty representatives from various program areas during new student orientation each fall. Students are also encouraged to meet with the School's Director of Graduate Studies/Associate Director as needed throughout their course of study. The staff in the School's Graduate Office maintain graduate student records and assist students to ensure that they meet requirements of their program of study in an appropriate time frame. The School is developing a system for graduate students that enables Program Area chairs to provide academic advising and mentoring for students associated with each program area coordinated with the Graduate Office.

Campus Support for Student Success

In addition to the advising assistance provided by the School of architecture's undergraduate and graduate program offices, students can avail themselves of student success services available at several locations on campus. The Office of Minority Student Affairs (OMSA www.omsa.illinois.edu/academics/) offers a full range of academic support targeted toward minority undergraduate students to assist with the transition to campus life, and provides help through tutoring, study skills development, and personal counseling. For professional program students, the Graduate College offers walk-in advising and online resources to assist students with academic and professional development needs through: support services for underrepresented groups, records and registration advising, conflict resolution, fellowships and grant proposal writing assistance, and career development advising (<http://www.grad.illinois.edu/academic-support>).

Both graduate and undergraduate students may seek additional assistance and support through these campus offices:

- The Division of Disability Resources and Educational Services (DRES <http://www.disability.illinois.edu/academic-support>) offers all Illinois students with visible and invisible disabilities academic accommodations and access. DRES provides support services including: academic skills/strategies training, case management, and coaching for organization, time management, structure, prioritizing, and motivation. In addition, students can learn to use various types of assistive technology to help in their academics. Individual therapy, support groups, crisis management, and/or consultation are available to all DRES students. Academic consultation and screening is also offered for any University of Illinois student who is experiencing difficulty with their academic course work and suspects that he or she may have an undiagnosed disability.
- The Counseling Center (<http://www.counselingcenter.illinois.edu/>) The Counseling Center provides services that are designed to help students reach a balanced Illinois experience, ranging from various counseling services, educational programming initiatives, training programs, outreach and consultation services, and a wide variety of self help materials.
- The Writers Workshop (<http://www.cws.illinois.edu/workshop/>) provides an opportunity for Illinois students, faculty, and staff from all disciplines and levels to discuss their writing with consultants who are both experienced writers and teachers of writing. Consulting services are available either by appointment or on a walk-in basis. Sessions usually last between 30 and 60 minutes.

Consultants will work with students on any part of the writing process, from pre-writing to revising to helping interpret graded papers.

Career Services

Both the School's Graduate and Undergraduate Offices provide career advising to students. However, the Office of Undergraduate Program leads the effort on four major tasks: soliciting and publicizing position openings for students and graduates, facilitating on-campus interviews between prospective employers and students in the school, providing resume & job search assistance counseling and programming and organizing the annual Career Expo. The ISOA's Career Expo, described in detail in section I.1.3.d, page 15, is an important internship placement venue for the school's students. The Mock Interview program conducted by the Gargoyle Honor Society in collaboration with Career Expo and various portfolio workshops run by student organizations help students prepare as they seek internships.

The campus Career Center (<https://www.careercenter.illinois.edu/>) also provides a variety of services to help students evaluate major and career options, develop job and internship preparation skills, and prepare for graduate school.

iii. Student Honors Programs, Scholarships, and Financial Support

a) Honors Programs

Campus Honors Program (CHP) – Students admitted to the Campus Honors Program are known as Chancellor's Scholars. The CHP offers special challenges and opportunities to a small number of talented and highly motivated undergraduate students from all University of Illinois colleges. This Program fosters collaborative relationships between students and distinguished faculty through small intensive classes, mentoring, and co-curricular events.

Only about 125 new students can be admitted to the CHP each year as first-year students. Others may apply on an off-cycle basis after November 1 of their freshman year, to join the Program at the beginning of sophomore year. The small entering class of Chancellor's Scholars is selected from prospective freshmen who complete the Illinois application form for undergraduate admission. Students accepted to CHP demonstrate exceptional academic achievement as well as evidence of creativity, leadership, intellectual curiosity, and willingness to be an active member of this community. Students admitted to CHP are strongly motivated not only to excel, but also to make a difference — at Illinois, and in life after graduation.

CHP courses and activities provide intellectual adventure, and strong connection to the resources and possibilities of the Urbana campus. CHP's five required courses are not an alternative curriculum. The CHP program does not supplant or conflict with college and departmental honors programs. Many CHP courses fulfill campus General Education requirements and requirements of honors programs at the college level. Completion of the CHP program is recognized on the Illinois transcript, and at graduation ceremonies.

James Scholars Program (JSP) – Every undergraduate college within Illinois has a James Scholar Program -- a college-specific, undergraduate honors program. James Scholar Programs may require the completion of Honors Credit Learning Agreements (HCLAs). HCLAs enable James Scholars to complete honors requirements without enrolling in a special honors course or section. This is accomplished by creating a student-instructor agreement, whereby the student agrees to complete a course-related activity of an extraordinary nature, which may be in addition to or in lieu of regular course work.

The FAA James Scholar Program is designed to recognize, support, and encourage students who demonstrate superior academic performance and talent. The FAA program focuses on the development of the "socially engaged artist." Socially engaged artists understand the role their creativity can play in responding to societal changes. Their efforts to use design and cultural districts to change where we live can be major factors in establishing new mind-sets and workplaces for the new economy. Socially

engaged artists create solutions that are enlightened and compassionate and that provide social, environmental, and economic justice.

Entering freshmen are invited by FAA to participate in the fall semester based on academic achievement as well as demonstrated interest in their community. Freshmen who do not initially qualify may self-nominate for membership after the completion of the fall semester, provided they have at least a 3.3 cumulative GPA. While a James Scholar, students must complete the James Scholar section of the following courses: FAA 291 - 2 hours (taken twice), FAA 391 - 3 hours, FAA 499 - 3 hours, section 491 (may not be taken before the junior year). Each semester, an FAA James Scholar must: enroll in at least 12 hours of University of Illinois courses each semester and maintain a 3.30 cumulative GPA.

Students in the FAA James Scholar Program have opportunities to apply for funds to conduct their own research as well as to participate in workshops in leadership, grant writing, and entrepreneurship.

ISoA's Gargoyle Honor Society – Founded in 1918, the University of Illinois chapter of the national Gargoyle Architecture Honor Society is an academically elite group of undergraduate and graduate architecture students and faculty who have demonstrated an uncommon degree of scholarship and excellence in their everyday activities. Gargoyle recognizes academic excellence and proficiency in architecture and promotes an attitude of responsibility, professionalism, and service. Although membership is by invitation only, Gargoyle sponsors and encourages activities that promote and reflect the ideals of the organization throughout the School.

b) Scholarships and Fellowships

Thanks to the generosity of our alumni and benefactors, the Illinois School of Architecture provides nearly \$1,000,000 each year to support undergraduate and graduate students through numerous scholarships and fellowships. Undergraduate scholarships support domestic study at the Urbana campus as well as international study travel opportunities. In addition to some graduate scholarships, many graduate students are supported through graduate teaching and research assistantships as well as a number of fellowships. Graduate teaching and research assistantships for students in the professional program are generally 25% FTE and provide remission of in-state tuition and some fees, and a monthly stipend during the term of appointment. Graduate Fellowships provide at least a \$10,000 stipend, provided in nine monthly increments, and remission of full tuition and most fees. A list of the School's many honors, scholarships and fellowship available to students can be found on the School's website

(<http://www.arch.illinois.edu/degrees/financial-support>).

iv. Special Events

The Illinois School of Architecture regularly hosts a large number of distinguished visitors who participate in numerous activities that are important to the life of the school and to students' education. These guests expose students to a diversity of perspectives on architecture, design, and creativity by delivering public lectures, associated gallery exhibits and course guest lectures. At the end of each semester, the School also invites a large number of well-known architects from Chicago, St. Louis, and Indianapolis, to take part as visiting critics in end of semester graduate studio reviews.

Reviews – The Guest Critics Program involves noted architects and their firms, who participate in our program in a wide variety of activities. For instance, architectural designers from distinguished Chicago firm such as SOM, SCB, and AECOM team with faculty as guest critics and studio consultants throughout the semester.

In addition to the participation of visiting critics through established programs, the Illinois School of Architecture every semester hosts dozens of guests who participate as critics in design reviews, make special presentations at seminars and required courses, and/or participate in other curricular and extra curricular activities. Most of these special guests are practitioners and scholars from the Central Illinois region, the three metropolitan areas located within a 180-mile radio to Urbana-Champaign (Chicago, Indianapolis, Saint Louis), and peer institutions from Illinois and other neighboring states (Indiana, Iowa, Michigan, Minnesota, Missouri, Wisconsin). When finances permit, faculty are also encouraged to invite distinguished critics from more distant locations. A list of guest critics and studio consultants who have

visited the School from 2012-2014 is available at http://go.uillinois.edu/NAAB2014_2015_ISoAcloud in the folder titled Pt I.2 Resources, file: ISoA_List_GUEST_CRITIS_2012-14.

Lectures – Every semester, the School of Architecture organizes a Lecture Series open to the public with notable invited speakers –practitioners, critics, historians, architectural engineers, theorists, etc.-- who present their recent work. The School sponsors many of these lectures through its generous endowments from alumni and donors; most notably the Plym Professorship Endowment, the Alan K. and Leonarda F. Laing Endowed Lectures in Architectural History, the Max Abramovitz Endowed Distinguished Lectures in Architecture, and the Alden Orput Endowed Lectures in Architectural Practice. Students and faculty also can avail themselves of numerous other lectures available throughout the college and across campus as a result of the wide availability of funded programs on the Urbana campus (i.e., Lorado Taft Lecturship on Art, College of Fine and Applied Arts; Millercom; etc.).

The national and international reputation of our guest speakers, as well as the richness, variety and diversity of topics and themes presented each semester augment the undergraduate and graduate program class and studio offering within the School of Architecture. The poster gallery of recent school public lectures can be found on the website of the school (<http://www.arch.illinois.edu/events>). A list of lecturers who have visited the School and special traveling exhibits from 2009-2014 is available at http://go.uillinois.edu/NAAB2014_2015_ISoAcloud in the folder titled Pt I.2 Resources, file: ISoA_List_LECTURERS_2009-14.

v. Field Trips, Conferences, Study Abroad, and Exchange Programs

Students in the professional and pre-professional degree programs at the Illinois School of Architecture have numerous opportunities to acquire new skills and knowledge through off-campus and out-of-classroom fieldtrips, attending conferences, and taking part on international exchange and study-abroad programs (<http://www.arch.illinois.edu/degrees/international-experiences#section-1>).

Field Trips – Integral to many studio and non-studio courses, field trips allow faculty to deliver a more robust and interesting curriculum that exposes students to a diversity of experiences, people, and ideas that enhance learning about a range of dimensions of the environment and professional practice. Whether fieldtrips enable students to explore a studio project site or work with a local community, visit a professional office to better understand the working of practice or the types of projects engaged in, tour a manufacturing plant or significant historic or contemporary environment, or take part in a professional conference, each student's education is richer for these experiences. Undergraduate studios routinely include structured field trips to rural landscapes in east-central Illinois such as the University of Illinois' 1,500-acre Allerton Park and Retreat Center in Monticello, Illinois and urban landscapes in Chicago. A sample of fieldtrips incorporated in recent graduate studios include: Moline, Rockford, East St. Louis, and Chicago, Illinois; Cincinnati, Ohio; Washington, D.C.; New York City; Boston; Austin, Texas; Tokyo, Japan; Stockholm, Sweden; and Port-au-Prince and Petite-Rivière-de-Nippes, Haiti. Field trips also form an integral part of some non-studio courses where students visit a range of architectural offices in Chicago focused on a particular theme or practice type, manufacturing and construction sites, or important exhibits or environments to augment classroom learning. These fieldtrips last from one-day to two-weeks depending on the purpose, distance and funding available to support student travel. Faculty also include fieldtrips to important resources on the Urbana campus such as the Student Sustainable Farm, the main library's Rare Book Room, the Krannert Performing Arts Center's backstage and mechanical systems spaces, and Cesar Pelli's recently complete Business Instructional Facility. These local fieldtrips provide students with a focused look at assets in their own backyard.

In addition to course- and studio-related field trips, each year, students are encouraged to attend field trips and other off-campus activities through the sponsorship of student organizations. Publicity of such events is done through the bi-weekly ISoA newsletter. Both the American Institute of Architecture Students (AIAS) and Women In Architecture (WIA) plan tours of architectural firms in Chicago each spring. In addition, our student chapter of the Society for Architectural Historians usually plans a fieldtrip to an important regional historic site once each year.

Individual graduate and undergraduate students also attend regional and national meetings of student and professional organizations. The School regularly supports a group of 4-6 students to attend the annual Midwest Quad Conference; Members of Illinois AIAS occasionally attend the AIAS Grassroots Leadership Conference and AIAS Forum. Members of ISoA's chapter of NOMAS regularly attend the NOMA annual conference to network with professional and other student members of this professional minority architects organization. In the past few years, Illinois has also sent a large contingent of undergraduate and graduate students to the EDRA (Environmental Design Research Association) to present their own research as well as research completed in collaboration with faculty. In addition to travel support provided by the school, students who are presenting research at conferences have been supported by travel grants to subsidize the presentation of undergraduate research at professional conferences through a program of Office of Undergraduate Research (OUR) and the Conference Travel Award for Graduate Students program in the Graduate College.

Exchange Programs – The Illinois School of Architecture currently offers three primary semester-long or summer international exchange opportunities for graduate students and upper-level undergraduates in Stockholm, Munich and Shanghai. Our international exchange with KTH Royal Institute of Technology enables graduate students and faculty to participate in classes, studios, and research at Sweden's premier technical university. The ISoA students and faculty also benefit from one to two KTH graduate students joining the school for a semester each year as a result of this exchange. Our summer exchange program (in future moving to spring semester) with the Fakultät f. Architektur of the Technische Universität München (TUM) enables Illinois School of Architecture graduate students to take studios and seminars at one of the leading German schools of architecture. This is also an exchange where ISoA hosts four TUM students for a full year. Upper-level undergraduates and graduate students take advantage of our international study program in China in cooperation with Tongji University in Shanghai. The semester-long student exchange with KTH, and the summer-long exchanges with TUM and Tongji involve an application and rigorous selection process.

Study Abroad – The ISoA currently offers a two-semester [undergraduate](#) study abroad immersion program based in Europe for upper level students in the BSAS program. From 1967 – 2013, this experience took place through the Architecture **Study Abroad Program in Versailles**, France (SAPV). Forty to forty-eight junior-level architecture students from the ISoA have annually attended SAPV. At the SAPV students took courses in Architectural Design, Architectural History and Structures, as well as a variety of seminars, workshops and independent studies. Moreover, students also participated in numerous extracurricular activities such as lectures, field trips, and exhibitions. All courses were offered in English by faculty from the University of Illinois at Urbana-Champaign and/or visiting professors, lecturers and international guests from various locations in Europe and the United States. The yearlong program of studies was organized into four major components: Orientation (September), Fall Semester (September-December), Spring Semester (January-April) and April Travel/Study Break (April-May).

The SAPV has been an enriching cultural and personal experience for all who have participated since the early seventies. However, after forty years of presence in Versailles, the schools acknowledged that the evolution of the two institutions – the hosting ENSAV and the ISoA - had been taking diverging paths, therefore the continuation of the School's flagship overseas program in Versailles was no longer compatible with their respective objectives. This gave origin to the development of a new partnership with a different leading European institution of higher education located in one of the most architecturally vibrant European cities, Barcelona. The 2012-2013 academic year thus became the last year of operation of the SAPV. In May 2013, at the culmination of the last year of operation, the SAPV celebrated the program's forty-three years in Versailles with a Retrospective Exhibition and the publication of a small booklet that marked the significant moment in the history of the School's yearlong overseas program based in Europe.

The new Illinois Architecture Study Abroad Program at Barcelona-El Vallès (IASAP-BV), which begins operating in the 2014-2015 academic year, was created as a continuation of the School's SAPV. The program is part of an exchange agreement for institutional collaboration between the ISoA and the Escola Superior d'Arquitectura del Vallès (ETSAV) of the Universitat Politècnica de Catalunya (UPC-Barcelona TECH). The change of geographical location also provided the opportunity of moving the program from the

junior to the senior level, an aspect that had been under consideration for many years. Yet, while necessarily adapting to these important changes, the primary goals and the spirit of the program remain unaltered.

Not unlike its predecessor, the yearlong program is designed for an enrollment of 48 students and the courses offered are equivalent to those offered in the main campus for students at the same level (in this case, senior year). There are three core courses per semester—Architectural Design, Architectural History, and Structures—and one additional course comprised of a variety of activities that include thematic workshops, seminars and field trips based both within the proximity of Barcelona and in other European cities. All courses are offered in English and some are co-taught by teachers from the two schools for a class composed of students from both programs reflecting the mutual interest and commitment of the two schools to foster the development of collaborative pedagogic activities. With that same objective of promoting joint activities, the program's calendar is designed to match the calendar of the host school, incorporating at the same time a series of "long-weekends" in each semester (4-to-6 days without class) to provide students the possibility of travelling independently to other European destinations.

The IASAP-BV promises to be an enriching personal and collective experience to the participants and to the Illinois School of Architecture as well, in the same way, and hopefully even more, than the programs at La Napoule and Versailles have been for nearly half a century. As did the program with Versailles, the program with ETSAV in Barcelona involves a student exchange where ISOA welcomes seven students from the European school for a year-long enrollment at the Urbana campus.

vi. Student Organizations

On the Urbana campus there are over 1,000 registered student organizations including one of the largest fraternity and sorority systems in the United States. Three branches of the Armed Services have ROTC units on campus. The Illinois School of Architecture similarly maintains some of the most active student organizations of any architecture program in the country; these enhance students' educational and social experiences in the school and allow students to develop their professional interests as well as leadership and organizational skills. Every year student groups organize an impressive range of programming including portfolio workshops, office visits, short technology classes, and an annual open house. Students actively participate in the governance of the school through the Architecture Student Advisory Council.

Active student organization within the Illinois School of Architecture include: Alpha Rho Chi (APX), American Institute of Architecture Students (AIAS), Architecture Student Advisory Council (ASAC), Ecological Design Consortium (EDC), Gargoyle Architecture Honor Society (Gargoyle), Global Architecture Brigades (GAB), National Organization of Minority Architecture Students (NOMAS), Society of Architectural Historians (SAH) Illinois Chapter, Society for Business Management in Architecture (SBMA), Solar Decathlon, Women in Architecture (WIA). Information about these organizations, current leadership and activities is available at: <http://www.arch.illinois.edu/students/student-organizations>.

I.2.2. Administrative Structure & Governance

a. University's Administrative Structure

University Campuses

University of Illinois at Urbana-Champaign
University of Illinois at Chicago
University of Illinois at Springfield
Rockford Regional Medical Campus
Peoria Regional Medical Campus

Board of Trustees - consists of 13 members, 11 who have official votes. Nine are appointed by the Governor for terms of six years, and three student trustees (one from each campus: Urbana-Champaign, Chicago, and Springfield) are elected by referenda on their campuses for one-year terms. One of these student trustees is appointed by the Governor to have an official vote. The

Governor serves as an ex-officio member. Christopher Kennedy serves as the current chairman (www.bot.uillinois.edu/about).

President Robert A. Easter

**Vice President, University of Illinois &
Chancellor, University of Illinois at Urbana-Champaign** Phyllis Wise

Provost and Vice Chancellor for Academic Affairs Ilesanmi Adesida
Vice Chancellor for Research Peter Schiffer
Vice Chancellor for Student Affairs Renee Romano
Vice Chancellor for Institutional Advancement Dan Peterson

Office of the Campus Senate –
Chair, Senate Executive Committee Roy Campbell

Major Urbana Campus Centers and Institutes

Beckman Institute for Advanced Science and Technology
Carver Biotechnology Center
Center for Advanced Study
Institute for Genomic Biology
Institute for Sustainability, Energy, and the Environment
National Center for Supercomputing Applications
Prairie Research Institute

Major Academic Units

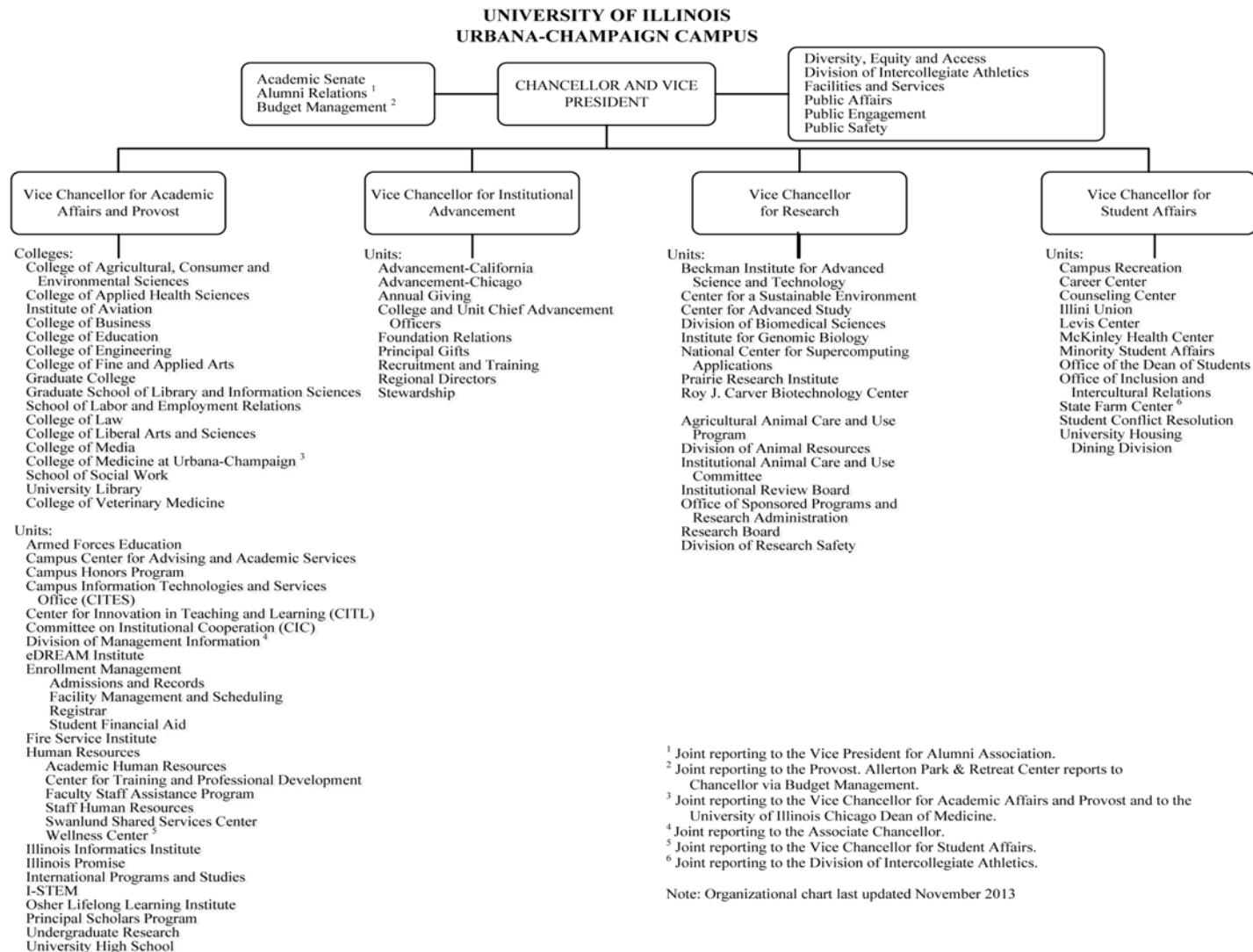
College of Agricultural, Consumer and Environmental Sciences
College of Applied Health Sciences
Institute of Aviation
College of Business
College of Education
College of Engineering
College of Fine and Applied Arts
Division of General Studies
Graduate College
School of Labor and Employment Relations
College of Law
College of Liberal Arts and Sciences
Graduate School of Library and Information Science
College of Media
College of Medicine at Urbana-Champaign
School of Social Work
College of Veterinary Medicine

Programs and Resources

Campus Center for Advising and Academic Services
Career Center
Counseling Center
Disability Resources and Educational Services (DRES)
First Year Discovery program
Graduate College, academic, funding and professional development resources
Inclusive Illinois
International Programs and Studies

International Student and Scholar Services
Minority Student Affairs
Office of the Dean of Students
Office of the Registrar
Online & Continuing Education
University Libraries (19 distinct libraries on campus)

b. Campus Administrative Organization



c. College of Fine and Applied Arts Administrative Structure

The Illinois School of Architecture is one of seven academic units that comprise the College of Fine and Applied Arts (FAA): School of Art and Design, Department of Dance, Department of Landscape Architecture, School of Music, Department of Theatre, Department of Urban and Regional Planning, Illinois School of Architecture. Non-academic units of the college include: Krannert Art Museum, the Krannert Center for the Performing Arts, and Japan House. The School is responsible for NAAB-accredited programs in architecture (M. Arch. and M. Arch. 2+), non-accredited graduate programs in architecture (MS in Architectural Studies and Ph.D. in Architecture), and architectural scholarship, engagement and service.

The chief executive officer of the College of FAA is the Dean who reports to the Provost and Vice Chancellor for Academic Affairs. Associate and Assistant Deans support the Dean in his administrative responsibilities. The Dean holds at least one regular meeting of the College each academic year, but in practice holds two, one each fall and one each spring. Special meetings of the College may be called by the College Executive Committee or by petition by a substantial number of faculty.

College Administrative Positions

Dean	Edward Feser
Associate Dean	Un-appointed at time of report
Associate Dean and Director of Krannert Center	Mike Ross
Executive Assistant Dean for Administration	Paul Redman
Assistant Dean for Advancement	Roger Laramee
Associate Dean for Undergraduate Academic Affairs	Alan Mette (Interim)

d. College of Fine and Applied Arts Governance

Shared governance within FAA is accomplished through several standing committees. These committees, their constitution and duties are outlined in the College Bylaws available at <http://faa.illinois.edu/Faculty+and+Staff/Administration/FAA+Bylaws>.

Committees of the College

Executive Committee: The duties of this committee are to advise the Dean on policy, budget planning, and the College strategic plan; advise and consult with the University Library; communicate regularly to the faculty/staff of each unit on the business of the College Executive Committee as deemed appropriate; Make a yearly recommendation to the Vice Chancellor for Academic Affairs on the reappointment of the Dean and oversee the evaluation of the performance of the Dean every five years; and prepare nominations for standing college committee membership.

Promotion and Tenure Committee: The duties of this committee include review of all promotion and tenure submissions from the units of the College and recommend changes in the papers to the submitting units; after opportunity for resubmission, the Committee shall take a secret written ballot on the merit of each candidate and forward the vote along with any written comments it deems appropriate to the Dean.

Administrative Council: This committee comprises the chairs, directors, or heads of all academic and service units reporting directly to the Dean of the College of Fine and Applied Arts. The Dean of FAA chairs the Administrative Council, which works closely with the Dean on all matters of College policy including budget and strategic planning.

Courses and Curriculum: reviews and advises college units on new course proposals, and revisions to existing courses and curricula that have been submitted. Upon approval of submitted courses and curricular materials, this committee forwards to the appropriate campus unit for review, comment and possible approval.

e. Illinois School of Architecture Administrative Structure

The chief executive officer of the Illinois School of Architecture is the Director. Associate and Assistant Directors of the school may assist the Director in the administration of the School. The Director, in consultation with the Executive Committee, determines the duties of Associate and Assistant Directors.

With faculty approval of the first substantial revision to the school's bylaws, and thus its organization in roughly forty years in the spring of 2013, the school shifted from a divisional structure to a structure of academic programs. Faculty members participate in up to two program areas, one where they have primary affiliation, one where they have secondary affiliation. This structure of academic programs brings together faculty and students who share similar research interests, curricular concentrations, and professional goals.

Each Program is administered by a Program Chair who is elected from among the tenured and clinical faculty who have primary affiliation with the Program. The chair advises the director on teaching assignments, sits on the school's curriculum committee and in consultation with program faculty is responsible for the courses delivered by the Program. The Chair provides leadership in the long-term strategic planning of the Program; serves as the representative of the Program; and creates the program's annual report to the school's executive committee. The chair also collaborates with eligible program area faculty to provide guidance to all candidates for promotion and tenure within the program faculty.

School Administrative Positions 2014-15

Director	Peter Mortensen, Ph.D.
Associate Director	William Worn
Assistant Director Business and Finance	Cheryl Heck
Administrator for Undergraduate Student Services	Lee Waldrep, Ph.D.
Past Director 2004-2014	David Chasco, FAIA

Program Chairs

Detail and Fabrication	Jeff Poss, FAIA
Health and Well-being	Lynne M. Dearborn, Ph.D.
Building Performance	Scott Murray
Urbanism	Kevin Hinders
PhD Program in Architecture	Lynne M. Dearborn, Ph.D.

f. Illinois School of Architecture Administrative Governance

Shared governance within the Illinois School of Architecture is accomplished through elected, standing and ad hoc committees. These committees, their constitution and duties are outlined in the School's bylaws, available at http://go.uillinois.edu/NAAB2014_2015_ISoAcloud in folder Pt. I.4 Policy Review, file: ISoA.BYLAWS.Adopted_04_30_13.rev.8.18.14.pdf.

ISoA Elected Committees: the following committees are elected through a secret paper ballot by all tenure-stream and clinical faculty.

Executive Committee: The primary responsibilities of this committee are to advise the director on school policy, planning and budget, to serve as the School's committee on committees, to conduct annual evaluations of programs and formal reviews of programs every three years, and to advise the director on the teaching appointments of adjunct, visiting, and emeritus faculty.

Faculty Grievance Committee: This committee is the body responsible for hearing and acting upon grievances of any faculty or Academic Professional member of the School.

ISoA Standing Committees: the following committees are appointed by the School's executive committee in consultation with the School's director:

Curriculum Committee: this committee is responsible for development and oversight of the core components of the BSAS and M. Arch. degree curricula and evaluation of any proposals for any graduate concentrations forwarded from Programs.

Promotion and Tenure Committee: Advises the Faculty and Director on procedures that assure all members of the Faculty are evaluated fairly and that no one is denied promotion or tenure within the School except for valid academic reasons. Vote on tenure and promotion cases within the school and forward the vote and any commentary on the case to the Director.

Bylaws and Policies and Procedures Committee: Annually reviews the School's Bylaws and Policies and Procedures Manual and recommends modifications as necessary to ensure compliance with the governing documents of the College of FAA, Graduate College, and University.

International Programs Committee: Oversees, coordinates and administers all international student and faculty exchange programs of the Illinois School of Architecture.

Awards Committee: The committee is responsible for soliciting nominations for the various annual awards given by the School and for deciding awardees from among nominees.

Admissions and Recruitment Committee: This committee reviews, articulates and executes the strategic recruitment plan for the undergraduate and graduate programs of the School of Architecture, including the BSAS, M. Arch. and MS degree programs. It also reviews and recommends applicants for admission to the M. Arch. and MS programs each year with input of program area chairs and/or faculty.

Student Concerns: This committee is responsible for hearing and adjudicating all student grievances at the graduate and undergraduate level. It is responsible for hearing and adjudicating all capricious grading concerns at the graduate and undergraduate level. It is responsible for hearing and adjudicating all student disciplinary issues at the graduate and undergraduate level.

PhD Committee: This committee assists the PhD Chair with recruitment of students to the PhD programs; assists and advises the Chair on program admissions each spring including the identification of potential advisors for prospective PhD students and reviews and advises the Chair on student funding each spring. The committee assists and advises the Chair program policies and procedures. It annually reviews the progress reports of all PhD students in the Architecture and Landscape Architecture programs and provide the chair with commentary on the progress of each student and also annually reviews the proposed programs of study for students in years 1 and 2 of the PhD programs and provides the chair with commentary on the progress of each student.

ISOA Ad Hoc Committees are appointed by the School's director as needed to address specific tasks or concerns of the director in the administration of the school, such as organizing final graduate reviews each semester and scheduling lectures and exhibitions.

I.2.3. Physical Resources

a. Physical Facilities

The students, faculty, and staff of the School of Architecture at the University of Illinois, Urbana-Champaign, occupy a portion of three separate buildings within the College of Fine and Applied Arts. In all three locations, Architecture is the major tenant/user. The buildings also have elements of the School of Art and Design and the Departments of Urban and Regional Planning and Landscape Architecture occupying segments of each of the buildings. This integration and proximity provides opportunities for collaboration among the four units.

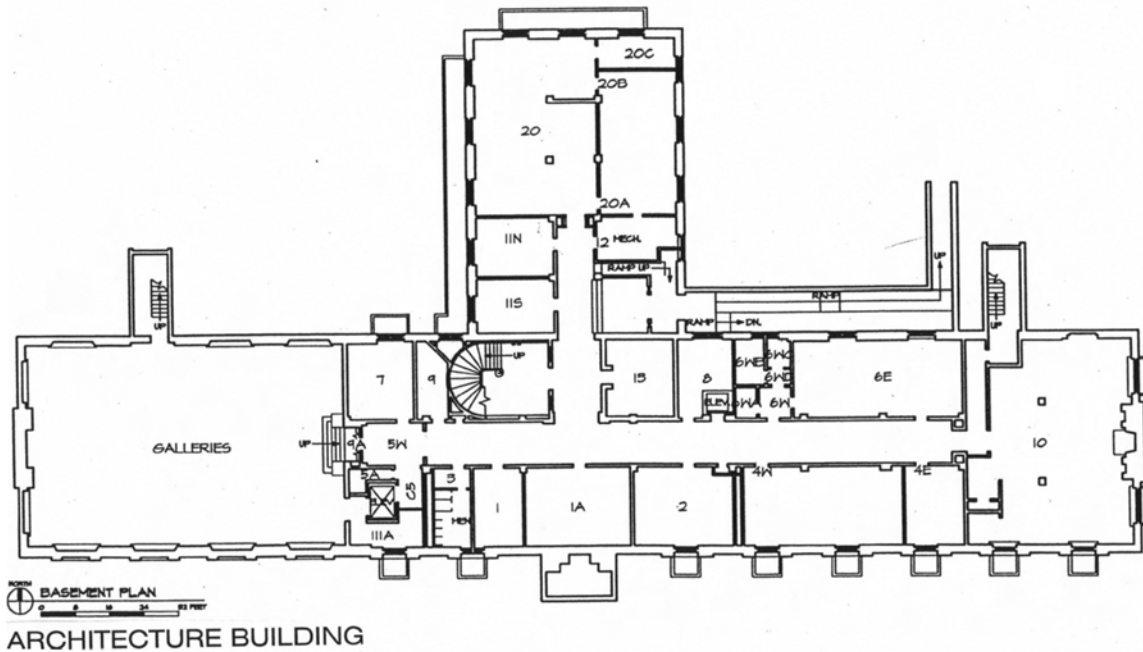
An additional School facility is the Erlanger House, a contemporary style studio residence. This elegant facility is operated by the School and is located close to the campus in a quiet, residential area of Urbana. The Erlanger House is primarily for use by the Plym Professor when in residence and by visitors to the School at other times. The facility is also ideally suited for faculty colloquia and certain other special events during the academic year. The house was designed by Professor Emeritus Jack Sherman Baker, FAIA, and built in 1964.

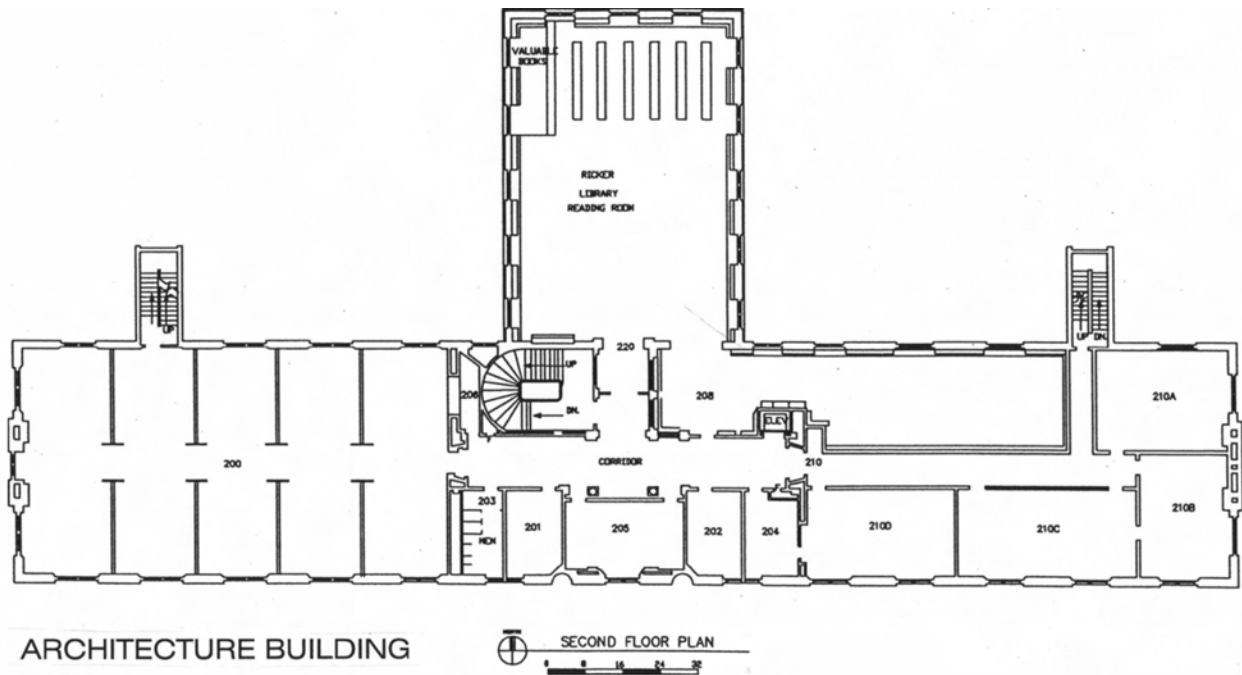
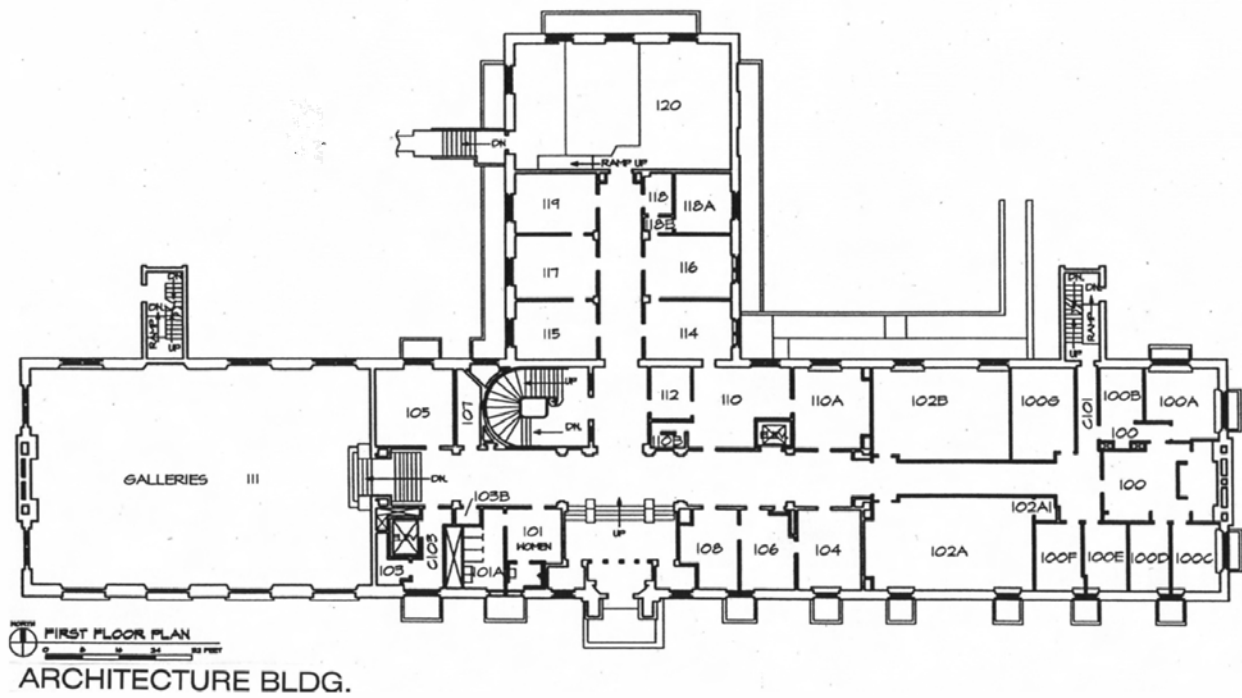
i. Building Stock

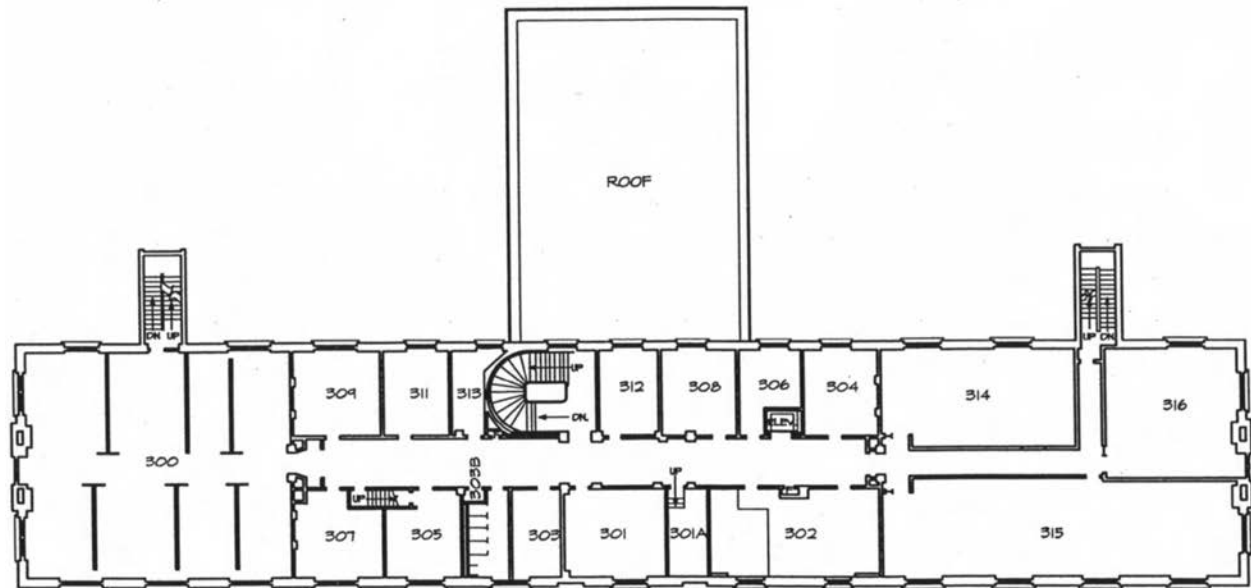
The three buildings that house the Illinois School of Architecture are: the Architecture Building, Temple Hoyne Buell Hall, and the Architecture Annex. The pages following this narrative depict the floor plans of the three buildings and space usage therein. Also attached are listings of all spaces, their functions, and their sizes in all buildings. Designated exhibit and gallery spaces are located in the Architecture Building and in TBH.

The Architecture Building. Completed in 1927, this was the original building for the Architecture program. The Architecture Building contains undergraduate program offices, faculty offices, PhD student

offices, design studio space, structures and energy research labs, classrooms, seminar/review space, a computer lab, a photo studio, Temple Buell Architecture Gallery, administrative storage, and general storage. The Ricker Library of Architecture and Art, two lecture rooms, and the College of Fine and Applied Arts administrative suite, located in the Architecture Building, are not under the control of the School of Architecture.

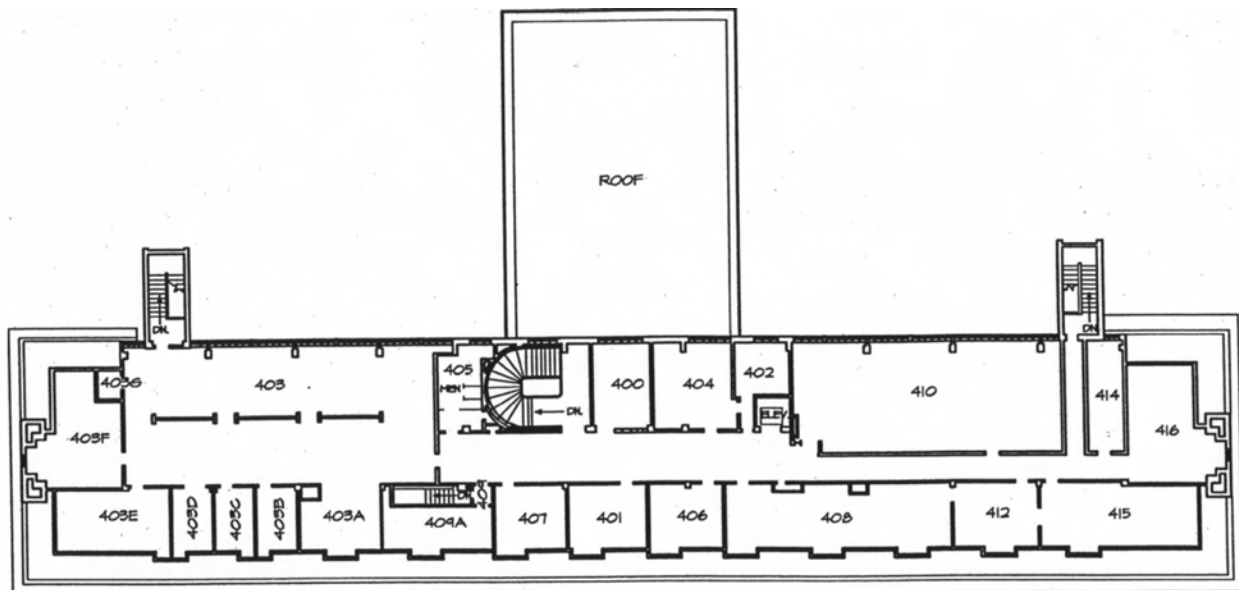






THIRD FLOOR PLAN

ARCHITECTURE BUILDING



FOURTH FLOOR PLAN

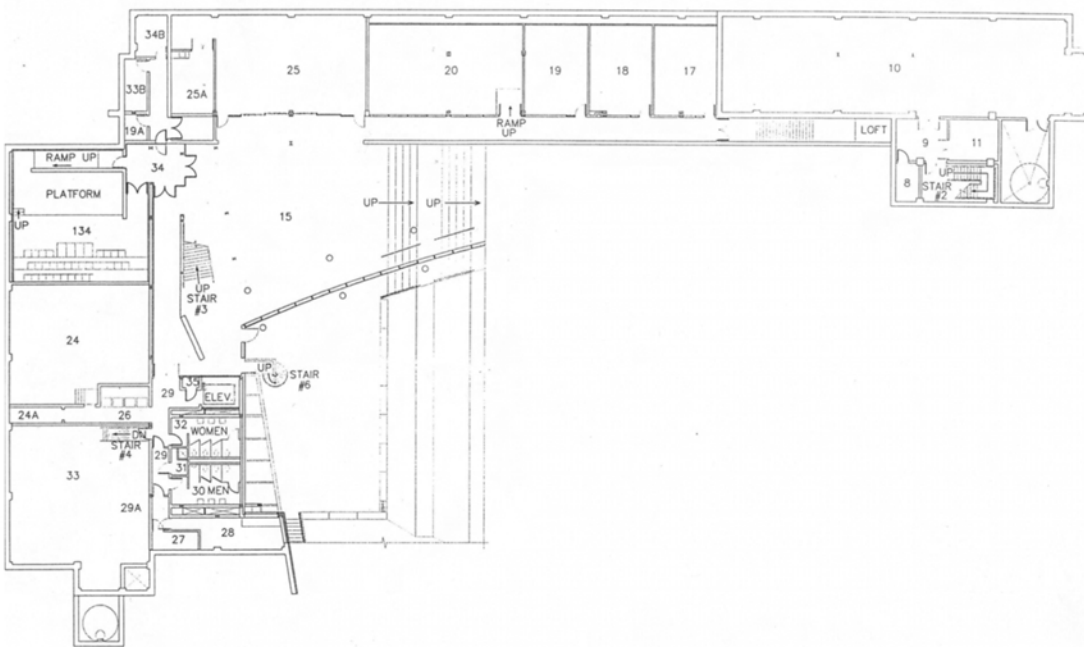
ARCHITECTURE BUILDING

Architecture Building Space Usage

ROOM	USE	OCCUPANTS	SQ. FT.
1	lounge	Staff	206
1A	storage	Design Project Archive	441
4E	office		248
4W	BEST Lab		662
5W	storage	Gallery	313
6E	office	Publications	686
6W	storage	Publications	188
10	woodshop	Woodworking	1583
UN	server room	Computers	222
us	photo studio	Photographing	222
13	storage	Vault	134
20	classroom	Architecture (38)	1126
20A	classroom	Architecture (20)	580
100	office	FAA	336
100 A	office	FAA	232
100B	office	FAA	109
100C	office	FAA	145
100D	office	FAA	130
100E	office	FAA	131
100F	office	FAA	136
100G	conference room	FAA	209
102A	classroom	Architecture (39)	
102B	classroom	Architecture (36)	
103	elevator	Elevator to Gallery	262
104	office	Art History	235
105	office	Architecture/ Plym Office	282
106	office	Art History	187
107	storage	FAA	75
108	office	FAA	155
110	office	FAA	315
110A	office	FAA	278
111	Gallery	Exhibition/Lecture	3429
112	office	FAA	75
114	office	FAA	234
115	office	Architecture: Advising/Placement	234
116	office	FAA	234
117	office	Architecture: Undergraduate Office	234
118	office	FAA	67
118A	office	FAA	152
118B	file room	FAA	21
119	office	Architecture	234

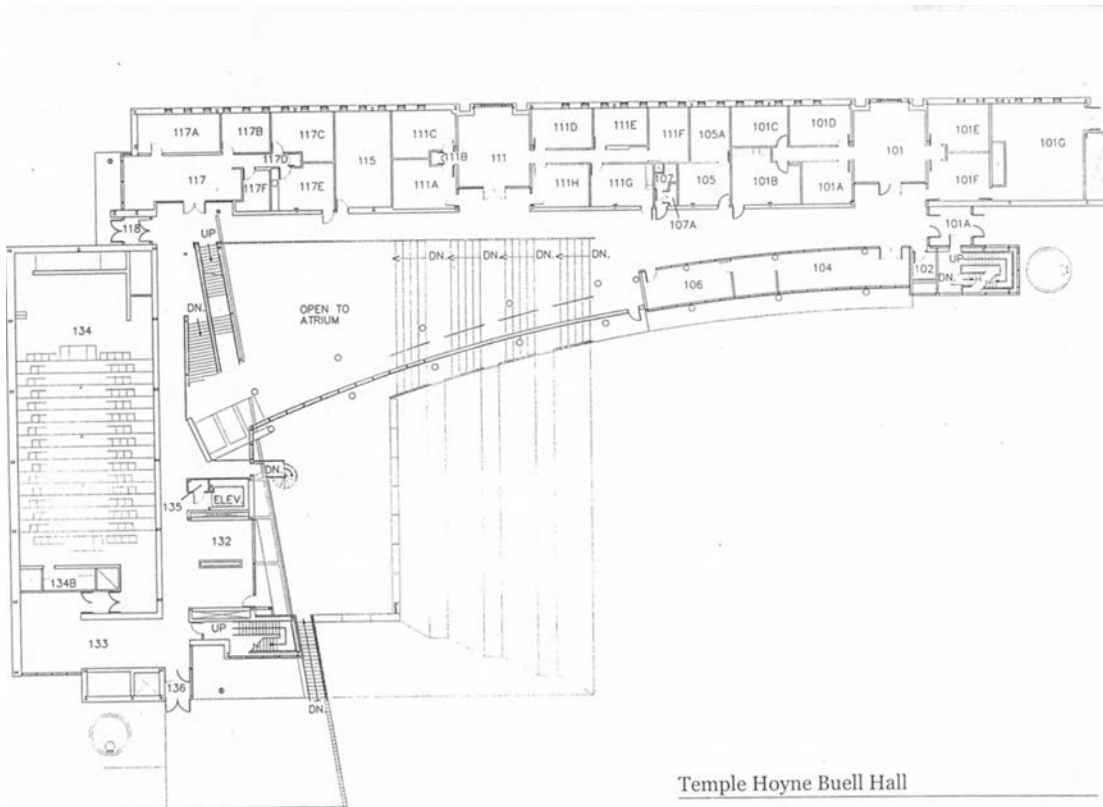
ROOM	USE	OCCUPANTS	SQ. FT.
200	studio	Architecture (70)	4391
201	office	Ricker Librarian	201
202	office	Ricker Library	204
204	office	Ricker Library	165
205	review	Architecture (24-36)	363
208	library	Stacks/Reading Room	1621
210A	seminar	Art History	583
210B	office	Library Work Room	193
210C	work room	Work Room	278
210D	work room	Library Work Room	560
220	library	Reference Room	3149
300	studio	Architecture (50)	2676
301	classroom	OFPM controlled (21)	402
301A	projection room	OFPM controlled	145
302	lecture	OFPM controlled (58)	640
303	office	Architecture:	188
304	office	Architecture:	281
305	office	Architecture:	268
306	office	Art History	189
307	office	Architecture:	305
308	office	FAA	288
309	office	Architecture:	328
311	office	Architecture: AH	247
312	office	Art History	218
313	office	Art History	132
314	studio	Architecture (16)	820
315	computer lab	Computer Classroom	1489
316	office	PhD Students (12- 14)	764
400	office	Architecture:	218
401	office	Art History	228
402	office	Architecture	154
403	studio	Architecture (32)	2008
403A	review	Architecture	200
403B	office	PhD Students	158
403C	office	PhD Students	158
403D	office	PhD Students	158
403 E	office	Architecture: Visiting Faculty	423
403F	storage	Architecture	471
403G	storage	Architecture	25
404	office	Art History	317
406	office	Architecture:	225
407	office	Art History	220
408	office	Architecture:	221
408B	office	Architecture:	221
408C	office	Architecture:	221
409A	office	Architecture:	235
410	studio	Architecture (18)	1343
412	office	Architecture:	253
414	office	Architecture	185
415	office	Art History	464

Temple Hoyne Buell Hall (TBH). TBH was first occupied in 1994 and was built so that the Architecture, Landscape Architecture, and Urban and Regional Planning programs could be co-located. TBH provides the primary studio spaces for the professional degree program as well as the school administrative offices, faculty mailroom, conference room, graduate program offices, faculty offices, seminar room, review spaces, design studio spaces, digital print lab, and an exhibition gallery. The Plym Auditorium in TBH is used by the School, but is not under the control of the School. The School uses the TBH Atrium for design reviews, receptions, awards ceremonies, and other functions. Other campus administration and teaching units also reserve and use the Atrium for banquets and other functions. The digital print lab in TBH contains state of the art printers and plotters for students' use.



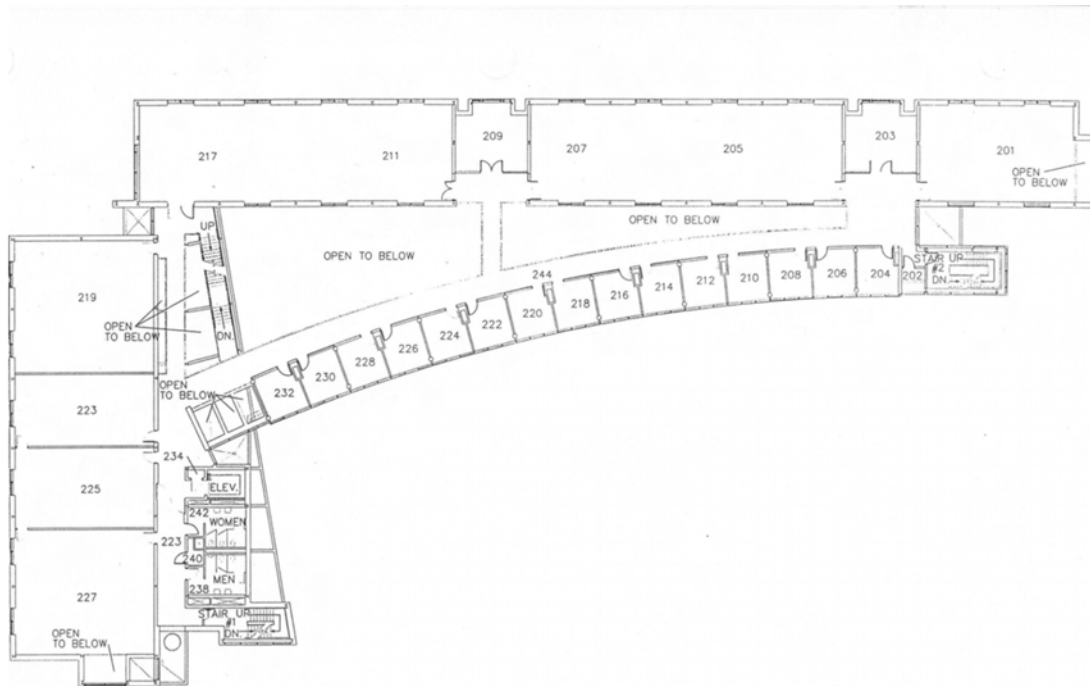
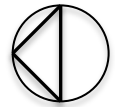
Temple Hoyne Buell Hall

Lower Level, TBH



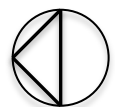
Temple Hoyne Buell Hall

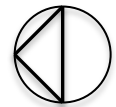
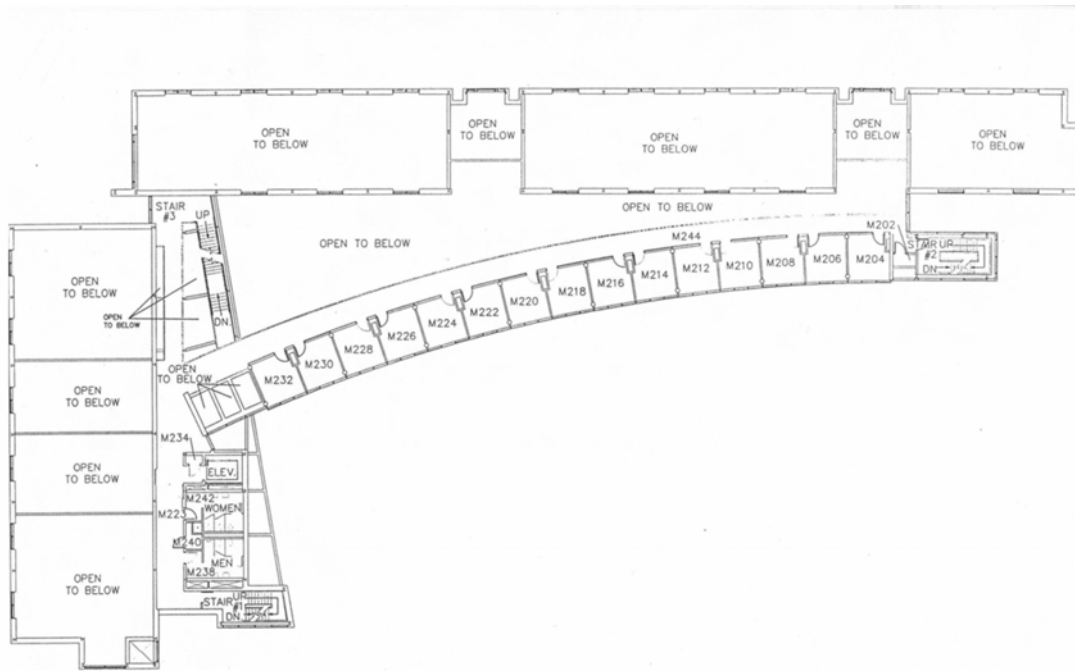
Ground Floor, TBH



Temple Hoyne Buell Hall

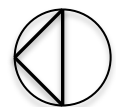
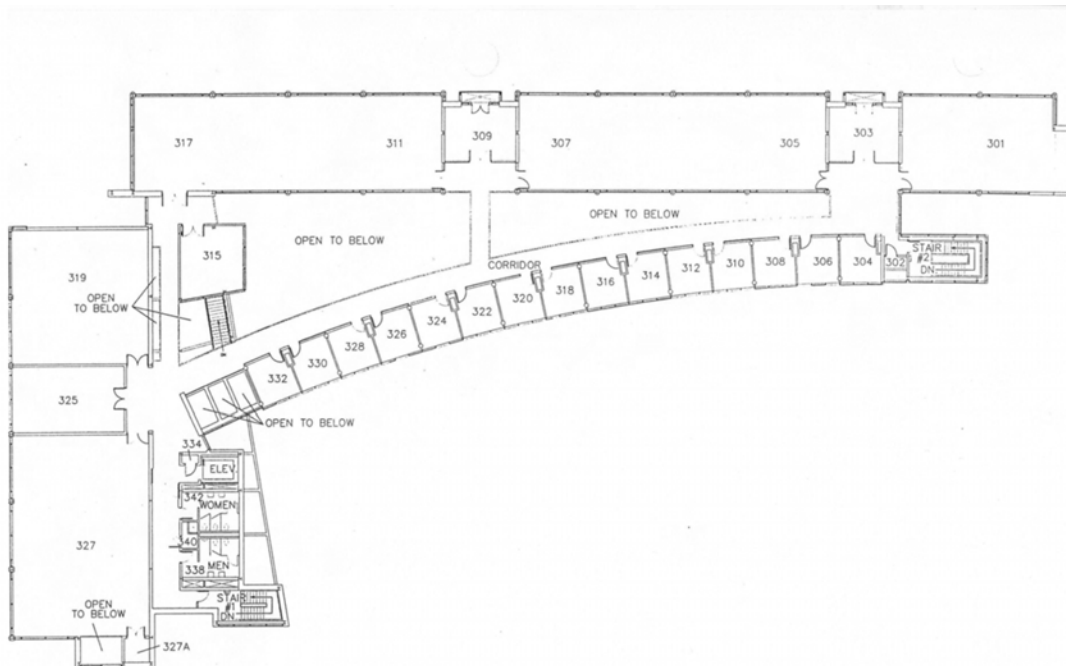
Second Floor, TBH





Temple Hoyne Buell Hall

Second Floor Mezzanine, TBH



Temple Hoyne Buell Hall

Third Floor, TBH

TBH Space Usage

ROOM	USE	OCCUPANTS	SO. FT.
Oil	spray booth	Architecture	79
015	Atrium	Architecture/LA/URP	3152
017	seminar	Architecture	440
018	seminar	Landscape Architecture	438
019	seminar	Urban and Regional Planning	442
020	Print Lab	Architecture	1172
024	storage	Architecture	1221
025	Gallery	Architecture	1269
025A	storage	Architecture	205
101	reception	Landscape Architecture	428
101A	office	Landscape Architecture	155
101B	office	Landscape Architecture	259
101C	office	Landscape Architecture	170
101D	office	Landscape Architecture	184
101E	office	Landscape Architecture	210
101F	conference	Landscape Architecture	210
101H	corridor	Landscape Architecture	82
104	office	Architecture: Graduate Office	495
105	office		164
105 A	office	Development	162
106	office	Architecture: Associate Director	246
106A	office		123
111	reception	Urban & Regional Planning	428
111A	conference	Urban & Regional Planning	219
111B	storage	Urban & Regional Planning	6
me	office	Urban & Regional Planning	209
HID	office	Urban & Regional Planning	177
HIE	office	Urban & Regional Planning	152
11 IF	office	Urban & Regional Planning	165
111G	office	Urban & Regional Planning	198
111H	office	Urban & Regional Planning	176
111J	corridor	Urban & Regional Planning	121
115	conference	Architecture	409
117	reception	Architecture	414
117A	office	Architecture: Director	243
117B	office	Architecture: Business Mgr.	144
117C	office	Architecture: Accounting	210
117D	storage	Architecture	5
117E	mail room	Architecture	210
117F	work room	Architecture	88
117G	corridor	Architecture	62
132	gallery	Architecture/LA/URP	618
133	auditorium lobby	Architecture/LA/URP	400
134	auditorium	OFPM controlled (2 12)	3306
134B	projection booth	OFPM controlled	87

ROOM	USE	OCCUPANTS	SQ.FT.
201	studio	Architecture (18)	1146
203	review	Architecture	348
204	office	Architecture:	147
205	studio	Architecture (18)	1162
206	office	Architecture:	150
207	studio	Architecture (18)	1162
208	office	Architecture:	150
209	review	Architecture	349
210	office	Urban & Regional Planning	150
211	studio	Architecture (18)	1162
212	office	Architecture:	150
214	office	Architecture:	150
216	office	Architecture:	150
217	studio	Architecture (18)	1166
218	office	Urban & Regional Planning	150
219	studio	Landscape Architecture	1436
220	office	Landscape Architecture	150
222	office	Landscape Architecture	150
223	classroom	Urban & Regional Planning	787
224	office	Urban & Regional Planning	150
225	classroom	Urban & Regional Planning	885
226	office	Architecture	150
227	classroom	Urban & Regional Planning	1357
228	office		150
230	office	Urban & Regional Planning	150
232	office	Urban & Regional Planning	150
M204	office	Architecture:	146
M206	office	Urban & Regional Planning	149
M208	office	Urban & Regional Planning	151
M210	office	Urban & Regional Planning/LA	151
M212	office	Landscape Architecture	151
M214	office	Landscape Architecture	151
M216	office	Landscape Architecture	151
M218	office	Urban & Regional Planning	151
M220	office	Urban & Regional Planning	151
M222	office	Urban & Regional Planning	151
M224	office	Urban & Regional Planning	151
M226	office	Architecture	151
M228	office	Architecture	151
M230	office	Urban & Regional Planning	151
M232	office	Architecture	151

ROOM	USE	OCCUPANTS	SQ.FT.
301	studio	Architecture (18)	1248
303	review	Architecture	304
304	office	Architecture:	146
305	studio	Architecture (18)	1162
306	office	Architecture:	151
307	studio	Architecture (18)	1163
308	office	Landscape Architecture	148
309	review	Architecture	305
310	office	Landscape Architecture	148
311	studio	Architecture (18)	1163
312	office	Urban & Regional Planning	148
314	office	Urban & Regional Planning	148
315	review	Architecture	348
316	office	Architecture:	148
317	studio	Architecture (18)	1163
318	office	Architecture:	149
319	studio	Landscape Architecture	1488
320	office	Landscape Architecture	148
322	office	Architecture:	148
324	office	Architecture:	148
325	classroom	Landscape Architecture	598
326	office	Landscape Architecture	148
327	classroom	Landscape Architecture	2252
327A	storage	Landscape Architecture	47
328	office	Landscape Architecture	148
330	office	Landscape Architecture	148
332	office	Landscape Architecture	148

The Architecture Annex. Acquired from the School of Art + Design and remodeled in 2007, the Architecture Annex is the school's third building. It contains sophomore foundational design and technology studios, faculty and FAA IT administrative offices, and a fabrication and wood shop/control room with four laser cutters, a CNC (Computer Numerical Control) Router room, review spaces, student lounge, a locker room, a computer network room and storage space.



Architecture Annex, First Floor Plan

Architecture Annex Space Usage

Room	Use	Occupant	SQ. FT.
01	storage	Architecture	258
02	fabrication stop	Architecture	2300
03	control room	Architecture	400
04	storage	Architecture	197
05	restroom	Men	61
06	restroom	Women	140
07	sink room		400
08	janitor		102
09	janitor		25
10	studio	Architecture (104)	1800
11	lounge	Architecture	200
12	lockers	Architecture	400
13	review	Architecture	800
14	studio	Architecture (32)	1800
15	storage	Architecture	540

16	storage	Architecture	541
100	computer lab	Architecture	523
103	lobby	Architecture/ Art Design	352
104	office	Architecture:	167
105	office	Architecture:	169
107	office	Architecture:	191
108	office	Architecture: Armstrong	156
109	elevator	Architecture	82
110	storage	Architecture	121
121	elevator foyer	Architecture/Lounge	500
122	restroom	Women	100
123	restroom	Men	100
125	studio	Architecture	1600
126	review	Architecture	400
127	multi-use	Architecture	800
128	studio	Architecture	1600
129	lockers	Architecture	800

ii. Facilities Limitations and Improvements

Research space for use by Architecture faculty currently is being renovated in the Design Research Laboratory building of the College and will be available by fall semester 2015. The building, formerly known at the Building Research Council building, has been used for decades by various faculty and staff of the school of architecture. With the growth of interdisciplinary research initiatives within FAA, the Design Research Laboratory located adjacent to the University Research Park on St. Mary's Road, is being upgraded to house present and future research activities of FAA faculty and staff.

The facilities currently in use provide adequate areas to serve the needs of the School with the exception of the library in the Architecture Building that serves the School and other units of the College. The library needs additional area. Upgrades have been made recently in each of the buildings to provide enhanced and more serviceable space for users. In the Architecture Building, past Director Chasco initiated studio improvement and new furnishings in the third and fourth floor studios and computer labs as well as renovations to TBAG Gallery and corridors throughout the building. Remaining studios are on the list for upgrades in summer 2015.

Although physical space, in terms of numbers and sizes are currently adequate, in 2010, past Director Chasco authored a feasibility study narrative and diagrammatic plan analysis to determine methods of constructing an addition to the Architecture Building that would provide a new fabrication shop, additional studios, classrooms, offices, seminar rooms, and an expanded library. When this addition has been realized, the Architecture Annex will be returned to campus for other purposes, and the entire Architecture program will then be contained within TBH and the Architecture Building, providing a more cohesive and total integration of the undergraduate and graduate programs.

Although there are no significant problems with the current facilities other than the cramped quarters of the library, ongoing upgrades plus the planned modifications to the Architecture Building, consolidating the program into two buildings, will offer improved study, teaching, and research environments.

b. Digital Technology Resources

Technology has become a major component of architectural education and of practice. The Campus and the School have invested, and continue to invest in a wide variety of hardware and software to supplement and support students and faculty creative and research efforts.

Since 2005-2006, the school has had a general laptop computer policy with recommendations for what type of computer students should bring to campus for their own use. Since nearly every student owns

his/her own computer, the school has been able to reduce the number of workstations and the size of its computer labs.

The breadth of hardware, software, networks, other computer resources, and support available to students and faculty from various campus sources is identified below.

Campus Software and Networks

Wireless campus-wide network in all Classrooms and Studios
Box.com accounts provide 50 GB of Cloud Storage to all faculty, staff and students
Access to CITES and FAA Helpdesk for computing support
Access to Lynda.com, offering training courses for all faculty, staff and students
Student access to U of I-branded Google Gmail accounts and Google Apps
Faculty and Staff access to Exchange accounts for email and calendaring.
University of Illinois site license for Microsoft products
Access to Adobe Creative Suite software for all faculty and staff
Access to software at reduced price via the University Webstore for all faculty, staff and students
Access to CITES Lab spaces (<https://www.cites.illinois.edu/computerlabs/index.html>)
Access to CITES "smart classroom" with Integrated Teaching Systems
(<https://www.cites.illinois.edu/computerlabs/index.html>)
Ability to create free hosted Wordpress sites - <https://publish.illinois.edu/about/>
Access to campus resources from off campus is provided by the CITES VPN service
Access to Blackboard for Course Management – Illinois Compass 2g
(<http://www.cites.illinois.edu/illinoiscompass/>)

Illinois School of Architecture

Computer Labs

10 computer stations for students in room 20, TBH
40 computer stations for students in room 314, Architecture
7 computer stations for students in room 100, Architecture Annex

Digital Studio (301 TBH)

16 Wacom Cintiq tablets with touch pen display
1 MakerBot 3-d printer
1 MakerBot 3-d scanner

Large Format and Model Making Technology

16 color and black and white laser printers for students in three labs and six studio spaces
9 plotters / large photo printers for students in 2 labs
5 laser cutters for students in the Fabrication Lab
1 CNC router for students in the Fabrication Lab
3 Makerbot 3-d printer in room TBH 20

Technology Hardware Available for Loan to Students and Faculty

3 DSLR Cameras and 1 extra lens, available in Rm 20, TBH
3 Camcorders available in Rm 20, TBH
7 Projectors available in Rm 20, TBH
2 Laptops available in Rm 20, TBH

FAA-IT

Technology Equipment Available to Faculty and Graduate Students

5 Apple iPads
1 Asus Transformer Prime Tablet
1 Microsoft Surface
1 Samsung Chrome Book

1 Samsung Galaxy Tablet
2 Lenovo Laptops
2 MacBook Pro Laptops
1 iMac
2 Mac Mini Computers
1 Epson Projector
2 USB Speaker phones

I.2.4. Financial Resources

a. State Funding, General Budget Overview

The Illinois School of Architecture is one of seven academic units and two non-academic units in the College of Fine and Applied Arts. Annually, the Illinois School of Architecture has slightly over \$5 million in available income from invested funds plus principle amounts that are available for spending. This includes state funds, tuition differential, indirect cost recovery (ICR), and, endowments and gifts. We do not anticipate budget cuts or reductions this year. However, the State of Illinois final budget appropriation bill will likely not be approved until November 2014.

The FY 2014 (2013-2014) Illinois School of Architecture Full Time Employees (headcount – including: tenure-system appointments, specialized faculty appointments (clinical and teaching series titles), and visiting faculty appointments):

Illinois School of Architecture Faculty:	100%	- 35
	66%	- 1
	30%	- 6
Illinois School of Architecture Staff:	100%	- 13

Total number of Architecture Graduate and Undergraduate Students: 610 Total (443-UG/167-Grad)

The School's operating budget serves all of our programs (undergraduate, graduate, and PhD); we do not allocate funds to each program independent of one another.

In addition to University state tuition and fees, all College of Fine and Applied Arts students are assessed a tuition differential fee. These funds are allocated to the College in the annual budget process. Units such as Architecture receive a percentage of the College allocated funds. The funds are to be used for support of instruction. University business and financial policies and procedures state that these funds are allowable for temporary teaching personnel; grad assistants and hourly paid employees hired to provide service in instructional labs and studios; purchase, maintenance and upgrades of instructional equipment and materials; operation, maintenance and information technology costs associated with classroom or lab usage or improvement; and student field trip travel.

Operating Statement	Flexible Funds			Inflexible Funds		
	State & Tuition	Institutional (ICR)	Endowments and Gifts	Self Supporting	Endowments and Gifts	Grants & Contracts
Revenue & Other Additions						
State GRF/Tuition	\$3,920.6					
FY13 Allocations & Exchanges		\$302.2				
Fiscal Year Close Adjustments	\$0.0	\$0.0				
Sales/Services/Fees				\$301.3		
G & C Awards Earned						\$5,044.8
Gifts			\$214.4		\$582.0	
Total Revenue	\$3,920.6	\$302.2	\$214.4	\$301.3	\$582.0	\$5,044.8
Expense						
Personal Services	\$3,741.4	\$40.9	\$32.5	\$141.3	\$206.9	\$605.9
Expense	\$158.4	\$125.5	\$236.2	\$264.9	\$249.0	\$3,585.3
Equipment/Plant		\$13.6				
Transfers			(\$22.5)		\$3.0	

Current Fiscal Year Report: The FY14 (2013-2014) report above show revenue and expenses from all sources.

NOTES:

- 1) Detail provided is as reported in the University's Division of Management Information Campus Profile. The figures shown are US \$ x 1000.
- 2) The final FY14 detail will not be available until November 2014. This table will be updated at that time.
- 3) Capital funds are excluded from the Operating Statement because the funds are not part of standard department operations.

b. School of Architecture Forecast for Revenues & Expenses:

The State of Illinois economy, as reported nationally, is undergoing difficult budgeting times. It is an election year. A 60% increase in the state income tax that passed for a 3-year fiscal cycle, will sunset this fall. As of now, the state budget will not be finalized until at least November 2014. The Governor has noted that unless the state income tax increase is made permanent, higher education and social services funding will be reduced. Higher education would expect a notable reduction in state funding over a 2-year cycle.

i. Comparative Five Year Financial Overview: The report below shows revenue and expenses from FY10 through FY14 (preliminary). Final FY14 detail will be added in late 2014 when that detail is made available from Campus Administration.

Year	State Budget	Expenditures	Gifts & Endowments	Capital Expenditures	Scholarships & Fellowships
2009-10	3874	9743	1271	--	411
2010-11	3428	12208	716	--	389
2011-12	3434	13523	801	--	407
2012-13	3206	15679	788	--	319
2013-14	3586	10235	603	250	336

NOTES:

- 1) Detail provided is as reported in the University's Division of Management Information Campus Profile, except where noted otherwise. The figures shown are US \$ x 1000.

- 2) The 'Scholarships and Fellowships' detail is from the School's records of the total amount of awards presented annually at "A³" the Annual Architecture Awards banquet. The DMI does not show capital expenditures for each unit. The University of Illinois capitalizes expenses at the University level; it is not done at the college or school level.

ii. Comparative Five Year Expenditures – With Other Professional Programs: The report below shows state expenditures per student in the School as compared to those in Landscape Architecture and the College of Business. FY14* will be added in November of 2014 when that detail is made available from Campus Administration.

Year	Illinois School of Architecture	Landscape Architecture	Business
2009-10	5360	9257	10703
2010-11	5855	9271	11386
2011-12	4895	10174	14909
2012-13	5469	10899	12264
2013-14*	5190		

NOTES:

- 1)Detail provided is as reported in the University's Division of Management Information Campus Profile. The figures shown are US \$ x 1000.
- 2)Cost expenditures are per student enrolled in the programs, and does not break out undergraduate vs. graduate students. Expenditures per student are determined by institutional (state-allocated permanent base budget) rather than total unit budget. The Illinois School of Architecture is one of the largest units in the College of Fine and Applied Arts. We interpret the above data to suggest that Architecture is one of the more efficient units in the college, with a large student body, appropriately higher student/faculty ratio for a large unit, yet with a lower number of administrators per student than Landscape Architecture, a smaller unit in the College. The expenditures between Architecture and Landscape Architecture is due to. Landscape Architecture seeing a notable reduction in student enrollment while faculty head count has remained the same as their original enrollment goals. Architecture's enrollment has dropped 10-12% while full time faculty head count has dropped about 20%.
- 3) The DMI does not show capital expenditures for each unit. The University of Illinois capitalizes expenses at the University level; it is not done at the college or school level.

iii. Summary Update – Five-Year Financial Report

- 1) Since 2009, the University's total revenue budget has increased by just under \$1M while state appropriations have diminished. At the same time the college and the school collaborated to continue offering promotion increments and general salary programs needed to reward faculty for their achievements and to forestall the possibility of faculty departures to rival institutions.
- 2) The Illinois School of Architecture has been fortunate in that it has not suffered notable budget cuts or reductions in staff. Indeed the current staff has largely been in place since 2009 and some before. The Illinois School of Architecture's budget director, Cheryl Heck, joined the School in 2005. Indeed the school has no budget deficits in any of the reporting state or non-state budget lines (multiple deficits did exist in 2004). The School has also completed audits to academic and study abroad programs (such as study abroad, PhD, etc.) with no major negative findings. The School did lose four senior tenured faculty in 2012 as a result of the University's voluntary retirement program. That, along with the loss of four tenure track faculty, resulted with a tenure track/tenured faculty headcount drop from 36 to the current 29. Full time, non-tenure track faculty, with one year renewable appointments,

have been hired. The loss of faculty has impacted design studio teaching the hardest. Only one to two tenured/tenure track faculty can be deployed in sophomore and junior studios.

- 3) Summer School: The School received a one-time college stipend of \$21,000 in 2010 which has enabled the School to offer one or two summer design studios. Any shortfall in summer school funding is made up with School of Architecture surplus state or discretionary funding. In 2014, the School, in collaboration with ACSA, co-sponsored the Haiti Challenge 2014 summer studio. Howard University and Mercy Outreach Ministries International were also a partners in this endeavor. The School also provided three \$3,000 scholarships to recruit and assist students in participating in the Haiti Challenge, particularly to recruit and offset summer school tuition charges for Howard University students.
- 4) Travel: The School provides generous funding for faculty conference travel to augment College and Campus research travel support. Each faculty member receives \$1,500 Humanities/Arts Scholarship Support (HASS) Research funds from the campus and the College. In addition, the campus Scholar's Travel Fund provides faculty research/conference travel support. The School backfills with allotted state funds as well as endowed discretionary funds. Faculty must be presenting a peer reviewed paper, invited to sit on a panel or be an invited keynote speaker to receive full School funding. Given that all/most faculty also have large research accounts funded from the Campus Research Board, faculty are encouraged to utilize those funds in lieu of state funds. However the School makes every attempt to fully fund notable conference/research efforts of junior faculty on tenure track and associate level Q-Hire¹ tenure track faculty to assist in building their tenure dossiers.
- 5) Research Funds/Institutional Support: The School receives yearly Indirect Cost Recovery (ICR) fund allotments from the Campus/College. ICR funds are institutional support funds earned as grant funds are expended. They are to be used as unrestricted support for core research and administrative operations within the School of Architecture. They can also be used for expenditures such as student scholarships/fellowships/awards; student services; operations of maintenance and plant; and public service. In 2014, the School dedicated approximately \$100,000 of ICR for freshman scholarships to offset U of I's high tuition. Prior to September of 2012, the School of Architecture research portfolio included both Building Research Council (BRC) and Smart Energy Design Assistance (SEDAC) and received \$233,000 in ICR. SEDAC was moved to Urban Planning at the beginning of FY13; however, the School retained the ICR (\$154,724) for that fiscal year as an offset allotment. In FY14, and again in FY15, the School expects to receive approximately \$200,000 in ICR allotments from BRC's Research Grant portfolio of \$5.6 million in government funded research.
- 6) Graduate Level Funding: The School regularly funds 39-46 graduate teaching assistants and several research assistantships. The majority of assistantships are held by M. Arch. students. Beginning in 2010, the School opened up the assistantship opportunities to the PhD students as needed to both insure 3rd and 4th year Ph.D. student funding as well as to assist in building a teaching record.
- 7) Faculty Salaries/Raises: To recruit and retain outstanding faculty, the Provost's Office has attempted to address the disparity between the Illinois School of Architecture faculty salaries and its peers. In addition to an almost yearly 2.5-3% merit raise pool, a CMER Fund (compression, market, equity, retention fund) of one half percent of total the faculty salary fund allotment is provided to recognize exceptional merit in up to 50% of the faculty lines. In addition, past Director Chasco worked with the College to collapse a faculty line to add to the raise pool and, in 2012, secured \$55,000 in additional funds to close the peer disparity gap. In general, much progress has been made in closing the peer salary gap at the assistant and associate level, but not the full professor level.

¹ "Q" appointments are often offered when a unit is recruiting a person from outside the University and finds that the candidate does not yet possess the record of particular achievement expected of a tenured member on this campus, even though the person is of relatively senior standing in the field. The unit offers an initial appointment at the rank of associate or full professor without indefinite tenure. The person is then to be evaluated for tenure through the normal process within 4 years.

Faculty Salary Study --2014-15 (FY13)
Compared to Peer Departments at University approved Institution same discipline

Mean Salary Information: Professor Salaries Compared to Peers

	FTE's	Full	Deficit	FTE	Assoc	Deficit	FTE	Asst	Deficit
ARCH FY14	6	\$104,755	\$25,008	16	\$88,271	\$2,781	7	\$69,169	
Peers (FY12)	32	\$129,763		45.8	\$91,052		42	\$67,968	

FY14 Overall Department Difference \$169,536 or 6.7%

- 8) Originally the College was to provide full funding for 5 full time non-tenured track faculty. Due to enrollment drops and thus a reduction in campus funding to the College, the School will fund a full-time visiting history faculty member with the Laing Endowment Funds, and will fund three full-time junior faculty with a combination of state, tuition differential and endowment discretionary income.
- 9) The School is actively utilizing Endowment Chair and Professorship funds to augment the salaries and research funds of those faculty holding the endowed positions. Excess funds from such endowments become part of the discretionary funds to support faculty.
- 10) The School does try to limit faculty salaries to 92-94% of the state appropriation with the remaining 8-10% dedicated to support equipment, travel, physical plant services, etc. Current faculty staffing and salaries allows the School to maintain studio enrollment at 15-16 per graduate studio and senior 4th year studios. Junior and sophomore studios can range from 15-18 per sections. History lecture courses can range from 40-100 in general with 100 for Contemporary/Modern history lecture classes. Environmental Systems courses generally have +/- 60 students per semester. However, due to the shift in the Barcelona Study Abroad Program from the junior year to senior year, 2014-15 will see enrollments between 75-90 students per semester. Building Systems courses, lectures and lab components usually have 100-125 per semester augmenting the instructor with 6 TA's. In general, the School provides faculty with the following average number of TA's (teaching assistants) per semester:
 - Design: Arch 271 & 272 Sophomore Studio: 8
 - Structures: Homework Labs: 10-12
 - History: 7
 - Technology: 8-10
- 11) The School also provides additional, Graduate Assistants (GAs) to coordinate/manage the computing labs, woodshops, assist with School graphics and other opportunities as needed.
- 12) Barcelona, Munich, and China Study Abroad Programs are generally funded by students participating in the program, with the exception of the School's 44-year-old flagship Study Abroad Program, Versailles – now Barcelona – being supported with state funds to pay for the salary of the Director of the Barcelona El-Valles Program (tenured faculty member) and the UIUC non-tenured full time structures faculty member. Student program fees pay for the salaries of teaching part-time (generally local) faculty and a staff assistant.
- 13) The Chicago Studio, initiated in fall 2014, will be fully funded by the School of Architecture. One full-time faculty member and one part-time specialized faculty member are paid with state funds. The School is entering into a 5-year sub-lease with VOA Architects in the Sante Fe Building on Michigan Avenue, above the Chicago Architectural Foundation and across the street from the Art Institute. The College provided a \$100,000 lease loan, with the School paying back \$20,000/year over 5 years. The College expects the departments of Urban Planning and Landscape Architecture to also use the space.

c. Research and Outreach

Research and Outreach is discussed in Human Resource Development under Research and Outreach, see section I.2.1.a.iv.

d. School of Architecture Financial Forecast for FY 2015 (2014-2015) and FY 2016 (2015-16)

The Illinois School of Architecture is well positioned and financially stable. The School is considered a revenue generator for the College, returning typically \$1,200,000 to \$2,000,000 to the College in tuition funds to support programs of other College of FAA units. However, due to lower endowments resulting from the economic downturn and the highest architecture programs costs (tuition) in the Midwest, as well as increased costs due to PhD / Teaching Assistant costs, the School of Architecture's net revenue support to the College decreased to \$1.2 million. The School does rely on substantial tuition differential (\$300,000+) to support adjunct and full time non-tenured faculty and equipment costs. The School also enjoys endowed discretionary income of approximately \$200,000+ to support equipment costs, facility renovations, faculty research, and student organizations. Tuition differential and discretionary income support the following range of activities:

- Facility improvements: offices, seminar rooms, classrooms
- Studio renovations
- Equipment purchases for computing labs, woodworking labs, and CNC router lab
- Staff to support and maintain all labs
- Graduate assistantships to support computing and fabrication labs
- Hiring of part and full-time adjunct facilities (now called 'specialized faculty' by University)

Facilities: The Architecture Building, Temple Hoyne Buell Hall and Annex One: Maintenance, Repair, Remodeling and Processing new furniture and furnishings. The Architecture Building, Temple Hoyne Buell Hall and Annex One (1st floor) require continual maintenance, renovation, repair, new lighting and new furniture. A combination of Provost/College and School funds are utilized to initiate projects.

- | | |
|--------------------------------------------------------------------------------------|---------------|
| • Architecture Building – Window Replacement/HVAC Systems Upgrade | \$7.5 Million |
| • Architecture Building – Expansion and Alteration Project (after Feasibility Study) | \$ 40 Million |
| • Architecture Building Feasibility Study (Provost/College) | \$250,000 |
| • Architecture Building - studios, corridor, TBAG Gallery renovation (college) | \$250,000 |
| • Temple Buell Hall Atrium gallery Renovation (College) | \$ 30,000 |
| • Temple Buell Hall Auditorium -Technology, Podium, Sound/Lighting Upgrade | \$170,000 |
| • Temple Buell Hall Lighting Controls Upgrade: Student Sustainability Grant | \$ 62,900 |
| • Seed Proposal for Fabrication/Detail Lab in first floor of Annex One | \$135,000 |

Annex, Architecture Building, and Temple Hoyne Buell Hall Maintenance, Repair, Remodeling and Processing new furniture and furnishings. It should be noted that since the 2009 NAAB Accreditation, Facility Maintenance, Repair & Renovation has been largely undertaken by the School of Architecture.

Architecture Annex: The Architecture Annex houses the sophomore design studios as well as the woodshop and CNC Router / Laser Cutter labs. The School took possession of the Annex in 2008 and engaged in a \$500,000+ renovation. The School does continue to engage in costly roof and wall repair to mitigate moisture / rain issues. The long term plan is to move all Annex functions to a proposed addition on the Architecture Building.

Architecture Building: We are currently engaged in a \$250,000 renovation of design studios, corridor lighting, and renovation of the Temple Buell Architecture Gallery (TBAG). Renovations include demolition of old interiors, paint, new tables and chairs, marker boards and tack boards in the studios. TBAG renovation includes new plaster/painted walls, ceilings, window treatment, lighting and exhibitions removable wall display system. Multiple offices are renovated yearly to provide competitive work environments for the faculty.

Architecture Building \$250,000 Requests for Feasibility Study: The study developed by past Director Chasco, will be sent out to professionals in September 2014. The proposal seeks to verify and further develop a program narrative and conceptual cost for a proposed \$55,000,000 million dollar renovation and addition to the Architecture Building. The successful completion of the proposed project will require the securing of 50% of private donor funds to match the 50% in State provided capital funds.

Research Initiative: Research Grants have expanded from \$1 million in 2004 to \$7 million in 2010 to \$12 million in 2012 (including SEDAC which has now moved to DURP and will form the largest administrative research component of the new FAA Research Consortium). The development of the new BEST LAB is finished. Research areas including healthcare, housing for low-income, minorities and elderly, Native Americans, energy performance and building material performance. Example: Kate Brown has \$5,141,499 in research grants (i.e. PHA program total \$4,136,486; Energy Efficient Trust \$200,000; HUD \$805,013).

National/International Initiatives: The School meets economic and social challenges with several of our programs and focused research initiatives. For example: Action Research Illinois, public engagement in Haiti and San Tome, BRC-SEDAC, significant Study Abroad Programs in Barcelona, KTH/Stockholm, TUM/Munich, Tongi University / Shanghai. Internationally known/respected architects willingly engage the School as Plym Professors: Ken Yeang, Kengo Kuma, Kenneth Frampton and Juhani Pallasmaa. We are one of few nationally ranked programs with dual degree programs with MBA, Law, Urban and Regional Planning, Civil Engineering (Construction Management and Structures). A combination of state funds, endowment funds and discretionary income are utilized to support these efforts.

Enrollment: The great recession and construction downturn has severely impacted the architectural profession. Unemployment among architects is among the highest of the professions, even though the profession/building is on the rebound on the coasts and slowly building up in Chicago and Midwest. While our graduates are securing jobs, they are dispersing across the country – which, from the perspective of an opportunity to succeed in a broader job market, is positive for longer term alumni development. Increased tuition, results in the highest program costs for any architectural program in the Midwest. Decreasing high school population, increased competition from our peers for both undergraduate and graduate architectural students, together with previous trends, has now caused a serious decline in enrollment at the freshman level as well as at the graduate level.

Typically the School enrolls an average of 137 freshman and 70-80 M. Arch. graduate students. In the fall of 2013, the School enrolled 85 freshmen and 58 M. Arch. students, of which 28 were our own graduating seniors. While the School graduated 116 seniors, 68 applied for ISoA's graduate program, with 28 subsequently accepting. A very high rate accepted offers to attend other peer programs (increased competition due to smaller pool) or stopped to work (for job security and/or save for graduate tuition). During the economic downturn, we have seen a decrease in graduate school applications.

UGrad Enrollment	09-10	10-11	11-12	12-13	13-14
Freshmen	128	102	121	107	85
Sophomore	147	124	127	132	129
Junior	139	141	121	118	112
Senior	120	136	136	121	118

Degree	09-10	10-11	11-12	12-13	13-14
Undergraduates	552	503	505	478	443
Graduate	179	175	207	187	167
Doctoral	14	15	14	13	12
Non-Degree	3	2	9		
TOTAL SCHOOL	748	695	735	678	622

Recruitment Initiatives include working to develop 'ARCH Pathways' – the School has close junior college transfer agreements with College of DuPage, Joliet Junior College, Lewis & Clark, Illinois Central Junior College, Triton College, William Harper, and others in development. The School convened a spring 2013 meeting to discuss curriculum interfaces; a program promoting the School through Junior colleges, Campus visits, Orange and Blue Days, and Admitted Student Days. This was held in conjunction with the Office of Admissions; Class visits – per the request of FAA and Admissions, ARCH 101, ARCH 210, and ARCH 271, were available for visit by prospective students. ACSA, AIAS, Chicago Architecture + Design College Day, Boston Career Day and Quad Conferences are attended to recruit in-state and domestic grads to our program. School has hosted dinners with current top seniors, in an effort to increase grad applications/attendance from within our own program. The School is working closely with the College Assistant Dean for Recruitment on this effort.

Global Study Initiative: The School has moved the Versailles Study Abroad Program to Barcelona (Escola Tecnica Superior d'Arquitectura del Valles of the Universitat Politecnica de Catalunya-Barcelona TECH – ETSAV-UPC). After 43 years in Versailles, the School felt it needed to be aligned with a major university program in one of Europe's best cultural and design capitals. The 32-40 undergraduate students will be more fully integrated into the ETSAV Architectural Programs courses and studios. The Illinois School of Architecture will now have a one semester graduate Barcelona Study Abroad Program for six to eight students per semester. In addition, the Munich TUM Study Abroad Program agreement is being revised so that Illinois students can attend for the full spring semester earning 12 to 16 credits in lieu of attending the UIUC spring semester and then summer at TUM.

Diversity: The School will intensify efforts to increase diversity among students and faculty by scheduling active recruiting visits to historically black universities, dedicating scholarships to minorities, and by working more closely with the Graduate College.

Chicago Studio: The School created a Chicago Studio that can accommodate up to 16 students per semester. The students are in Chicago for a four-month semester plus three months in the summer. The student can then intern for seven months straight. Many firms will provide internships, in advance, as recruitment tools for top students to attend the Chicago studio and intern with their firms.

e. Information Technology

College FAA-IT Staff Support: The College has centralized all IT services in support of seven academic units and two non-academic units. This centralized unit provides general IT computer support for faculty, staff and students. The School of Architecture purchases its own computer, print and fabrication equipment. The School regularly assigns a Computing Graduate Assistant (tuition waiver + stipend) to manage the computing labs, including working with the College IT to coordinate larger IT tasks. The School maintains a computing print lab in TBH (20 stations), a computing print lab and computer lab (40 stations) in the Architecture Building, and a small computing print lab of 10 stations in the Architecture Annex. The School has a yearly rotating schedule to regularly purchase new equipment to provide current desktop technology imaged with all appropriate architectural / graphic programs. We also provide state of the art high-speed plotters, printers and services. Reproduction Services provided by our print labs are necessary to help offset both the purchase of supplies, new equipment, maintaining current equipment as well as pay hourly salaries for graduate computing lab proctors. A detailed spreadsheet of the School's

print, computing and fabrication equipment and manpower expenses is available in folder Pt.1.2 Resources, http://go.uillinois.edu/NAAB2014_2015_ISoAcloud.

f. Development

The School of Architecture has enjoyed a strong history in supporting development efforts to advance both the long term interests of the School of Architecture as well as to provide an economic buffer for the School to withstand the economic reduction in state support funding. Given that the School of Architecture is 144 years old and throughout its history, one of the largest programs in Architecture, its alumni range far and wide and occupy the full breadth of traditional and non-traditional careers in architecture. Past Director Chasco made fundraising a key priority of his 10-year tenure. Over the years, past Director Chasco has visited hundreds of alumni from coast to coast, informing them of the many positive changes in the program as well as seeking gifts in support of all key components of the program. Of particular note is past Director Chasco's success in securing the school's first, active endowed Chair and Professorship. Other secured Professorships are currently maturing toward their active date. The Director is currently involved in 2-3 Endowed Chair opportunities in housing and structures/technology. The School enjoys a strong history of alumni giving. Indeed in the recent Brilliant Futures Campaign during past Director David Chasco's tenure, with a foundation goal of \$6.5 million, alumni provide approximately \$24 million in current and deferred gifts to support student scholarships, fellowships, equipment, study abroad programs, endowed faculty chairs and professorships as well as discretionary funding. The chart below provides an overview of the successful Brilliant Futures Campaign.

The College of Fine and Applied Arts has made a commitment to provide a Director of Development through a series of hires to support fundraising in Architecture (50%), Landscape Architecture (25%), and Urban Planning (25%). In 2004, Leanne Courson was culminating a successful 10-year period as the School's first development officer. Courson is now the Chancellor's Senior Director of Development. Courson was followed by Erin Hart and Sara Brauze, both of whom enjoyed successful but short tenures. Gail Rost, the new Development Director for the three units; she started on July 15, 2014. Currently, the Foundation and the University are working to develop new strategies and staffing operations within the colleges as the University both positions itself for another campaign, but more importantly, seeks to increase private giving to offset declining state revenues.

Given the successful Brilliant Futures Campaign, the tenure and promotion of the new wave of new faculty, and the passing of new bylaws and curriculum, the School will embark on recruiting members of the profession onto an Advisory Board. These individuals, alumni and non-alumni, will be chosen from a broad representation of career opportunities who will serve to advise and position the school in new ways to greatly advance donor support for the program.

One significant addition to our development support is the range of projects brought into the academy in support of the private sector. A variety of firms have engaged "sponsored studios" such as the Spring 2014 studio conducted by Professor Kevin Hinders, sponsored by Studio GC in Chicago. The students in the studio worked closely with the members of the firm to design a new library in Normal, Illinois. These firms provide professional, experienced practitioners that engage with the studio as well as provide funding varying from \$5,000-10,000 to support travel, research support, faculty stipends, and graduate assistantships related to actual private sector projects. In addition, foundations and institutes have provided funding for graduate studios such as the 2014 Haiti Challenge, sponsored by the ACSA with funds from the Fetzer Institute. This opportunity allowed students from the University of Illinois to work in partnership with students from Howard University, one of the nation's HCBU's (historic black colleges and universities), Université GOC in Haiti, as well as an NGO active in rural Haiti. Design Build initiatives such as the Solar Decathlon have allowed the School to partner not only with the College of Engineering but with industry representatives who provided gifts in kind of state of the art building materials. These successes further heighten the national reputation of the School of Architecture and allow us to bring such success stories to our traditional donor base in support of other fundraising efforts.

The University of Illinois Brilliant Future's Campaign

Brilliant Futures Campaign	Goal
University of Illinois	\$2,500,000,000
Urbana Campus	\$1,500,000,000
College of Fine and Applied Arts	\$70,000,000
Architecture	\$6,500,000

Architecture	Goal
Unrestricted	\$3,000,000
Professorships – 3	\$1,500,000
Fellowship – 10	\$1,500,000
Communications	\$500,000
TOTAL	\$6,500,000

Fund Purpose	Commitments
Chairs	\$2,380,000.00
Conferences/Seminars/Workshops	\$3,300.00
Faculty Awards/Prizes	\$100,000.00
General Student Support	\$136,200.00
Graduate Student Fellowships	\$436,626.50
Lectureships	\$9,500.00
Library	\$15,500.00
Professorships	\$8,543,434.00
Program/Course Development	\$19,000.00
Public Service	\$204,789.06
Research	\$29,999.00
Research Unrestricted	\$2,800.00
Scholarships	\$2,010,707.14
Scholarships/Fellowships/Awards	\$1,000,000.00
Specific Programs	\$510,041.02
Student Awards Prizes	\$4,305,668.00
To Be Determined	\$63,748.00
Unrestricted	\$4,348,722.87
TOTAL	\$24,120,035.59

Fund Terms	Commitments
Current Use	\$15,309,404.80
Endowment	\$8,810,630.79
TOTAL	\$24,120,035.59

Brilliant Futures Campaign	Commitments	Percentage of Goal
University of Illinois	\$2,309,670,668.33	92.39%
Urbana Campus	\$1,621,283,623.02	108.09%
College of Fine and Applied Arts	\$78,699,519.86	112.43%
Architecture	\$24,120,035.59	371.08%

*Campaign Initiated: 1 July 2003
Campaign Ends: 31 December 2011*

Development Report: 2011-2015

Since the conclusion of the Brilliant Futures campaign in December 2011, the School of Architecture has secured additional private support as outlined in the following table:

University of Illinois Foundation New Business Report							
School of Architecture, University of Illinois at Urbana-Champaign							
				FY14	FY13	FY12	FY11
Architecture	Deferred Gifts	Irrevocable	Char Rem Unitrust	336,305.33	0.00	0.00	0.00
			Charitable Gift Annuity	0.00	0.00	0.00	35,000.00
			Trust - Held by Others	0.00	0.00	6,143,434.00	50,000.00
		Revocable	Bequests	155,418.65	0.00	388,616.58	845,267.54
	Cash Gifts			117,326.14	82,910.29	103,049.92	114,489.88
	Pledges			0.00	0.00	126,500.00	0.00
	Architecture Total			609,050.12	82,910.29	6,761,600.50	1,044,757.42
Total				609,050.12	82,910.29	6,761,600.50	1,044,757.42
Sources							
Architecture			Alumnus	259,995.39	74,563.01	624,166.94	1,008,115.86
			Corp / Business	5,025.00	3,700.00	7,175.00	2,940.00
			Family Foundation	500.00	0.00	500.00	1,050.00
			Foundation	194.40	1,000.00	1,000.00	2,068.00
			Non-Alumnus	342,610.33	2,647.28	6,128,508.56	30,583.56
			Other	725.00	1,000.00	250.00	0.00
			Architecture Total	609,050.12	82,910.29	6,761,600.50	1,044,757.42
Total by Source				609,050.12	82,910.29	6,761,600.50	1,044,757.42
Purpose							
Architecture			Confrence/Semnars/Workshps	102,000.00	2,000.00	50.00	1,250.00
			Facilities	10,020.00	0.00	0.00	0.00
			General Student Support	250.00	200.00	1,695.00	150.00
			Grad Student Fellowships	0.00	0.00	1,000.00	0.00
			Library	1,750.00	1,479.72	250.00	600.00
			Professorships	0.00	0.00	6,243,434.00	0.00
			Scholarships	14,778.40	6,814.00	34,869.98	846,549.59
			Specific Programs	2,560.00	600.00	800.00	2,050.00
			Student Awards/Prizes	17,150.00	12,100.00	11,600.00	12,000.00
			To be determined	0.00	0.00	300.00	0.00
			Unrestricted to Units	460,541.72	59,716.57	467,601.52	182,157.83
			Architecture Total	609,050.12	82,910.29	6,761,600.50	1,044,757.42
Total by Purpose				609,050.12	82,910.29	6,761,600.50	1,044,757.42
Total by Endowed				449,087.58	10,464.00	439,914.98	175,549.59
Architecture Total				609,050.12	82,910.29	6,761,600.50	1,044,757.42

2015 Illinois School of Architecture Development Goals*

Cash: \$500,000

New Business: \$1.0 Million

Major Donor Prospects under Prospect Management: 75

Personal Visits: 100

Major Gift Proposals Submitted: 38

g. Restricted and Gift Accounts

The School Endowments continue to grow annually. Following is a comprehensive list of scholarships, fellowships, and cash awards for design, technology, structure and history student accomplishments. Generally, accomplishments are recognized at the undergraduate (BSAS) level, graduate level (M. Arch.) and post-graduate PhD level. The School has notably increased its fellowships that provide stipends, tuition & fee waivers (+\$10,000 award) at the M. Arch. and PhD level.

The BRUCE C. ABRAMS MEMORIAL AWARD was established by Related Midwest Sales LLC (formerly LR Development Company LLC) to honor and remember the company's founder, a graduate of the University of Illinois at Urbana-Champaign. Bruce Abrams founded the company in 1988 with the vision of creating a multi-faceted development company with expertise in all aspects of the building process—marketing, legal, acquisitions, architectural design and construction. This team-based approach has allowed Related Midwest Sales to become a market leader successfully completing a growing list of complex high-quality projects. The award will seek to honor and recognize an architectural graduate student who, by virtue of his/her academic achievement and demonstrated aptitude in all aspects of architecture, shows great promise in continuing the values of Bruce's vision.

The HENRY ADAMS MEDAL is given by the American Institute of Architects to a graduate who has received the Master of Architecture as the first professional degree and who is qualified by the highest scholastic standing, character, and professional promise. (The preceding degree lists for May, August, October, and January are used in determining the recipients.)

The ALLERTON AMERICAN TRAVELING SCHOLARSHIPS are supported by income from an endowment by the late Robert Allerton and continued by his son, the late John Gregg Allerton. The scholarships are to be used for one and one-half months summer travel and study of architecture in the United States by architecture students in the history of architecture who have demonstrated superior achievement and ability in this area.

The TYLER ALLHANDS FELLOWSHIP and SCHOLARSHIP was established by a generous gift from Jessie Voigt Allhands to honor the memory of her husband. After receiving his BA Degree, and later his MA Degree at the University of Arizona, he fulfilled a number of teaching assignments which included Air Force Cadets, West Pointers, and Reservists. Though his teaching life was in Mathematics, he wanted most to help young people in receiving a good education and wanted to include home building. He especially enjoyed building houses and, with the help of students he trained as helpers, completed 62 in the Urbana area. The Tyler Allhands Fellowship/Scholarship is awarded to a student who is planning a career in the home building industry, perhaps planning to start his/her own general contracting company in design and construction of single-family residences, having carpentry skills, and be actively involved in the construction process. The stipend, plus a waiver of tuition and most fees (graduates only), is dedicated to the support of a graduate and an undergraduate student in Architecture.

The ALPHA RHO CHI MEDAL is given by the Grand Council of that fraternity, upon recommendation of the faculty, to a graduating senior who has demonstrated leadership, given outstanding service to the School, and displayed promise of high professional merit by his/her attitude and personality.

AMERICAN INSTITUTE OF STEEL CONSTRUCTION (AISC) AWARD is presented to incoming graduate students from another institution to study in the structures option.

The ANNUAL ARCHITECTURE AWARDS LOGO DESIGN AWARD is given each year to the student whose design is selected for the Annual Architecture Awards banquet (A³) logo. Funding for this award is provided by the School of Architecture.

The ARCHITECTURE SCHOLARSHIPS are awarded based on highest grade point average in that student's class and their hard work and contribution to the intellectual environment. The award is made possible through the generosity of the Alumni of the School and their gifts to the general scholarship fund.

The DAVID ASHBY MEMORIAL SCHOLARSHIP FUND IN ARCHITECTURE was established and endowed by David's sister, Ms. Dianne Ashby, in accordance with his wishes, and to create a perpetual tribute to David (B. Arch '81, M. Arch Hist '84). The income from this fund supports students of the School of Architecture who have been selected to participate in the Study Abroad Program in Versailles, France.

The ASSOCIATION OF LICENSED ARCHITECTS (ALA) STUDENT MERIT AWARD acknowledges architectural students who have exhibited exemplary achievement throughout the year.

The CLYDE LEE and JANE CECILIA BAKER TRAVELING FELLOWSHIP has been established through an endowment by Professor Emeritus Jack Sherman Baker and his sister Mrs. Berenice Spiegel as a memorial to their parents. This traveling fellowship will be awarded every other academic year to a graduate with an M. Arch degree in the Design Option. Graduates will be eligible as candidates for this award up to ten calendar years from the date of graduation to the submission date for the award. The Fellowship will be for a minimum of one month to six weeks of study travel abroad.

The WILLIAM B. BAUHS MEMORIAL FUND IN ARCHITECTURE was established by Mrs. Mary Joanne Bauhs and her children, family, colleagues, and friends to honor her husband, William B. Bauhs (B. Arch '65). This Fund provides support for students participating in study abroad programs, with preference to the China program.

The FRED BERGER MEMORIAL SCHOLARSHIP (BSAS 1913) was initially established following his death in 1973. Following the death of his son, Thomas Berger (BSAS 1940) three years later, the Berger family increased the endowment to be called the FRED E. and THOMAS E. BERGER SCHOLARSHIP. Fred Berger established the Champaign, IL firm of Berger-Kelley and Associates in 1924. The scholarship is awarded to a deserving graduate student.

The DONALD E. BERGESON ENERGY AND ENVIRONMENTALLY SENSITIVE AWARD was endowed in the memory of Professor Donald E. Bergeson, an architect and teacher of mechanical and solar systems at the University of Illinois. A registered professional architect, he was a pioneer in the use of computers in the practice and teaching of architecture. His passion for computers and technology led him to teaching. This award is dedicated to Professor Bergeson's belief in the importance of architectural technology and his willingness to help his students explore new avenues in the profession of architecture. This award is for a student's portfolio of work, incorporating the most current digital media, imaging, information and simulation technology, demonstrating the integration of progressive energy efficient aspects and/or environmentally sensitive aspects into the design.

The GEORGE W. BLOOME MEMORIAL AWARD was established in 1998 by Mrs. Judith Bloome and her children, family, colleagues and friends to honor her husband, George W. Bloome (B. Arch. '63, MS '65). George and Judi are both from Carlinville, a small farming community in Illinois, so this fund has been structured to provide support for students whose hometown population is less than 20,000 people. The award is based upon academic merit with consideration for financial need.

The FERMER SPENCER CANNON and MARY L. CANNON SCHOLARSHIP is an undergraduate scholarship awarded on the basis of scholastic achievement to an Indiana resident enrolled in the School of Architecture. Funds are provided from an endowment established by Mary and Fermer Spencer Cannon (B.S. Arch, 1911).

The CHICAGO WOMEN IN ARCHITECTURE AWARD is given annually to a UIUC female student (graduate or undergraduate) based on the GPA of her final year of architectural studies. The student must have a minimum 3.0 GPA and respond to an essay question. The CWA, founded in 1974, exists as a

forum for women in architecture and related professions to discuss topics of professional interest as well as areas of common concern.

The CHARLES CLEMENS COUNCELL MEMORIAL SCHOLARSHIPS are funds established in memory of Mr. Councell (Class of '23). The fund helps to underwrite the cost of study for students accepted to the Study Abroad Program in Versailles, France.

The CLASS OF 1960 AWARD is given by the Class of 1960 to encourage the use of free-hand drawing by current students enrolled in the School of Architecture and to recognize excellence in free-hand drawing in order to encourage these drawing skills.

CREATIVE and PERFORMING ARTS FELLOWSHIPS are offered to students of exceptional creative and performing ability. These fellowships include a waiver of tuition and most fees. One is awarded in the design option, the other to a student in a non-design option.

The MARTHA DARMSTADT SCHOLARSHIP is funded by an estate gift made by the late Martha Darmstadt (BSAS 1948). Ms. Darmstadt practiced architecture in Houston, Texas for many years, and her vision was to help more female students further their education in the field of architecture. This scholarship is awarded to a graduate student in architecture.

The LYLE V. DeWITT HONORARY SCHOLARSHIP IN ARCHITECTURE was established by Terry and Ruth Shyer in 2010 in memory of Lyle DeWitt (BSAE '36, MSAE '37). Mr. DeWitt enrolled in the School of Architecture at Illinois at just 16 years of age. After graduation, he established his own architecture firm in Decatur, IL and later served as the managing partner of DeWitt-Amdal and Associates. This Fund provides scholarships to undergraduate Architecture students who have demonstrated financial need.

The DIRECTOR'S AWARD is given to a student who, by his/her exemplary and unselfish performance in activities in support of the School, has helped in promoting the very highest goals for the School.

The EDWARD C. EARL PRIZES are funded with income from an endowment bequeathed by Edward C. Earl. Prizes are awarded for excellence in undergraduate studies.

The EXCELLENCE IN TEACHING AWARDS are presented by the students of the UIUC School of Architecture to recognize and encourage excellence in classroom instruction. Awards are given to a graduate or undergraduate professor and to a teaching assistant. Students nominate and select professors who they feel best represent the established criteria: impact upon the students, consistency of performance, continued excellence in the classroom, innovation, and motivation.

The DONALD E. AND MARGARET P. FERRY AWARD FOR EXCELLENCE IN ARCHITECTURE was endowed to support students in the School of Architecture who have demonstrated outstanding potential for future achievement in the field of architecture. Donald Ferry received his B. Arch degree in 1956 and is associated with Ferry & Associates, Architects in Springfield. He is a Fellow in the AIA.

THE ELIZABETH GOETSCH MEMORIAL SCHOLARSHIP shall be used to provide financial aid for female students enrolled in the School of Architecture who have demonstrated merit in their studies. Miss Elizabeth Goetsch, a 1938 graduate of the University of Illinois, had a career in kitchen design and was Kitchen Editor for The Ladies Home Journal.

This is the second year for the GREENBERGFARROW AWARD to be given. Headquartered in Atlanta, Georgia, Greenberg, Farrow is a fully integrated architecture, engineering and development service firm offering a range of service to the retail and development communities. This award is for a junior or senior architecture student who is an active student leader or member of AIAS and who has an interest in a career in commercial architecture.

The ROBERT F. HASTINGS MEMORIAL FELLOWSHIP IN ARCHITECTURE honors the memory of a prominent alumnus of the School who was well known for his strong interest in architectural education and active contributions to the efforts of the American Institute of Architects. The stipend, plus a waiver of tuition and most fees, is provided by the SmithGroup, Inc. to support one year of study for a M. Arch candidate.

The EDWIN A. HORNER GRADUATE FELLOWSHIP IN ARCHITECTURE was endowed in 1978 by the late Edwin A. Horner, Class of 1922, and Francis J. Plym Traveling Fellow (1927-28). The fellowship stipend, plus a waiver of tuition and most fees, is given to an entering graduate student from outside the UIUC for general scholastic excellence and professional promise.

MALCOLM JASEPH SCHOLARSHIP - Malcolm Jaseph (BSAE 1950) worked for the GSA Office of Inspector General in Chicago as a Senior Structural Engineer. He and his wife, Mildred, resided in Chicago and made the MALCOLM JASEPH SCHOLARSHIP possible through their estate sale.

The ALAN K. AND LEONARDA F. LAING MEMORIAL FELLOWSHIPS IN ARCHITECTURE have been bequeathed by them to provide funds for the encouragement of studies in the history and preservation of architecture. Professor Laing came to the University of Illinois in 1940, where he taught the history of architecture until his retirement in 1971. During the latter years he also served as Chairman of the Department of Architecture.

The ALAN K. AND LEONARDA F. LAING PRIZE is awarded for outstanding work by a Ph.D. student in Architectural History. It is funded by the Alan K. and Leonarda F. Laing Fellowship Endowment.

The BRUCE E. LILJEROS MEMORIAL SCHOLARSHIP was established by Bruce's sister, Britt Zeller, in 2010 to honor his memory. Mr. Liljeros (BSAS '65) joined the firm of Skidmore, Owings, and Merrill in Chicago, and he contributed to the Air Force Academy Chapel in Colorado Springs as well as the Water Tower Complex in Chicago. He did have his own architectural firm at one time in his career, and he also worked for CRS Group in Houston, where he worked on a number of international projects in Europe and the Middle East. This scholarship shall be awarded to undergraduate architecture students who have demonstrated financial need.

The CHESTER V. LONG SCHOLARSHIP has been established through an endowment by the family of Chester V. Long, a '28 alumnus of the School. Income from the endowment provides a scholarship to an undergraduate architecture student who has demonstrated exceptional academic merit and talent in the interrelationship between architectural design and art.

The FRANK B. AND JENNIE M. LONG TRAVELING AWARDS provide stipends and funds toward travel expenses to enable architecture students to undertake studies that require two to three months of travel and study and is to be taken the summer immediately following notification of the award.

WESLEY PORTER MARTIN SCHOLARSHIP. Was planned for by Mr. Martin (BSAE 1922) in his will. It was his wish to provide support to students enrolled in the School of Architecture. Mr. Martin was an Ensign in the U.S. Navy upon graduation and settled in Indianapolis where he joined the Architectural Division of Eli Lilly & Company. He was associated with a few architectural firms in his career and had an active private practice specializing in "contemporary-rustic" design for new homes, retreats, and remodels.

WILLIAM C. MOE MEMORIAL SCHOLARSHIP. An endowment established by family and friends in memory of William C. Moe ('51), the fund provides a scholarship to an individual entering the Structures Option who has demonstrated exceptional merit in his or her studies in architecture.

The NATIONAL ORGANIZATION OF MINORITY ARCHITECTS OUTSTANDING STUDENT LEADERSHIP MERIT AWARD honors a minority student in architecture and an active member of

NOMAS for outstanding leadership, scholarship, and dedicated contributions to the student organization. This award was established in 1997 by Professor Ernest H. Clay. Professor Clay retired in June 1999.

The REXFORD NEWCOMB AWARD was established in memory of Dean Rexford Newcomb, eminent architectural historian and first Dean of the College of Fine and Applied Arts (1931-54). This award is given to a student in architecture whose work in history and preservation of architecture shows high promise of continuing the scholarly ideals and objectives of Dean Newcomb and to encourage broader review of educational opportunities.

The CYRUS E. PALMER AWARD was established in memory of C. E. Palmer, Professor of Architectural Engineering for forty years and Associate Dean of the College of Fine and Applied Arts (1931-1957). The award is to encourage consistent good performance by students in undergraduate structures courses.

The CLARENCE T. PAUL GRADUATE FELLOWSHIP was endowed by the late Clarence T. Paul (Class of '34). The Fellowship includes a waiver of tuition and most fees, and is given to a first year graduate student.

The E. BENNO PHILIPPSON AIA TRAVELING AWARD IN ARCHITECTURE was established in 1996 to provide supplemental funding for an architecture student participating in a study abroad program to make site visits to a key building or monument which he/she would not have otherwise been able to see firsthand.

The RAYMOND A. PIGOZZI MEMORIAL AWARD has been established by his family and the OWP/P Foundation in memory of Mr. Pigozzi. Raymond Pigozzi received his B. Arch degree in 1951 and was a founding partner of O'Donnell, Wicklund, Pigozzi & Peterson (OWP/P), currently located in Chicago. Mr. Pigozzi's professional career was devoted to educational architecture. He was appointed a Fellow in the AIA in 1982. This award is given to students who will be participating in international studies programs.

The FRANCIS J. PLYM GRADUATE FELLOWSHIPS provide a stipend plus waivers of tuition and most fees to encourage and recognize outstanding work by U of I students in the Master of Architecture program.

The FRANCIS J. PLYM TRAVELING FELLOWSHIP IN ARCHITECTURE was established in 1912 by Mr. Francis J. Plym, an 1897 graduate of the School of Architecture, and continued by his son, the late Mr. Lawrence Plym. The fellowship is to be used for the study of architecture in foreign countries during a period of at least four months. It is awarded to graduates of the School of Architecture on the basis of their professional development since receiving an architectural degree.

The PLYM FOUNDATION FELLOWSHIP is made possible through the Plym Foundation and the Provost Matching Fellowship Program and is awarded to doctoral candidates in the School of Architecture. The late Andrew J. Plym, grandson of Francis J. Plym, was the driving force behind making this award possible.

The RICKER AWARD IN HISTORY OF ARCHITECTURE is awarded annually for the best paper on some phase of the history of architecture. This award is provided from contributions by alumni of Anthemius APX in memory of Dr. Nathan Clifford Ricker, who, for over half a century, taught the subject of history of architecture at this University.

The CHARLES G. RUMMEL FELLOWSHIP IN ARCHITECTURE is funded by the Lester B. Knight Endowment in honor of the late Charles G. Rummel, FAIA, Class of 1933. The stipend, plus a waiver of tuition and most fees, is dedicated to the support of a candidate for the degrees of M. Arch and MBA.

The EDWARD L. RYERSON TRAVELING FELLOWSHIP IN ARCHITECTURE is an award made possible by Mr. Edward L. Ryerson. The stipend is to be used for travel and full-time study of architecture

over a period of three to six months and within six months of being awarded. The award is made annually to students demonstrating outstanding design ability, technical competence, personality, and promise of leadership in the profession of architecture. Awards are also given to students in Landscape Architecture.

The ELWOOD E. AND ADALAIDE SCHWENK ENDOWMENT was established through a bequest. Mr. Schwenk received his BS in architectural engineering from the University of Illinois in 1922. The endowment funds scholarships given to undergraduate students who have demonstrated academic excellence and good character.

The JOHN E. SEVERNS SCHOLARSHIP was established by John Severns who graduated from the University of Illinois at Urbana-Champaign in 1952 with his Masters in Architectural Engineering. Mr. Severns is retired from Severns Reid and Associates, Inc. and resides in Champaign. This scholarship shall be given to an undergraduate who is in need of financial aid.

The family of Edward and Mary Jane Simmons continue the EDWARD AND MARY JANE SIMMONS AWARD in memory of their father and mother. Mr. Simmons received his A.E. degree from the University of Illinois in 1934 and for many years was associated with the architectural and engineering firm Lennox, Matthews, Simmons and Ford, Inc. in Indianapolis. The award is given for demonstrated development and potential to aid costs of an architectural student during his/her junior year in the Study Abroad Program in Versailles, France.

The GERALD K. SLAWIN AWARD FOR DESIGN CONSTRUCTION INTEGRATION is a student competition award in conjunction with an architecture course in architectural technology, practice or management, currently Architecture 576.

The DELBERT R. AND JANET C. SMITH MEMORIAL AWARD IN ARCHITECTURE was established in the School of Architecture at the University of Illinois at Urbana-Champaign by family, friends, and colleagues of Delbert R. and Janet C. Smith. Mr. Smith was a local architect and taught structures in the School of Architecture for many years. His wife Janet died on December 24, 2007 at which time the award was renamed as a memorial to both Mr. Smith and his wife, Janet. The recipient of this award is an undergraduate architecture student who is committed to pursuing a career or continuing studies in the structures option of architecture. This award provides supplemental funding toward the purchase of textbooks and supplies.

SOCIETY OF ARCHITECTURAL HISTORIANS BOOK AWARD. The UIUC Student Chapter of the Society of Architectural Historians Book Award is given to a 4th-, 5th-, or 6th-year student who has been active in history and preservation activities within the School and shows promise in a career in architectural history and/or preservation.

WILLIAM T. SPOONER MEMORIAL SCHOLARSHIP IN ARCHITECTURE is awarded from an endowment established by the late Mrs. William T. Spooner and her two sons, Eli and Ethan, and from memorial gifts from friends and colleagues of William T. Spooner (Class of 1951). The scholarship is given to a 3rd- or 4th-year student from the city of Chicago who has demonstrated merit and financial need in his/her studies in a design option.

The ERNEST L. AND REBA E. STOUFFER SCHOLARSHIPS AND FELLOWSHIPS were established as a memorial to Ernest and Reba Stouffer. Mr. Stouffer was professionally and personally dedicated to the development and beautification of the University of Illinois at Urbana-Champaign as its Chief Architect. Ernest Stouffer was the Chief Architect for the University when Krannert Center and the Assembly Hall were built.

The family, colleagues, former students, and friends of Professor Emeritus STEPHEN J.Y. TANG have established an award in his name for students in the Structures Option of the School. Professor Tang taught in the School of Architecture prior to his retirement.

The UIUC DISTINGUISHED FELLOWSHIP program is intended to improve the ability of UIUC departments to recruit exceptional applicants by providing funds to match or exceed multi-year financial aid packages offered by other institutions.

The JAMES RUSSELL VAKY MERIT SCHOLARSHIP IN ARCHITECTURE is awarded annually to an undergraduate student enrolled in the School of Architecture. This scholarship is funded by the generous gift of James Vaky. James Russell Vaky received a BS in 1933 from the College of Liberal Arts and Sciences at the University of Illinois. He grew up in Champaign-Urbana and took piano lessons from the founders of the UIUC School of Music. He used his piano skills through his life, playing professionally in many cities. He served as an English instructor at the Page Military Academy in Los Angeles for many years before retiring in the early 1990's. Mr. Vaky has maintained a life-long interest in the fine and applied arts and has supported many campus units with generous gifts.

The HOWARD L. WHITE SCHOLARSHIP is funded by an endowment established by Mr. White, a 1943 graduate of the School of Architecture. The scholarship is for an undergraduate student enrolled in the School who has demonstrated academic excellence and is a resident of the Indianapolis, Indiana area.

The JAMES M. WHITE MEMORIAL PRIZES were made possible by the students, friends, and associates of Professor James M. White, for many years Supervising Architect of the University. Income from the endowment is used for awards and prizes to students of the School of Architecture.

The WOMEN'S ARCHITECTURAL LEAGUE FOUNDATION OF CHICAGO SCHOLARSHIPS are awarded to two students (male or female) selected on the basis of both scholastic achievement and financial need. The scholarships are awarded to U.S. citizens and residents of the state of Illinois who are entering their final and full-time year of study for the professional degree.

The LOUISE WOODROOFE AWARD was established by the late Louise M. Woodroffe for a fourth-year student in the School of Architecture who is a citizen of the United States. Selection is based on juried entries of excellence in watercolor or graphic sketching.

The LOUISE WOODROOFE PRIZE has been established as an endowment by former students, friends, and colleagues in memory of Professor Woodroffe for her many years of dedication to teaching art to architecture students. The basis for awarding this annual prize will be a body of work including but not limited to the following: a collection of matted freehand drawings, watercolors, and architectural renderings and sketches prepared by a student who is enrolled in the 4th, 5th, or 6th year student.

I.2.5. Information Resources, University of Illinois Libraries (<http://www.library.illinois.edu/>)

The University Library is one of the largest public university collections in the world. The Urbana Campus 37 unit libraries hold more than thirteen million volumes and 24 million items and materials in all formats, languages, and subjects, including 9 million microforms, 120,000 serials, 148,000 audio-recordings, over 930,000 audiovisual materials, over 280,000 electronic books, 12,000 films, and 650,000 maps. These collections form the bulk of I-Share, the statewide library online catalog. Currently there are 76 I-Share libraries and more than 30 million library items represented in the I-Share catalog. Users at these I-Share libraries may borrow books directly from the 76 I-Share library participants.

The Ricker Library of Architecture and Arts

Ricker Library, one of the 37 unit libraries on the Urbana Campus, is a member of the Arts and Humanities Division of the University Library, which includes the History Philosophy and Newspaper Library and the Classics, Music, and Literatures and Languages Libraries. Ricker Library supports the teaching and research missions of the faculty and students in the Illinois School of Architecture and the School of Art and Design. As one of the largest and most respected architectural libraries in the United States, it also serves as a state and regional resource in architecture. Professor Nathan Clifford Ricker

(1843-1924), who in 1873 purchased several important architectural treatises and folios, laid the foundation for the collections of the Ricker Library. In recognition of Ricker's founding role, the University's Board of Trustees in 1917 authorized the Library to name the unit in Professor Ricker's honor. In 1926, Ricker Library moved into its present location in the Architecture Building designed by Charles A. Platt.

a. Ricker Library Collections

We collect comprehensively in the field of architecture, acquiring both current and retrospective materials. Approximately 1,200 architecture listings are added annually to the collection. Our budget and rate of growth compares favorably with most of our peer institutions (see budget figures below). A collection development statement exists for all departmental libraries at the University. The statement is modified after consultation with the faculty to determine specific needs. Both the research needs of the faculty and graduate students as well as the curriculum needs of the undergraduates are considered in making purchases. Highly specialized works in foreign languages are acquired as well as basic texts. All materials required for course reserves are purchased, and, as the budget permits, all items requested by faculty for immediate research or teaching needs are acquired.

i. Subject Coverage

Ricker Library serves the School of Architecture by collecting material related to design, architectural history, historic preservation, professional practice, project management, and architectural structures. Ricker holds approximately 65,000 volumes of which 35,000 deal with architectural subjects. In addition, there are at least another 42,000 volumes pertaining to architecture in the Main Library stacks, bringing the total of the collection to 77,000. The contents of Ricker's collection range from the highly scholarly and technical to introductory and popular works suitable for undergraduate instruction. The Library collects as comprehensively as the available resources permit. Overall, the collection has great depth as well as breadth. The University Library stacks contain vast runs of architectural periodicals and other materials that support the needs of faculty and students in the School of architecture. The Rare Book Room of the Main Library contains a significant collection of rare architectural treatises and books supporting teaching and research in the School of Architecture. In addition, the City Planning and Landscape Architecture Library (now part of the Agriculture, Consumer and Economic Sciences Library) holds materials of interest, as does the Grainger Engineering Library. All students and faculty at the U of I have access to holdings in the HathiTrust online collection (<http://www.hathitrust.org/>). This collection gives us digital access to titles at other CIC institutions, as well as titles drawn from elite private research university collections. The overall size of the collection makes Ricker Library one of the outstanding architecture libraries in the country.

Ricker Library annually receives over 300 periodical titles either in print or electronic format, or both. These cover all aspects of the architecture curriculum and research needs and represent major countries and languages. In combination with the historical collection of materials, Ricker Library provides complete runs of many of the most important professional and scholarly journal titles. Every effort is made to add important current journals. Most recently we were able to improve our holdings by purchasing the following new titles: *The Plan*, *Future Arquitecturas*, *Dwell*, *Architecture and Culture*, and the *International Journal of Islamic Architecture*. The Library receives nearly 99 percent of the titles on the Core List of Architectural Periodicals published by the Association of Architectural School Librarians.

The University Library provides access to many important indices online through a number of electronic subscriptions. Among the most important are the *Avery Index to Architectural Literature*, *IBA/BHA (Bibliography of the History of Art)*, *Grove's Dictionary of Art*, and *DAAI (Design and Applied Arts Index)*. The library also has access to *Art Source*, which indexes most major architectural journals and provides full text access in many cases. Ricker also has access to *JSTOR*, which provides extensive back files of many important architectural journals including the *Journal of Architectural Education*, the *Journal of the Society of Architectural Historians*, *Architectural History* and many others. Another index of interest, the *Architectural Periodicals Index*, is received gratis via the Royal Institute of British Architects web site. Nearly all our serial titles are indexed in these major periodical indices. Of the current architectural titles indexed in the *Avery Index*, Ricker holds approximately 70%.

ii. Access

Current and retrospective materials are readily available in Ricker Library or the Main Stacks. Some materials are shelved in the University Library's remote storage facility; these are retrievable within a day. Through the I-SHARE network, users have access to the libraries of many universities and colleges in the state and can charge out materials directly without requesting them through interlibrary loan. The I-SHARE network, an extensive system of reciprocal borrowing, is available to all our students and faculty. Patrons can search the online catalog of more than one hundred college and university libraries across Illinois and request items not held by the Urbana Campus library or not currently available on campus. They may initiate the loan online and the items will be delivered to faculty mailboxes or individual subject libraries in about one week. Patrons may also initiate requests for material not held by the Urbana Campus library or in the I-SHARE network via the University Library's Interlibrary loan office.

iii. Visual Resources Collections (<http://imagesearchnew.library.illinois.edu/cdm/>)

The digital collections of the Library of the University of Illinois at Urbana-Champaign are built from the rich special collections of its Rare Book & Manuscript Library; Illinois History and Lincoln Collection, University Archives; Map Library; and Sousa Archives & Center for American Music, among other units. These visual resources are available through the University Library portal. Collections of primary interest to faculty and students in the school of architecture include: Champaign-Urbana Historic Built Environment, Historical Maps Online, Sanborn Fire Insurance Maps, and University of Illinois Built Environment. Other visual resources collections focused specifically on art and architecture topics are accessible through links on the Ricker Library website (<http://www.library.illinois.edu/arx/>) these include: ARTSTOR (A digital library for the Arts and Sciences), CLAROS (Classical Art Research Online Services), CARLI Digital Collections, and the Google Art Project. The Ricker Library website also includes links to a number of other reference sources where significant historic and contemporary images databases can be accessed, for example: Grove Art Online, Illinois Harvest, and the Getty Research Portal.

b. Services

Reference help is available in Ricker Library from 8:30 a.m. to 5:00 p.m. through a professional librarian and a highly trained staff. General and individualized tours are conducted upon request. The entire staff answers reference queries from library patrons and assists users in developing research strategies for writing papers and conducting more extensive research. More complex queries are referred to the Head Librarian. The Ricker Library home page (<http://www.library.uiuc.edu/arx>) assists patrons in finding relevant materials throughout the UIUC Library system and beyond. The site provides rapid links to full-text resources and on-line text indices. The current Interim Head Librarian has provided library orientations and multiple bibliographic instruction sessions for architecture undergraduates and graduates for some years, as well as multiple one-on-one research consultation sessions.

Ricker Library is located on the second floor of the Architecture Building. Access for the physically challenged is provided by a ramp from the north entrance of the Architecture Building to the elevator serving all floors. Students have access to course reserves (primarily books) the hours the library is open. Lists by instructor and course are maintained for all such items. Electronic reserves are available 24/7 and are maintained centrally by the Collection Management Services unit.

The Library is open during the academic school year 75.5 hours weekly. The hours are:

Monday through Thursday: 8:30 a.m. – 10:00 p.m.

Friday: 8:30 a.m. – 5:00 p.m.

Saturday: 1:00 p.m. – 5:00 p.m.

Sunday: 1:00 p.m. – 10:00 p.m.

c. Staff

Ricker Library is a member of the Arts and Humanities Division, one of nine such divisions comprising the University Library. The Head of Ricker Library reports to the Dean of the Library, John Price Wilkin. The

staff of Ricker Library currently consists of one full-time professional librarian, two half-time graduate assistants, two non-academic staff members and depending upon budget, approximately ten students annually. Christopher Quinn is the Interim Head of Ricker Library and holds a Master of Library and Information Science degree from the University of Illinois. Mr. Quinn has served as the head of Midstates ARLIS—a regional chapter of the architecture and art librarians professional society. He has published on various aspects of the arts at Illinois including several articles on Nathan C. Ricker. He was promoted to the rank of Associate professor with tenure in 2001. In January 2014 the long-time Head of Ricker Library, (Jane Block), retired. Associate Professor Christopher Quinn was appointed Interim Head of Ricker Library in January 2014. Mr. Quinn has served as Assistant Librarian in Ricker Library since August 1995. A search for a permanent Head of Ricker Library is expected in summer 2014.

The library has sufficient non-academic and student staff to achieve its goals in carrying out the mission of the Library. All staff members receive job training at Ricker Library. Professional librarians attend conferences such as the Art Libraries Society of North America (ARLIS/NA), College Art Association (CAA), Society of Architectural Historians (SAH), and Association of Architecture School Librarians (AASL). Professional librarians have salaries commensurate with teaching faculty at UIUC and are promoted according to criteria in three areas: librarianship, publication and research, and service.

d. Facilities

Space available in the Architecture Building for the Ricker Library is not expandable, but the library collection has continued to grow over the years. To accommodate growth beyond the library's 60,000-volume capacity, and to address growth in the architecture holdings in the Main Stacks, space has been allocated for lesser-used architecture titles in a state-of-the-art remote library storage facility, which opened in 2003. The location is close to campus and items can be retrieved for patrons within 24 hours. The facility provides year-round climate controls that Ricker Library does not have the capability to provide. Ricker Library has an adequate number of Library computer terminals, scanners, microfilm reader/ printers, and photocopiers. Ricker Library has a tattle-tape security system in place. The Library has system-wide plans for dealing with disaster scenarios as well as emergency procedures for the building. In addition, security guards hired by the University Library frequently patrol departmental libraries.

e. Budget / Administration Operations

The University Library mission statement emphasizes the crucial role collections play in maintaining a world-class university library. At this time the Ricker Library functions extremely well in serving the needs of faculty and students with regard to reference, circulation, reserves, and collection development. Funding for the Ricker Library collection comes from a variety of sources including state funds, gifts, and endowments. State funds allotted to Ricker Library for the purchase of architectural materials in FY13/14 were \$81,888. This includes \$53,349 for books and \$28,539 for serials and periodicals. In addition, Ricker derives considerable benefit from the Main Library's approval plans (approximately \$12,000) that include titles published by major University presses and selected publishers such as Rizzoli and Abrams. Funds are adequate to maintain the collection and services at high levels, on par with or superior to many of our peer institutions. The Head of Ricker Library is responsible for budgetary expenditures.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

The data provided in this section has been sourced from the University of Illinois at Urbana-Champaign's Division of Management Information (www.dmi.illinois.edu) and from Illinois School of Architecture data maintained by the School's undergraduate and graduate offices. Required data are provided below and are also available in the folder Pt.1.3 Characteristics, http://go.uillinois.edu/NAAB2014_2015_ISoAcloud.

a. Program Student Characteristics

i. Demographics of All Students Compared to Prior Visit (full academic year)

Pre-Professional (Undergraduate) As reported in Fall 2008 APR (Fall 2007 enrollment)

By Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	2	0	2	0	0	0	2	0	2
Asian	23	44	67	0	0	0	23	44	67
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	7	8	15	0	0	0	7	8	15
Hispanic/Latino	32	10	42	0	0	0	32	10	42
White	208	167	376	1	0	1	209	167	376
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	17	10	27	0	0	0	17	10	27
Race and ethnicity unknown	6	3	9	0	0	0	6	3	9
TOTAL	295	242	537	1	0	1	296	242	538

Professional (Master of Architecture) As reported in Fall 2008 APR (Fall 2007 enrollment)

Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	4	8	12	0	0	0	4	8	12
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	5	1	6	0	0	0	5	1	6
Hispanic/Latino	5	6	11	0	0	0	5	6	11
White	82	49	131	0	0	0	82	49	131
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	21	8	29	0	0	0	21	8	29
Race and ethnicity unknown	3	0	3	0	0	0	3	0	3
TOTAL	120	72	192	0	0	0	120	72	192

Pre-professional (Undergraduate) As Reported in the 2013 ARS (Fall 2012 enrollment)

Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	1	1	2	0	0	0	1	1	2
Asian	20	20	40	1	1	2	21	21	42
Native Hawaiian or other Pacific Islander	1	1	2	0	0	0	1	1	2
Black or African American	6	6	12	0	0	0	6	6	12
Hispanic/Latino	31	12	43	2	1	3	33	13	46
White	159	111	270	3	0	3	162	111	273
Two or more races	2	7	9	0	0	0	2	7	9
Nonresident alien	45	44	89	0	1	1	45	45	90
Race and ethnicity unknown	1	1	2	0	0	0	1	1	2
TOTAL	266	203	469	6	3	9	272	206	478

Professional (Master of Architecture) As reported in the 2013 ARS (Fall 2012 enrollment)

Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	3	6	9	0	0	0	3	6	9
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	4	1	5	0	0	0	4	1	5
Hispanic/Latino	8	8	16	0	0	0	8	8	16
White	69	39	108	0	0	0	69	39	108
Two or more races	5	1	6	0	0	0	5	1	6
Nonresident alien	20	17	37	0	0	0	20	17	37
Race and ethnicity unknown	1	1	2	0	0	0	1	1	2
TOTAL	110	73	183	0	0	0	110	73	183

University of Illinois Undergraduate Students, Fall 2012

Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	-	-	-	-	-	-	-	-	30
Asian	-	-	-	-	-	-	-	-	4554
Native Hawaiian or other Pacific Islander	-	-	-	-	-	-	-	-	57
Black or African American	-	-	-	-	-	-	-	-	1741
Hispanic/Latino	-	-	-	-	-	-	-	-	2381
White	-	-	-	-	-	-	-	-	17826
Two or more races	-	-	-	-	-	-	-	-	699
Nonresident alien	-	-	-	-	-	-	-	-	4447
Race and ethnicity unknown	-	-	-	-	-	-	-	-	166
TOTAL	-	-	-	-	-	-	17702	14189	31901

University of Illinois Graduate Students, Fall 2012

Ethnicity	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	-	-	-	-	-	-	-	-	15
Asian	-	-	-	-	-	-	-	-	636
Native Hawaiian or other Pacific Islander	-	-	-	-	-	-	-	-	4
Black or African American	-	-	-	-	-	-	-	-	359
Hispanic/Latino	-	-	-	-	-	-	-	-	364
White	-	-	-	-	-	-	-	-	4109
Two or more races	-	-	-	-	-	-	-	-	142
Nonresident alien	-	-	-	-	-	-	-	-	4169
Race and ethnicity unknown	-	-	-	-	-	-	-	-	83
TOTAL	-	-	-	-	-	-	5439	4441	9881

ii. Qualification of Students Admitted

Pre-professional (Undergraduate)	Reported in Fall 2008 APR	Reported in the 2013 ARS
SAT		
Critical Reading		
25th percentile SAT score	530	550
75th percentile SAT score	660	680
Mathematics		
25th percentile SAT score	650	680
75th percentile SAT score	750	790
Writing		
25th percentile SAT score	NA	570
75th percentile SAT score	NA	680
ACT		
25th percentile ACT score	530	155
75th percentile ACT score	710	158

M. Arch. Program	Reported in Fall 2008 APR	Reported in the 2013 ARS
Graduate Record Examination		
Verbal (130-170), (200-800)	530	155
Quantitative (130-170), (200-800)	710	158
Analytical (0.0-6.0)	NA	4

iii. Time to Graduation

Pre-professional (Undergraduate)	Reported in Fall 2008 APR	Reported in the 2013 ARS
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the pre-professional degree)	8	8
Percentage of students who completed in normal time	77.4	80
Percentage of students who completed in 150% of normal time.	99.1	100
Professional-M. Arch.	Reported in Fall 2008 APR	Reported in the 2013 ARS
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	4 or 8*	4 or 8*
Percentage of students who completed in normal time	82.4	94
Percentage of students who completed in 150% of normal time.	100	100

* Normal time to degree is 4 semesters for M. Arch. students with pre-professional BS in Architecture, 8 semesters for M. Arch. students with bachelor's degree in other fields, unless the student is completing a joint degree program (M. Arch. + MBA, M. Arch. + MS in CEE, or M. Arch. + MUP)

b. Program Faculty Characteristics

i. Full-time Instructional Faculty Compared to Prior Visit and Compared to University Faculty

School of Architecture Faculty, as reported in the 2009 APR

By Ethnicity	Professor			Associate Professor			Assistant Professor			Instructor		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian	2	0	2	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	1	0	1	0	0	0	0	0	0
White	7	1	8	11	1	12	6	4	10	1	1	2
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	9	1	10	12	1	13	6	4	10	1	1	2
SUMMARY:	TOTAL	TOTAL	GRAND									
	Male	Female	TOTAL									
All Faculty, By Gender	28	7	35									

School of Architecture Faculty, as reported in the 2013 Annual Report

By Ethnicity	Professor			Associate Professor			Assistant Professor			Instructor		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian	1	0	1	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	1	0	1	0	0	0	0	0	0	0	0	0
White	3	1	4	11	3	14	4	2	10	1	1	2
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	1	6	11	3	14	4	2	6	1	1	2
SUMMARY:	TOTAL	TOTAL	GRAND									
	Male	Female	TOTAL									
All Faculty, By Gender	21	7	28									

ii. Faculty Promotions

School of Architecture Faculty	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Assistant to Associate Professor	1	2	2	1	1
Associate to Full Professor	0	0	0	0	0

iii. Faculty Receiving Tenure

Faculty Receiving Tenure	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
School of Architecture	2	3	2	1	1
All U of I Faculty	44	47	76	65	65

iv. Architectural Registrations

As of the end of Academic Year 2013-2014, 12 of 29 full-time tenure-stream and clinical professors are registered architects in a U.S. Jurisdiction and 5 of 29 are registered architects in foreign jurisdictions.

I.3.2. Annual Reports

All NAAB Reports prepared since the last accreditation visit have been submitted electronically. These reports are available for reference in the folder Pt.I.3.Characteristic at http://go.uillinois.edu/NAAB2014_2015_IsoAcloud.

2010 NAAB Annual Report *1.3.2_2010 NAAB Annual Report.pdf*

2011 NAAB Annual Report *1.3.2_2011 NAAB Annual Report.pdf*

2012 NAAB Annual Report *1.3.2_2012 NAAB Annual Report.pdf*

2013 NAAB Annual Report *1.3.2_2013 NAAB Annual Report.pdf*

The letter below from Professor David Chasco, Director of the Illinois School of Architecture from August 2004 – August 2014, confirms that his office has participated in the preparation of these annual reports and certifies that the information submitted is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Architecture
Office of the Director
117 Temple Hoyne Buell Hall, MC-621
611 Taft Drive
Champaign, IL 61820-6921 USA



August 15, 2014

I, Director and Professor, David Chasco, sign below as confirmation that all data submitted to the NAAB by the Illinois School of Architecture, through the Annual Report Submission system, since the last site visit, is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

A handwritten signature in black ink, appearing to read 'David Chasco'.

David M. Chasco, FAIA
Director & Professor

telephone 217-333-1331 • fax 217-244-2900 • email arch-director@illinois.edu

I.3.3. Faculty Credentials

The faculty of the Illinois School of Architecture is composed of award winning educators and scholars who bring to the school's students a wealth of knowledge about a broad range of topics related to architecture and the built environment. Members of the faculty are enthusiastic instructors who seek to deliver a comprehensive and rigorous architectural education and to develop student excellence. Faculty credentials, areas of research, personal bios, and full-length curriculum vitae are available through the school's website (<http://www.arch.illinois.edu/faculty>). Additional information on each faculty member is provided in the Supplemental Information: Faculty Resumes (*Part IV.3*) and Faculty Credentials (*Part IV.4.1*).

The Illinois School of Architecture is supported by the efforts of a group of very gifted faculty, including:

- An ACSA Distinguished Professor, Kathryn Anthony
- Two current Fulbright Scholars – Paul Kapp, 2014, Mohamed Boubekri 2015
- An Elected Member of the Hungarian Scientists and Scholars – Botond Bogнар
- A Samuel H. Kress Fellow – Heather Hyde-Minor
- A National Endowment for Humanities Fellow – John Senseney
- A Fellow of the National Center for Humanities – Heather Hyde-Minor
- At least three National/International Book Award winners – Paul Kapp & Paul Armstrong, Lynne Dearborn & John Stallmeyer, and Heather Hyde-Minor
- National Teaching/Educator Awardees: Lee Waldrep – AIAS, Marci Uihlein – BTES
- Numerous AIA project award winners
- Former Chair of the EDRA Board of Director's, Lynne Dearborn
- Current Chair of the National Council for Preservation Education, Paul Kapp
- Three members of the AIA College of Fellows: David Chasco, Gaines Hall, Jeffery Poss
- 59% of faculty maintain professional licensure in US and international jurisdictions

I.4. Policy Review

List of Documents to be Available in the Team Room

1. School Culture Policy <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy#section-1>
2. Self-Assessment Policies and Objectives
 - a. *Visioning Future Excellence at Illinois: The University of Illinois at Urbana Champaign Strategic Planning Process* <http://oc.illinois.edu/visioning/index.html>
 - b. *The Illinois Strategic Plan: The University of Illinois at Urbana-Champaign* <http://strategicplan.illinois.edu/index.html>
 - c. *STRATEGY 2014-2016: The College of Fine and Applied Arts* <http://strategy.faa.illinois.edu/>
 - d. Illinois School of Architecture Bylaws – also at http://go.uillinois.edu/NAAB_2014_2015_ISoAcloud
 - e. Illinois School of Architecture Policies for Program Governance – also at http://go.uillinois.edu/NAAB_2014_2015_ISoAcloud
3. Personnel Policies
 - a. Position descriptions for all faculty and staff
 - b. Campus Commitment to EEO/AA – two statements also available in the U of I Box folder Policy Review
 - c. Policy and Procedures for Addressing Discrimination and Harassment at the University of Illinois at Urbana-Champaign http://diversity.illinois.edu/SupportingDocs/complaint_procedures.pdf
 - d. ISoA Diversity Advocate Description – also available in the U of I Box folder Policy Review
 - e. ISoA Faculty Grievance Procedures – also available in the U of I Box folder Policy Review
 - f. Provost's Communications <http://www.provost.illinois.edu/communication/>
 - #2 Offering Academic Positions
 - #3 Appointments of Faculty and Academic Professionals
 - #4 Faculty Excellence Program
 - #5 Term Professorial Appointments
 - #6 Named Faculty Appointments
 - #7 Targets of Opportunity Program
 - #8 Dual Career Academic Couples Program
 - #10 Guidelines and Procedures for Notice of Nonreappointment for Nontenured Faculty Members and for Denials of Promotion Not Linked to Tenure Decisions
 - #11 Guidelines and Procedures for Notice of Nonreappointment for Academic Professional Employees and Other members of the Academic Staff
 - #19 Sabbatical Leaves of Absence
 - #20 Leaves of Absence Without Pay
4. Promotion and Tenure Policies - Provost's Communications <http://www.provost.illinois.edu/communication/>

- #9: 2012-13 Promotion and Tenure
 - #13 Review of Faculty in Year Three of the Probationary Period
 - #15 Effect of Leave Without Pay on the Probationary Period
 - #16 Policy on interruptions of the Probationary Period
5. Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
 6. Square feet per student for space designated for studio-based learning
 7. Square feet per faculty member for space designated for support of all faculty activities and responsibilities
 8. Admissions Procedures and Requirements
 - Undergraduate – Freshman and Transfer <http://admissions.illinois.edu/apply/tips.html>
 - Graduate – M. Arch. <http://www.arch.illinois.edu/degrees/graduate-admissions>
 9. Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
 10. Student Academic Integrity Policy http://studentcode.illinois.edu/article1_part4_1-401.html
 11. Architecture Library Collection Development Statement
<http://www.library.illinois.edu/administration/collections/about/statements/architecture.html>

Part II. Educational Outcomes and Curriculum

II.1. Student Performance Criteria

II.1.1 Narrative Summary of Illinois School of Architecture Degree Programs

At the Illinois School of Architecture (ISoA), students participate in a comprehensive design education where they learn to address and solve tomorrow's complex problems at the intersection of the social, political, economic, and environmental realms. Degrees offered include a four-year Bachelor of Science in Architectural Studies (BSAS) degree, a two-year NAAB-accredited Master of Architecture (M. Arch.) professional degree, and an M. Arch. 2+ professional degree, for students with bachelor degrees other than the BSAS. The school also offers a minor in Architectural Studies for students in other undergraduate majors to develop their knowledge of architecture and its relationship to society (<http://www.arch.illinois.edu/degrees/minor-architectural-studies>).

a. BSAS Degree Program

In the four-year BSAS program, students receive a foundation in two- and three-dimensional design, supported with technology, history, and structures courses, that prepare them to enter a two-year NAAB-accredited Master of Architecture degree program, or to pursue graduate degrees or careers in allied disciplines.

The BSAS curriculum requires a total of 127 credit hours, with 38 hours of general education or elective courses. Their undergraduate curriculum provides students with a broad-based education that balances architectural design with technology and the liberal arts. Cross-disciplinary courses, such as Urban Planning 101, introduce students to allied professions. With a BSAS degree from the University of Illinois at Urbana-Champaign, students are prepared to work in the architecture field, pursue a professional degree, or seek opportunities in allied creative and technical fields. ISoA's BSAS curriculum incorporates significant professional content, providing graduates with a strong foundation for success in a broad range of professional M. Arch. programs around the country. An outline of the BSAS degree program is available at <http://www.arch.illinois.edu/degrees/bs-arch-studies>.

b. M. Arch. Degree Program

The Illinois School of Architecture offers a 62-credit-hour, NAAB-accredited, two-year professional M. Arch. degree program for students holding a Bachelor of Science degree in Architecture or its equivalent (<http://www.arch.illinois.edu/degrees/master-architecture#section-0>). Integrating theoretical and technical competencies, the program nurtures future professionals through a concise but comprehensive core curriculum. Students learn to analyze complex environments and propose innovative design solutions to the world's most urgent problems.

The flexibility of the graduate program gives students the opportunity to work with faculty in an atmosphere of scholarship and innovation allowing students to develop a specialized professional focus in one of the school's program areas (<http://www.arch.illinois.edu/degrees/master-architecture#section-1>) or to craft their own focus through courses within our school, college, and across campus. Students may also elect to enroll in one of the school's joint degree programs.

Core courses include four graduate architectural design studios (student select from ARCH 571, ARCH 572, ARCH 573, ARCH 574), Professional Practice (ARCH 501), Architectural Theory (ARCH 577), Structural Planning (ARCH 502), and a Professional Issues Elective (chosen from ARCH 441, ARCH 544, ARCH 558, ARCH 559, ARCH 593, ARCH 594, and ARCH 595). These are supplemented with 25 hours of electives that include seminars in Architectural Thought, Architectural History, Human Behavior, and Professional Issues, as well as Urban Planning and Landscape Architecture. Joint degrees include M. Arch. + Master of Urban Planning, M. Arch. + Master of Business Administration, M. Arch. + M.S. Civil and Environmental Engineering - Construction Management, and M. Arch. + M.S. Civil and Environmental Engineering – Structures (<http://www.arch.illinois.edu/degrees/joint-graduate-degrees>).

c. M. Arch. 2+ Degree Program

The Illinois School of Architecture offers an NAAB accredited professional M. Arch. 2+ degree program designed for students holding a bachelor's degree in a field other than architecture, or in architecture but not equivalent to a Bachelor of Science in Architecture (<http://www.arch.illinois.edu/degrees/master-architecture-2>). Students develop an individualized curriculum in consultation with their advisor resulting in a program that varies in length from two-and-a-half to four years. Upon completion of requisite background course work lasting between one semester and two years, students enrolled in the M. Arch 2+ degree program follow the M. Arch. program of study. The M. Arch. 2+ program brings together students with diverse backgrounds to explore the complexities of the environment and innovate through the design process.

To be eligible for admission to the M. Arch. 2+ degree program, the student must have by the term of enrollment:

- 1) Earned a four-year, baccalaureate degree
- 2) Completed one calculus class equivalent to U of I MATH 220, five semester hours.

While there is no typical program of study, students matriculating into the program with no prerequisite coursework in architecture are required to fulfill 68 hours of undergraduate courses during their first four semesters to achieve full graduate standing and 54 credit hours of graduate studies during the remaining four semesters.

d. Student Performance Criteria Matrix M. Arch. Programs

II.2. Curricular Framework

II.2.1 Regional Accreditation

The University of Illinois at Urbana-Champaign is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCACS). NCACS is the recognized regional accrediting body in nineteen U.S. Central States. The Higher Learning Commission (HLC) oversees higher education accreditation, providing institution-level accreditation of degree-granting colleges and universities. In 2010, the University of Illinois at Urbana-Champaign was granted a ten-year accreditation to award bachelors, masters, specialist and doctoral degrees. Additional information about NCACS accreditation at the University of Illinois at Urbana-Champaign is available at <http://www.provost.illinois.edu/about/accred.html>.



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

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CHANCELLOR'S OFFICE

April 29, 2010

Interim Chancellor and Provost Robert A. Easter
University of Illinois at Urbana-Champaign
Swanlund Administration Bldg. 601 E. John Street
Champaign, IL 61820

Dear Provost Easter:

This letter is formal notification of the action taken concerning University of Illinois at Urbana-Champaign by The Higher Learning Commission. At its meeting on April 19, 2010, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Illinois at Urbana-Champaign and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process concluded on April 29, 2010. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent (2009-10) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, May 17. Before this public disclosure however, I ask that you verify the information in both documents and inform Karen J. Solomon, your staff liaison, before Friday, May 14 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Karen J. Solomon.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
601 E. John Street
Champaign, IL 61820

Affiliation Status: Candidate; Not Applicable
Accreditation: (1913-)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: B, M, S, D

Conditions of Affiliation:

Stipulations on Affiliation Status: Out-of-state offerings are limited to courses at various sites.
Approval of New Degree Sites: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state. Programs offered at international sites are limited to the Executive MBA at the University of Warsaw, Poland and graduate courses in Management Studies and Human Resources Development at the Lublin University of Technology, Poland.
Approval of Distance Education Degrees: No prior Commission approval required.
Reports Required: Progress Report: 07/31/2011; A report on admissions processes.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2009 - 2010
Year for Next Comprehensive Evaluation: 2019 - 2020
Date of Last Action: 04/29/2010

Last Modified: 04/22/2010 A Commission of the North Central Association of Colleges and Universities 05/04/2010

II.2.2. Professional Degrees and Curricula

a. Bachelor of Science in Architectural Studies, 127 credit hours, pre-professional degree

The School of Architecture offers a four-year preprofessional curriculum leading to the Bachelor of Science in Architectural Studies (BSAS) degree as well as a minor in Architectural Studies. The BS in Architectural Studies degree provides an undergraduate academic education in architecture that can serve as a foundation for advanced professional education. The undergraduate curriculum offers an appropriate balance of basic professional studies in architectural design, architectural history, practice and technology, structures, and studies in the arts and sciences.

(<http://provost.illinois.edu/ProgramsOfStudy/2014/fall/programs/undergrad/faa/arch.html>)

i. BSAS Program Minimum Credit Distribution

All students studying for a Bachelor of Science in Architectural Studies degree will complete the following requirements in their course of study.

GENERAL (NON-ARCHITECTURE) STUDIES, 56 required hours total	ARCHITECTURAL STUDIES, 71 required hours total
Required courses with other than architectural content, 16 hours total	Courses with architectural content required of all students, 62 hours total
MATH 220 or 221: Calculus I: (5 or 4 hours) MATH 231 or PHYS 101: Calculus II or Physics 101 or 211 (3 or 5 hours) RHET 105: Composition I Requirement (4 hours) UP 101: Planning of Cities and Regions (3 hours) FAA 101: FAA Orientation (1 hour)	ARCH 101: Introduction to Architecture (3 hours) ARCH 210: Intro to the History of Architecture (3 hours) ARCH 231: Anatomy of Buildings (4 Hours) ARCH 271: Graphics for Architects (4 Hours) ARCH 233: Construction of Buildings (4 Hours) ARCH 272: Strategies of Architectural Design (4 Hours) ARCH 351: Statics and Dynamics (4 Hours) ARCH 373: Arch. Design and the Landscape (5 Hours) ARCH 352: Mechanics of Matls. & Design App. (4 Hours) ARCH 374: Architectural Design and the City (5 Hours) ARCH 341: Environmental Tech. - HVAC (4 Hours) ARCH 451: Theory & Design of Steel & Timber (4 Hours) ARCH 475: Architectural Design & Dev. (6 Hours) ARCH 342: Env. Tech. - Lighting & Acoustics (4 Hours) ARCH 452: Theory of Reinforced Concrete (4 Hours)
Elective courses with other than architectural content, 40 hours total	Elective courses with architectural content, 9 hours total
<p>**General Education Requirements, more than one of which may be satisfied through specific courses.</p> <p>Advanced Composition (3 Hours) Social / Behavioral Sciences (6 Hours) Humanities and the Arts (6 Hours) Western / Comparative Culture (3 Hours) Non-Western / US Minority Culture (3 Hours) Natural Science / Technology (6 Hours) Foreign Language: Completion of a three-semester college-level course or three years of high school</p> <p><i>The above requirements are met through the selection of general education electives disbursed through the 4 years of the BSAS curriculum.</i> Year 1 General Education Electives (13 Hours) Year 2 General Education Electives (12 hours) Year 3 General Education Electives (6 Hours)</p> <p>Open Elective (3 Hours) Open Elective (3 Hours) Open Elective (3 Hours)</p>	ARCH 41X: Architectural History Elective (3 Hours) ARCH 41X: Architectural History Elective (3 Hours) ARCH 41X: Architectural History Elective (3 Hours)

**** General Education Requirements**

The General Education (GenEd) requirements describe the core courses all students must take in order to graduate. They are an important component of students' education at the University of Illinois. Besides specializing in a major and training for a career, students should become familiar with some of the many rapidly changing disciplines. Through these requirements, Illinois undergraduates:

- expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives
- improve critical and analytical thinking; and
- learn skills in finding, managing, and communicating knowledge.

Additional specialized requirements are available in the Course Information section of my.illinois under the general education requirements tab

http://go.uillinois.edu/Gen_ed_info

ii. BSAS Architectural History Electives

All architecture undergraduate students must fulfill the Architectural History requirement by completing three (3) Architectural History courses from the following list in addition to completing the required one-semester ARCH210 – Introduction to History of Architecture:

ARCH 222 - Islamic Gardens & Architecture
ARCH 403 - Special Topics in Arch. History
ARCH 407 - Rome: The Eternal City
ARCH 410 - Ancient Egyptian & Greek Arch.
ARCH 411 - Ancient Roman Architecture
ARCH 412 - Medieval Architecture

ARCH 413 - Renaissance Architecture
ARCH 414 - Baroque and Rococo Architecture
ARCH 415 - Neoclassical & 19th Cent. Arch.
ARCH 416 - Modern American Architecture
ARCH 417 - Twentieth Century Architecture

iii. BSAS Curriculum Outline

The following outline presents the distribution of courses throughout the pre-professional BSAS degree program.

EXISTING CURRICULUM									
Bachelor of Science in Architectural Studies									
Admission Review to University of Illinois									
Freshman / Sophomore	SEMESTER 1	ARCH	101	M	Introduction to Architecture	3			
		MATH	220	GE	Calculus I	5			
				GE	GE Requirement	3			
				GE	GE Requirement	3			
		FAA	101	FAA	FAA Orientation	1			15
	SEMESTER 2	REHT	105	GE	Composition I	4			
		QR II	xxx	GE	MATH231/PHYS101	3			
		ARCH	210	M	Intro to History of Architecture	3			
				GE	GE Requirement	3			
				GE	GE Requirement	4			17
	SEMESTER 3	ARCH	231	M	Anatomy of Buildings	4			
		ARCH	271	M	Graphics of Architecture	4			
				GE	GE Requirement	3			
				GE	GE Requirement	3			
									14
	SEMESTER 4	ARCH	233	M	Construction of Buildings	4			
		ARCH	272	M	Strategies of Architectural Design	4			
		ARCH	41X	M	Architectural History Elective	3			
				GE	GE Requirement	3			
				GE	GE Requirement	3			17
Junior / Senior	SEMESTER 5	ARCH	351	M	Statics & Dynamics	4			
		ARCH	373	M	Architecture Design & Construction	5			
		ARCH	41X	M	Architectural History Elective	3			
		UP	101	M	Planning of Cities	3			
									15
	SEMESTER 6	ARCH	352	M	Mech of Mat & Design	4			
		ARCH	374	M	Architecture Design & Construction	5			
		ARCH	41X	M	Architectural History Elective	3			
				GE	GE Requirement	3			
				GE	GE Requirement	3			18
	SEMESTER 7	ARCH	341	M	Environment Tech HVAC	4			
		ARCH	451	M	Theory & Design of Structures	4			
		ARCH	475	M	Architecture Design & Construction	6			
				E	Elective	3			
									17
	SEMESTER 8	ARCH	342	M	Environment Tech Ltg & Mech	4			
		ARCH	452	M	Theory of Reinforced Concrete	4			
		ARCH	476	E	Architecture Design & Construction or Elective (6)	6			
									14
BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES									

Category of hours	Number of hours	% of total hours
Pre-professional hours	57	45%
Hours supporting NAAB-Accredited degree (core courses meeting SPCs)	14	11%
General Studies hours	56	44%
Total Hours	127	100%

iv. BSAS Opportunities for Minors

Undergraduate students in the BSAS program have the opportunity to pursue a minor in a non-architecture area of study. On the Urbana campus a minor offers a coherent program of study requiring some depth in the subject, but not as extensive of a program as the major. Most minors will be comprehensive study in the discipline, rather than focusing on a narrow subfield of study. In general, minors consist of at least 16 and no more than 21 hours of coursework. Except for remedial offerings, prerequisite courses within the sponsoring unit count toward this total; prerequisite courses outside the sponsoring unit ordinarily do not count toward this total. At least six hours of coursework for the minor should be advanced (300-level or 400-level courses) and must be distinct from credit earned for the student's major or another minor. A list of current undergraduate minor available to students in the BSAS program can be found at: <http://provost.illinois.edu/ProgramsOfStudy/2013/fall/programs/undergrad/minors.html> with active links to the specifics requirements of each minor.

Many undergraduates begin the BSAS degree with advanced academic standing based on AP credit or transfer of prior college coursework. This enables students to take a wide variety of courses in other units on campus and in some cases students develop a personal plan to complete a minor. Slightly less than 10% of BSAS students enroll in campus approved minors; the most popular minors by BSAS students including Business, Environmental Studies, Landscape Studies, and Urban Planning.

v. Minor in Architectural Studies

The minor in Architectural Studies allows non-architecture undergraduate students to gain an overview of architecture by taking a series of required courses in architecture. This is the only undergraduate minor offered by the School of Architecture.

Course Requirements:

The architecture minor requires the successful completion of a minimum of 20 hours of architecture courses. Students entering the program with advanced credit for required courses must take courses from the Additional Courses list to attain the total hours needed for completion of the minor. All students in the minor must have at least 6 hours of 300- or 400-level courses.

Hours Required Courses (14 hours)

- 3 ARCH 101 - Introduction to Architecture
- 4 ARCH 271 - Graphics for Architects
- 3 ARCH 210 – Introduction to the History of Arch
- 4 ARCH 231 - Anatomy of Buildings

Hours Additional Courses (minimum of 6 hours)

- 4 ARCH 341 - Environment Tech HVAC
- 4 ARCH 342 - Environment Tech Ltg & Acoust
- 4 ARCH 351 - Statics & Dynamics
- 4 ARCH 352 - Mech of Mat & Design Appl
- 3 ARCH 222, 402, 403, 407, 410, 411, 412, 413, 414, 415, 416, 417 or 418 - Architectural History

Prerequisites: Students must comply with the prerequisite requirements of courses to be taken under this program. Some of these requirements may be satisfied while in the program.

Admission: Admission to the minor is processed by the School of Architecture Office for Undergraduate Academic Affairs. Students may enter the Minor in Architectural Studies from freshman year until such time that allows the completion of the minor before graduating in their major area of study. Students must declare their intentions and be admitted to the program to pursue the Minor in Architectural Studies. Advising of students in the minor will be conducted by the advising staff in the School of Architecture.

Certification of Successful Completion

The Associate Dean for Undergraduate Academic Affairs in the College of Fine and Applied Arts (FAA) will certify successful completion of the minor.

For Fall 2014, there are 18 students from across campus in the Minor in Architectural Studies; nine are majoring in Civil Engineering. Other majors represented include Economics, Graphic Design, Landscape Architecture, and Urban Planning.

vi. BSAS Study Abroad and Off-Campus Programs

The school's established study-abroad programs enable undergraduate students to experience architectural education and the architectural and environmental design context in a number of different global locales. The school's distinctive year-long BSAS study abroad experience (Ecole d'Architecture de Versailles France 1970-2013, Barcelona, Spain beginning 2014) immerses approximately one-third of each undergraduate class in history-steeped European education and architectural context (<http://www.arch.illinois.edu/degrees/international-experiences#section-0>), while the 25-year old summer program with Tongji University in Shanghai, China involves BSAS and M. Arch. students in China's quickly evolving architectural environment. Study abroad programs are discussed in more detail in Part 1, Section 2.1 of this report (*1.2.1.c.v Exchange and Study Abroad Opportunities*).

The Urbana campus offers students over 350 study programs in over 60 different countries (<http://www.studyabroad.illinois.edu/programs/index.aspx>). In addition to programs specifically focused on architecture, BSAS students can take part in faculty-led short-term study abroad programs during winter and summer breaks. These vary in length of time and hours of credit but enable students to earn course credit while studying a specific topic, led by a U of I faculty member, on site in various places around the world. A list of current faculty-led programs, descriptions, program specifics and deadlines are available at <http://www.studyabroad.illinois.edu/userfiles/pages/facultyledprog.aspx>.

vii. BSAS Program Progression Requirements

University of Illinois students are usually allowed a maximum of ten total semesters to complete one undergraduate degree. Students who fail to make satisfactory progress toward a degree may be dropped from their college.

The College of Fine and Applied Arts (FAA) requires that each degree-seeking student carry a minimum load of at least twelve credit hours each semester and a normal maximum load is eighteen hours. If a student is recovering from an extended illness, or has some other extenuating hardship, it may be advisable for the student to take a reduced load. Permission to take a reduced load, regardless of the circumstances, requires approval, for every semester requested, by one of the academic deans in the FAA Office for Undergraduate Academic Affairs. The student may be required to present supporting documentation. If a student's academic load drops below twelve credit hours, any or all of the following may be at risk: academic visas, athletic eligibility, health insurance, university housing, and financial aid. Each student is personally responsible for determining the impact of their reduced academic load before they petition the college.

Probationary status serves as a warning to students that unless their scholarship improves, they are subject to the drop rules. A beginning freshman who does not earn at least a 2.0 (C) average in his or her first semester or during summer session is placed on a 2.0 probation for the next semester or summer session in which the student is registered.

Students other than beginning freshmen whose cumulative average is

- 2.0 or better and who does not earn at least a 2.0 average in any semester or during summer session is placed on a 2.0 probation for the next semester or summer session in which he or she is registered.
- 1.75 to 1.99 inclusive is placed on 2.25 probation.
- Less than 1.75 is placed on a minimum 2.33 probation.

A student on probation may not register for fewer than twelve hours or more than eighteen hours in any semester without permission from one of the academic deans. As well, all BSAS students on academic probation must sign an academic contract and meet with the advising staff in the School to discuss strategies to ensure academic success in subsequent semesters. Probation and drop rules are based on:

University of Illinois at Urbana-Champaign semester averages
University of Illinois at Urbana-Champaign cumulative averages
Minimum semester and cumulative averages for the curriculum of the student

A student may be placed on a “probationary status” at any time when, in the judgment of the college, his or her scholastic record warrants such action. Likewise, the probation rules may be waived when, in the judgment of the college, a student’s scholastic record indicates that the warning provided by the probationary status is unwarranted.

All candidates for a BSAS degree must have at least a 2.0 (C) average on all University of Illinois credits counted for graduation and at least a 2.0 average on the combined transfer and University of Illinois credits counted for graduation.

b. Master of Architecture, professional degree

The M. Arch. degree is the professional degree in architecture that qualifies the graduate to sit for the Architectural Registration Exam in the United States. The M. Arch. degree is earned through one of two curricular paths depending on an applicant’s undergraduate degree. An informal concentration of study is an option in either M. Arch. degree program.

Master of Architecture, Track 2, 62 credit hours

The Track 2 path consists of four semesters taken over two years of full-time study, and is for students already holding a Bachelor of Science degree in architecture.

Master of Architecture, Track 2+, up to 122 credit hours

The track 2+ path consists of up to eight semesters taken over four years of full-time study and is for students already holding a bachelor’s degree in a field other than architecture. While there is no typical program of study, students matriculating into the program with no prerequisite coursework in architecture are required to fulfill 68 hours of undergraduate courses during their first four semesters to achieve full graduate standing and 54 credit hours of graduate studies during the remaining four semesters.

i. M. Arch. Track 2 Program Minimum Credit Distribution, 62-credit-hour path

All students studying for a Master of Architecture, Track 2 degree will complete the following requirements in their course of study.

GENERAL (NON-ARCHITECTURE) STUDIES, minimum 45 semester hours	PROFESSIONAL STUDIES, 62 Required hours total
To gain admission to the M. Arch. Track 2 program students will have completed at least the equivalent of 45 semester credit hours of general studies classes.	To gain admission to the M. Arch. Track 2 program students will have earned a BSAS degree and through that degree have completed the equivalent of the following specific 14 semester credit hours of architectural preparatory courses
	Environmental Tech. HVAC (4 hours) Environmental Tech. Lighting (4 hours) Comprehensive Design Studio (6 hours)
	Required courses with architectural content, 34 hours
	4 Graduate Design Studios (24 hours – selected from ARCH571, ARCH572, ARCH573, ARCH574) ARCH 501 Architectural Practice (3 hours) ARCH 501 Structural Planning (4 hours) ARCH 577 Architectural Theory (3 hours)
	Elective courses with architectural content, 3 required hours
	Professional Issues Elective, 3 hours <i>Students select from an approved list</i>
Elective courses with other than architectural content, 0 required hours	Open elective courses with architectural or other content, 25 required hours

ii. M. Arch. Track 2 Curriculum Outline

Admissions Review to M ARCH Program								
Graduate	SEMESTER 9	ARCH	502	M	Structural Planning	4	16	
		ARCH	57X	M	Studio	6		
		ARCH	577	M	Architectural Theory	3		
			XXX		Seminar/Elective	3		
	SEMESTER 10	ARCH	57X	M	Studio	6	16	
		ARCH	YYY		Professional Issue Elec.	3		
			XXX		Seminar/Elective	4		
			XXX		Seminar/Elective	3		
	SEMESTER 11	ARCH	57X	M	Studio	6	15	
			XXX		Seminar/Elective	3		
			XXX		Seminar/Elective	3		
			XXX		Seminar/Elective	3		
	SEMESTER 12	ARCH	57X	M	Studio	6	15	
			501	M	Architectural Practice	3		
			XXX		Seminar/Elective	3		
			XXX		Seminar/Elective	3		
	MASTER OF ARCHITECTURE							62

M = Major requirement

Category of hours	Number of hours	% of total hours
Hours supporting NAAB-Accredited degree (core courses meeting SPCs)	37	60%
Open Elective hours	25	40%
Total Hours	62	100%

iii. M. Arch. Track 2+ Program Minimum Credit Distribution, 122-credit-hour path

All students studying for a Master of Architectural, Track 2+ degree will complete the following requirements in their course of study.

GENERAL (NON-ARCHITECTURE) STUDIES, minimum 45 semester hours	PROFESSIONAL STUDIES, 122 Required hours total
To gain admission to the M. Arch. Track 2+ program students will have completed at least the equivalent of 45 semester credit hours of general studies classes.	Architectural preparatory courses required of all students, 54 hours
	ARCH 210 Intro to History of Architecture (3 hours) ARCH 411-419 Advanced Architectural History (9 hours) ARCH 231 Anatomy of Buildings (4 hours) ARCH 233 Construction of Buildings (4 hours) ARCH 351 Statics and Dynamics (4 hours) ARCH 352 Mechanics of Materials and Design (4 hours) ARCH 451 Theory & Design of Steel & Timber (4 hours) ARCH 452 Theory of Reinforced Concrete (4 hours) ARCH 471 Fundamentals of Arch Design (6 hours) ARCH 472 Arch Des of Landscapes & Cities (6 hours) ARCH 476 Arch Des & Exploration (6 hours)
	Required courses with architectural content, 48 hours
	ARCH 341 Environmental Tech. HVAC (4 hours) ARCH 342 Environmental Tech. Lighting (4 hours) ARCH 475 Arch Design & Development (6 hours) 4 Graduate Design Studios (24 hours – selected from ARCH571, ARCH572, ARCH573, ARCH574) ARCH 501 Architectural Practice (3 hours) ARCH 501 Structural Planning (4 hours) ARCH 577 Architectural Theory (3 hours)
	Elective courses with architectural content, 3 required hours
	Professional Issues Elective, 3 hours <i>Students select from an approved list</i>
Elective courses with other than architectural content, 0 required hours	Open elective courses with architectural or other content, 17 required hours

iv. M. Arch. Track 2+ Curriculum Outline

Admissions Review to M ARCH 2+ Program							
Pre-professional	SEMESTER 1	ARCH	471	M	Studio	6	17
		ARCH	231	M	Anatomy of Buildings	4	
		ARCH	351	M	Statics & Dynamics	4	
		ARCH	210	M	Intro to History of Archt	3	
	SEMESTER 2	ARCH	472	M	Studio	6	17
		ARCH	233	M	Construction of Buildings	4	
		ARCH	41X	M	Architectural History Ele	3	
		ARCH	352	M	Mech of Mat & Design Ap	4	
	SEMESTER 3	ARCH	475	M	Studio	6	17
		ARCH	451	M	Th. & Des. of Steel & Tir	4	
		ARCH	342	M	Environment Tech Ltg &	4	
		ARCH	41X	M	Architectural History Ele	3	
	SEMESTER 4	ARCH	476	M	Studio	6	17
		ARCH	452	M	Theory of Reinforced Co	4	
		ARCH	341	M	Environment Tech HVAC	4	
		ARCH	41X	M	Architectural History Ele	3	
Full Graduate Standing							
Professional	SEMESTER 5	ARCH	57X	M	Studio	6	13
		ARCH	502	M	Structural Planning	4	
		ARCH	577	M	Architectural Theory	3	
	SEMESTER 6	ARCH	57X	M	Studio	6	13
		ARCH	YYY	M	Professional Issue Elec.	3	
			XXX		Seminar/Elective	4	
	SEMESTER 7	ARCH	57X	M	Studio	6	15
			XXX		Seminar/Elective	3	
			XXX		Seminar/Elective	3	
			XXX		Seminar/Elective	3	
	SEMESTER 8	ARCH	57X	M	Studio	6	13
		ARCH	501	M	Architectural Practice	3	
			XXX		Seminar/Elective	4	
MASTER OF ARCHITECTURE							
122							

M = Major requirement

Category of hours	Number of hours	% of total hours
Pre-professional hours	54	44%
Hours supporting NAAB-Accredited degree (core courses meeting SPCs)	51	42%
Open Elective hours	17	14%
Total Hours	122	100%

v. M. Arch. Elective Courses

All students in the M. Arch. Track 2 and 2+ must fulfill the Professional Issues requirement by completing one (1) Professional Issues courses from the following list:

ARCH 544 – Systems Integration
 ARCH 558 – Structural Wood Design
 ARCH 559 – Structural Masonry Design
 ARCH 593 CM – Construction Management
 ARCH 594 DD – Daylighting Design
 ARCH 594 M – Building Mechanical Systems
 ARCH 594 MM – Special Problems in Materials and Methods
 ARCH 595 IN – Integrated Design & Construction of Buildings

In addition, students in the M. Arch. Track 2+ must fulfill the Architectural History requirement by completing three (3) Architectural History courses (9 credit hours) from the list noted in section II.2.2.a.ii above. As part of their curriculum, these students also must fulfill seventeen (17) credit hours of open electives that can be satisfied by taking graduate seminars and courses (400 or 500 level) in the school, in the departments of landscape architecture and urban and regional planning, or in other units across campus.

The M. Arch. Track 2 curriculum incorporates twenty-five (25) credit hours of open electives that can be satisfied by taking graduate seminars and courses (400 or 500 level) in the school, in the departments of landscape architecture and urban and regional planning, or in other units across campus.

Open elective hours in the M. Arch. Track 2 and Track 2+ programs enable students to identify and develop personal specializations, fulfill requirements for a program concentration (described in II.2.2.b.vi below) and/or fulfill requirements of one of the school's joint degree programs (described in II.2.2.b.viii below).

vi. M. Arch. Program Concentrations

Within the M. Arch. Track 2 and Track 2+ degree programs, the Illinois School of Architecture offers optional informal concentrations in Architectural Structures and High-Performance Building Design. Concentration refers either to a specialized program of study within a major, or an interdisciplinary program. A graduate concentration consists of at least 12 graduate hours of relevant course work. A concentration may be defined as an elaboration or an extension of a graduate major: either content specialization within a particular discipline, or an interdisciplinary program. A concentration is a coherent set of courses some or all of which count toward the major. The concentrations currently offered by the school are labeled informal concentrations because they have not gone through the university's formal approval process for concentrations and thus are not identified on the student transcript but rather are identified in Illinois School of Architecture records and supported through program area course work and advising. As a result of the school's recent reorganization into program areas, more concentrations are being developed that will leverage the expertise in the school, the college and across campus to enable graduate students to specialize in areas that support their particular interests and career objectives. The Performance program area offers the two current concentrations.

High-Performance Building Design

Courses offered within the Concentration in High-Performance Building Design teach students to address dimensions of overall building performance through the integrated design of structural, environmental, enclosure, and related systems. This coursework is grounded in an historical knowledge base of best practices while also promoting experimentation and innovation, focusing on sustainability, environmentally responsible use of energy and materials, human comfort, and constructability.

Because employers in the architecture and construction industries are increasingly and actively seeking employees with knowledge and skills in the area of building performance, it is expected that students who have studied this content will be valued by prospective employers and will be poised to make a greater impact on these issues early in their careers. As a supplement to the required core curriculum, courses offered within the Concentration in High-Performance Building Design give students a strong foundation in the various principles, technologies, and systems that contribute to the design of high-performance buildings: energy, envelopes, materials, and design integration.

To fulfill this concentration, students must successfully complete at least one semester of ARCH 573: Technology & Performance Studio, and at least 12 credit hours from a list of approved elective courses taught by Performance Program faculty.

Architectural Structures

Students in the M. Arch. program have the option of participating in the Structures Concentration. To complete this Concentration, students must complete all the core requirements of the M. Arch. degree and take a number of structures courses as their electives for the M. Arch. program. Therefore, in addition to a solid education in architecture, graduates of this Concentration earn the necessary knowledge and skills for practical design of architectural structures as well. The State of Illinois allows graduates of the Structures Concentration to take the Structural Engineering (SE) exam. Thus they have the unique opportunity to practice as licensed Architects and/or Structural Engineers in the State of Illinois. The Structures Concentration has existed informally for decades with many of its successful graduates having been members of the design teams for some of the most notable monumental projects around the world. The School is in the process of seeking formal recognition of this Concentration at the university; this would result in Structures being listed on the students' transcripts as a Concentration under the M. Arch. degree.

To fulfill this concentration, students must successfully complete ARCH 556 (Advanced Structural Planning) as an alternative to the standard core course ARCH 502 (Structural Planning) and up to seven additional elective courses in architectural structures offered by Performance Program faculty.

vii. Graduate Minors

At the University of Illinois a graduate minor is a coherent set of at least 12 graduate hours of courses defined by one or more units outside the student's enrolling program and requiring some depth in the subject, but not as extensive a program as the major. A minor encourages and recognizes expertise gained in a particular area. This expertise could be completely outside the usual degree requirements or it could significantly extend knowledge in an area closely related to a particular degree program. The spirit of a minor is the development of additional academic strengths. For this reason, credit used toward the completion of a minor may not be applied toward the completion of any other transcribed credential (i.e., coursework completed for one minor cannot be counted toward another minor nor toward the major degree). At least 8 to 12 graduate hours of the minor include courses at the 500-level. A full list of minors available to graduate students on the Urbana campus can be found at

<http://provost.illinois.edu/ProgramsOfStudy/2013/fall/programs/graduate/grad%20minors.html>. Minors

most commonly completed by M. Arch. 2 and 2+ students in the Illinois School of Architecture include: Corporate Governance & International Business, Gender Relations in International Development, Heritage Studies, and Museum studies.

viii. Joint Degrees

A joint degree program enables a student to earn two degrees with fewer total units of credit than pursuing each degree program separately. The two disciplines being combined enjoy intellectual synergies, so that the joint degree student acquires knowledge and skills substantially equivalent to a student who takes the programs separately. The two degrees must be awarded at the same time. The Illinois School of Architecture, together with the graduate programs of business administration, computer science, urban and regional planning and civil engineering, offers graduate programs leading to the following joint degrees: Master of Architecture and Master of Business Administration, Master of Architecture and Master of Computer Science, Master of Architecture and Master of Urban Planning, and Master of Architecture and Master of Civil Engineering (Construction Management or Structures).

Many M. Arch. 2 and 2+ program students avail themselves of the opportunity to earn joint degrees through their course of study. Since the last accreditation visit, 74 M. Arch. graduates in the two programs have earned joint degrees.

Academic Year	Students awarded Joint degrees
2013 – 2014	24
2012 – 2013	14
2011 – 2012	14
2010 – 2011	15
2009 – 2010	8

II.2.3. Curriculum Review and Development

a. Procedures

The curricula of the professional and pre-professional degree programs have been reviewed and evaluated on a yearly basis by designated committees of the Illinois School of Architecture (ISoA). These committees have then made recommendations for both minor and major revisions. The recommendations for major revisions have been forwarded to the school's director (prior to fall 2013) and the school's executive committee (since fall 2013) for presentation to the school's faculty, discussion, modification and approval. Differences pre and post Fall 2013 result from changes in the school's committee structure and procedures resulting from the substantially revised ISoA Bylaws. From Fall 2009 through Spring of 2013, the school's Architecture Council was the committee charged with a range of responsibilities, one of those being curricular review, assessment and development. Under the bylaws that went into effect in the Fall of 2013, the school's curriculum committee was charged with curricular review, assessment and development. While these committees were responsible for the primary aspects of curricular review, other committees, such as the school's Design Committee (constituted under pre-2013 bylaws), were responsible for review of particular aspects of the curriculum. While this piecemeal approach was useful, it became clear over time that a broader and more integrated review of the school's curricula was necessary. The first large-scale effort in curricular review took place in the Spring of 2011 and was kicked off by a day-long Architecture Council retreat in January of 2011. The membership of these two committees between Fall 2009 and Fall 2014 can be found in section c below.

In the fall of 2013, the newly constituted ISoA Curriculum Committee began an intensive evaluation of the school's curricular programs and completed a holistic review of courses offered within the school, the content of these courses, and how they meet the school's goals for student learning and Student Performance Criteria. The committee consulted with faculty in each of the school's program areas in the

process but also consulted with practitioners, many of whom become the employers of our alumni. From this evaluation, information gathering, brainstorming, and reconceptualization of the BSAS and M. Arch. programs, a revised curricular framework for the BSAS and M. Arch. programs was approved by the faculty in May of 2014. While much work remains to be done to fully develop the course content of new and revised courses, the faculty are hopeful that we can make substantial progress on this next step in Fall of 2014 and begin to move the curricular changes through the College of FAA, the Graduate College and the campus processes necessary for instituting curricular revisions. The approved curricular framework, provided below, embodies the direction the faculty intend to develop these programs.

Approved by faculty 05/08/2014

5-May-14

PROPOSED CURRICULUM									
Bachelor of Science in Architectural Studies + Master of Architecture (4+2)									
Admission Review to University of Illinois									
Freshman / Sophomore	SEMESTER 1	ARCH	171	M	Design I: Concepts and Theories of Architectural Design	3			
		MATH	220	GE	Calculus for Architects	5			
				GE	GE Requirement	3			
		FAA	101	M	Undergraduate Seminar	1			12
	SEMESTER 2	ARCH	210	M	Intro to History of Architecture	3			
		ARCH	172	M	Design II: Drawing and Modeling	3			
		RHET	105	GE	Composition I	4			
		QR II	xxx	GE	MATH231 or PHYS101	3			
				GE	GE Requirement	3			16
	SEMESTER 3	ARCH	271	M	Design III: Representation	3			
		ARCH	23X	M	Performance I	4			
				GE	GE Requirement	3			
				GE	GE Requirement	3			
									13
	SEMESTER 4	ARCH	272	M	Design IV: Strategies of Arch'l Design	3			
		ARCH	231	M	Performance II	4			
				GE	GE Requirement	3			
				GE	GE Requirement	3			
				GE	GE Requirement	3			16
	Junior / Senior	SEMESTER 5	ARCH	373	M	Studio I: Design + human experience	6		
ARCH			35X	M	Performance III	4			
UP			101	M	Planning of Cities	3			
					Arch, Environment + Well-Being	3			16
SEMESTER 6		ARCH	374	M	Studio II: Design + urbanism	6			
		ARCH	37X	M	Performance IV	5			
		ARCH	35X	M	Performance V	4			
									15
SEMESTER 7		ARCH	475	M	Studio III: Design + Performance	6			
		ARCH	41X	M	Open Elective	3			
		ARCH	36X	M	ARCH History Elective	3			
					Open Elective	4			16
SEMESTER 8		ARCH	476	M	Studio IV: Design + (OPTION)	6			
					Open Elective	4			
					Open Elective	3			
					Open Elective	3			16
BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES									120

Approved by faculty 05/08/2014

5-May-14

Admissions Review to M ARCH Program						
GRADUATE STUDIOS	SEMESTER 9	ARCH	57X	M	Studio	6
		ARCH	577	M	Architectural Theory	4
		ARCH	502	M	Performance VI	4
	SEMESTER 10	ARCH	57x	M	Studio	6
		ARCH	50X	M	Performance VII	4
			XXX		Seminar/Elective	4
		ARCH	517	M	Architectural History 1850 to the Present	3
	STUDY ABROAD OR URBAN STUDIO SEMESTER					
	SEMESTER 11	ARCH	57X/570	M	Studio/Integrative Arch Design Studio	6
			XXX		Seminar/Elective	4
			XXX		Seminar/Elective	4
	SEMESTER 12	ARCH	57X/570	M	Studio/Integrative Arch Design Studio	6
		ARCH	501	M	Professional Practice	3
		ARCH	50X	M	Performance VIII	4
			XXX		Seminar/Elective	4

MASTER OF ARCHITECTURE

The curricular framework outlined above addresses a number of challenges faced by the profession and by schools of architecture whose charge it is to educate future professionals. It also responds to current university guidelines for undergraduate education by enabling undergraduates to engage a larger array of non-architecture courses thus enabling them to broaden their perspective as we educate them to become both architects and global citizens. In addition, this new curricular structure aligns our undergraduate curriculum more closely with peer 4+2 architectural programs. Specifically the new structure:

- Reduces the minimum credit hour requirement of the BSAS degree program from 127 to 120 hours to conform to Urbana campus guidelines regarding maximum credit hours for undergraduate degree programs;
- Augments the BSAS design foundation with a four-semester foundation sequence, which is followed by a four-semester architecture studio sequence;
- Introduces undergraduates to the relationship between health, well-being and the environment in a new required course;
- Allows more open electives for undergraduate students to enable greater exploration and development of a holistic perspective;
- Shifts some technical content from the BSAS curriculum to the M. Arch. To be in greater alignment with peer 4+2 architectural programs;
- Relocates comprehensive design from BSAS to the M. Arch. curriculum;
- Brings faculty strength in cutting-edge architectural technology to the professional program in a way that ensures that all M. Arch. students are exposed to this strength of the faculty;
- Reduces architectural history course requirements in the BSAS from one survey and three electives to one survey and one elective;
- Introduces into the M. Arch. core courses an architectural history course addressing 1850-to-the-present that parallels the current core graduate architectural theory course.

b. Program-Specific Curricular Changes

There have been numerous minor changes to the course and curricula since the fall of 2009. These changes are outlined in the document Architecture Council Synopsis Fall 2009-Spring 2013 that can be found online in the U of I Box folder titled Pt. II Educational Outcomes and Curriculum. The major curricular changes that have been instituted for both the BSAS program and the M. Arch. 2 and 2+ programs are discussed below.

i. BSAS Curricular Changes

Additional Architectural History Electives – Beginning the fall of 2009, two additional courses were added to the list of approved courses meeting the BSAS degree requirement for three Architectural History electives. The courses are ARCH 222, Islamic Gardens and Architecture and ARCH 403, a special topics architectural history course used when the school has visiting instructors who teach courses with content outside the regular set of architectural history electives.

Curricular Modifications to Accommodate the New Year-long Study Abroad Program in Barcelona

– Under the modified curriculum, students are expected to take UP 101 in the first semester of their second year and the courses ARCH 341 and ARCH 342 in the third year. Thus all students who want to take part in the program in Barcelona will have met those degree requirements before leaving the United States.

ii. M. Arch. Curricular Changes

Replaced the Two-semester Design Thesis Studio Sequence – The core curriculum for the M. Arch. cohort that entered the ISoA in the Fall of 2010 consisted of four independent vertical studios, taken one each semester. This replaced the prior studio core that consisted of 2 independent studios in the first year and a two-semester design thesis studio sequence in the second year. Given the number of students in the M. Arch. program and the diversity of interests and backgrounds, faculty felt that student learning and integrative thought in studio was best supported by a series of independent graduate studios led by graduate faculty. This change has led to a growth of distinctive studio offerings for graduate students. Each semester, graduate students chose from 10 to 12 studio offerings organized through four different theoretical perspectives: Design and Detail, Behavior and Environment, Technology and Performance, and Architecture, Urban Design and Preservation.

Replaced the Core Elective Requirement in Architectural Thought – During the curricular review process undertaken by Architecture Council in 2009-2010, it became clear that faculty and students felt it was important to provide students in the school's M. Arch. program with a common core of knowledge in the area of Architectural Thought. Prior to this time, the school's architectural thought requirement had been met by completion of one of a group of elective courses. The Architecture Council proposed making one of these, ARCH 577, Architectural Theory required for all first semester M. Arch. students. Faculty approved this change in the spring of 2010 and it became the requirement of the core curriculum for the cohort of students enrolling in Fall of 2010.

Shifted timing of core requirements – Between 2012 and 2014 the position of two courses in the M. Arch. core curriculum have been shifted in the overall course sequence. The course ARCH 501, Architectural Practice, has been shifted from the first semester to final semester of the M. Arch. Curriculum and the core requirement of ARCH 502, Structural Planning, has been shifted from the second to first semester. The logic of these shifts has students completing structural planning in their first semester of the program so that the knowledge gained can be applied in second through fourth graduate design studios. Students now complete the course in Architectural Practice just before graduation and closest to the time they will be leaving to engage in full-time practice. These changes are integral to the conception of the M. Arch. degree curriculum as a full two-year course of study that can begin to stand on its own, relying less on core requirements being met through coursework in the BSAS degree program than has historically been the case in the school.

Approved alternative core course for Structures Concentration – Beginning Fall of 2009, the course ARCH 556, Advanced Structural Planning, was approved as an alternative course to the core course ARCH 502, Structural Planning, for students in the Structures Concentration.

c. Membership of Committees with Responsibility for Curriculum Review and Development

2014-15 Curriculum Committee

Program Chairs (2 year term)

Assoc. Prof. Kevin Hinders - Urbanism

Assoc. Prof. Lynne Dearborn - Health + Well Being
Prof. Jeff Poss - detail + Fabrication
Assoc. Prof. Scott Murray - Performance
TBD - 2 At Large Faculty Members (1 year term)
TBD - Grad Student
TBD - Undergrad Student
Assoc. Director Bill Worn (ex-officio)
Admin. UG Stud. Serv., Lee Waldrep (ex-officio)

2013-14 Curriculum Com. – Fall 2013

Assoc. Prof. Bill Worn (Chair)
Prof. Botond Bogнар
Assoc. Prof. Randy Deutsch
Prof. Jeff Poss
Assoc. Prof. John Senseney
MinHoo Kim (graduate student rep.)
Raymong Majewski (undergrad student rep.)
Assoc. Director John Stallmeyer (ex-officio)
Admin. UG Stud. Serv., Lee Waldrep (ex-officio)

2012-13 Architecture Council – Fall 2012

Assoc. Prof. Paul Kapp (Chair) (FAA Cour. & Cur.)
Assoc. Prof. Mohamed Boubekri
Assoc. Prof. Joy Malnar (Fall)
Assoc. Prof. Scott Murray
Assoc. Prof. Ralph Hammann
Assoc. Prof. John Stallmeyer
Asst. Prof. John Senseney
Assoc. Prof. Abbas Aminmansour
Zak Helmick (ASAC student rep)
Phillip Schwarz (student rep)
Assoc. Director Lynne Dearborn (ex-officio)
Director David Chasco (ex-officio)

2011-12 Architecture Council – Fall 2011

Assoc. Prof. Paul Kapp (Chair)
Assoc. Prof. Mohamed Boubekri
Asst. Professor Stewart Hicks
Assoc. Prof. Joy Malnar
Assoc. Prof. Michael McCulley
Assoc. Prof. Scott Murray (FAA Cour. & Cur.)
Asst. Prof. John Stallmeyer
Asst. Prof. Marci Uihlein
Michael Murphy (ASAC student rep)
Britta Monson, (student rep)
Assoc. Director Lynne Dearborn (ex-officio)
Director David Chasco (ex-officio)

2010-11 Architecture Council

Prof. Gaines Hall (Chair)
Assoc. Prof. Abbas Aminmansour
Assoc. Prof. Mohamed Boubekri
Assoc. Prof. Joy Malnar
Asst. Prof. Scott Murray
Asst. Prof. John Stallmeyer

2013-14 Curriculum Com. – Spring 2014

Assoc. Prof. John Stallmeyer (Chair)
Prof. Botond Bogнар
Assoc. Prof. Randy Deutsch
Prof. Jeff Poss
Assoc. Prof. John Senseney
MinHoo Kim (student representative)
Raymong Majewski (undergrad student rep.)
Assoc. Director Bill Worn (ex-officio)
Admin. UG Stud. Serv., Lee Waldrep (ex-officio)

2012-13 Architecture Council – Spring 2013

Assoc. Prof. Paul Kapp (Chair) (FAA Cour. & Cur.)
Assoc. Prof. Mohamed Boubekri

Assoc. Prof. Scott Murray
Assoc. Prof. Ralph Hammann

Asst. Prof. John Senseney
Assoc. Prof. Abbas Aminmansour
Zak Helmick (ASAC student rep)
Phillip Schwarz (student rep)
Assoc. Director John Stallmeyer (ex-officio)
Director David Chasco (ex-officio)

2011-12 Architecture Council – Spring 2012

Assoc. Prof. Paul Kapp (Chair)
Assoc. Prof. Mohamed Boubekri
Asst. Professor Stewart Hicks
Assoc. Prof. Joy Malnar
Assoc. Prof. Michael McCulley
Assoc. Prof. Paul Armstrong (FAA Cour. & Cur.)
Asst. Prof. John Stallmeyer
Asst. Prof. Marci Uihlein
Michael Murphy (ASAC student rep)
Britta Monson, (student rep)
Assoc. Director Lynne Dearborn (ex-officio)
Director David Chasco (ex-officio)

Assoc. Prof. Paul Kapp
Asst. Prof. Therese Tierney
Assoc. Prof. Armstrong (FAA Cour. & Cur.)
Andrew Steinweg (ASAC student rep)
Anne Householder (undergraduate student rep)
Assoc. Director Lynne Dearborn (ex-officio)
Director David Chasco (ex-officio)

2009-10 Architecture Council

Prof. Gaines Hall (Chair)
Assoc. Prof. Abbas Aminmansour
Assoc. Prof. Mohamed Boubekri
Asst. Prof. Lynne Dearborn
Assoc. Prof. Kevin Hinders
Asst. Prof. Roger Hubeli

Assoc. Prof. Paul Kapp
Bruce Clark (graduate representative)
Britta Monson (undergraduate representative)
Assoc. Director Michael McCulley (ex-officio)
Director David Chasco (ex-officio)

II.3. Evaluation of Preparatory/Pre-professional Education

II.3.1. Students Transferring into the BSAS Program

a. Intercollegiate Transfers

Students in other academic majors on the University of Illinois campus interested in Architectural Studies are encouraged to apply to the School of Architecture via Intercollegiate Transfer (ICT). ICT is the process of transferring from one college to another within the University.

As students may only enter Architectural Studies in the fall semester, students apply for ICT admission in March. Applications will be accepted past the deadline but admission is dependent upon available space. Required courses to be completed prior to transfer: MATH 220 - Calculus or MATH 221 - Calculus I and either MATH 231 - Calculus II or PHYS 101 - College Physics: Mech & Heat. Students must also submit a personal statement as part of their application.

Because admission to Architectural Studies is competitive, the required GPA at the time of the admission decision is varied and based on the depth of the applicant pool and the number of available seats. In general, candidates need to have a GPA above a 3.0 to be competitive.

Students applying for ICT admission are evaluated based on their academic credential. Review and acceptance process involves both the School Office of Undergraduate Student Services and the College of Fine and Applied Arts Undergraduate Dean's staff. After an initial review, the School provides an endorsement of the candidate and submits to the College for final approval.

(<http://provost.illinois.edu/programs/advising/ICT%20FAA%20-%20Architectural%20Studies.html>)

b. External Transfers

The admissions process at the undergraduate level is centralized, thus students wishing to transfer to the BSAS degree program must apply to the Office of Admissions meeting the requirements outlined.

While a portfolio is not required for transfer admissions, students seeking advanced placement in the architectural design sequence will be required to submit a portfolio of work after they have been admitted to the BSAS program; such a review is done by staff/faculty within the School of Architecture.

Office of Admission Transfer Requirements: http://admissions.illinois.edu/apply/requirements_transfer.html

School of Architecture Transfer Requirements: <http://www.arch.illinois.edu/degrees/bs-arch-studies#section-2>

Admission Decision Factors (http://admissions.illinois.edu/apply/requirements_policies.html#transfer) -

Admission of transfer applicants is based on a combination of the hours and content of transferable credit and the transfer GPA. Admission of sophomore applicants is based on a combination of college and high school credentials, including ACT/SAT scores.

The following factors are considered in an admission decision:

- Course prerequisites for specific program
- Transferable cumulative GPA and sometimes a technical GPA
- Number of transferable credit hours required for specific program
- Additional information supplied in your application essays

- High school performance and ACT/SAT scores will be reviewed if you are applying with less than 30 graded transferable college credit hours at the time of review

II.3.2 Placement in the M. Arch. Program

At the Illinois School of Architecture, the M. Arch. program is structured with two different tracks, both resulting in a professional M. Arch. degree. The M. Arch. 2 is the path for students entering the graduate program with a pre-professional BSAS degree, while the M. Arch. 2+ is the path for students who have earned a bachelor's degree other than the BSAS. The pre-professional BSAS degree at Illinois and elsewhere, introduces students to a great deal of important architectural content in visual, verbal, and written communication, design thinking, fundamental design skills, ordering systems, accessibility, sustainability, site design, life safety, environmental systems, structural systems, building envelop systems, building service systems, building materials and assemblies, and architectural history. The M. Arch. 2 program builds on this base of architectural knowledge to develop students who are prepared to move into the professional architectural realm, to live and work in a global world as thoughtful practitioners and leaders across a breadth of professional areas. The M. Arch. 2 and 2 + degree programs provide students with a sound preparation for the transition to internship and licensure within the context of the global practice of architecture and to understand and take an active role in design's positive impact on the environment and society through service to a diversity of clients, populations, and communities.

a. Students with a BSAS from the Illinois School of Architecture

Students who have earned a BSAS degree from the Illinois School of Architecture and who meet the requirements for admission to the University of Illinois Graduate College are assumed to have met the general education credits, professional credits and appropriate SPC's identified in the matrix provided in section II.1.

b. Students with a BSAS from schools other than the Illinois School of Architecture

The academic credentials of all admitted M. Arch. 2 program students with BSAS degrees from schools other than the Illinois School of Architecture (ISoA) are reviewed by the School's Associate Director for Graduate Programs and Studies who oversees the progress of these students. At ISoA, students achieve Student Performance Criteria (SPCs) in three courses within the BSAS degree program, the Associate Director generally examines the transcript, online course descriptions, and submitted portfolio of students in this group seeking to determine if students have successfully completed courses equivalent to ISoA's courses ARCH 341 (Environmental Technology, HVAC), ARCH 342 (Environmental Technology, Environmental Technology, Lighting and Acoustics) and ARCH 475 (Architectural Design and Development), the course where ISoA BSAS students demonstrate ability in comprehensive design. In assessing whether admitted students have successfully completed a course meeting comprehensive design, the Associate Director also relies on a portfolio review by the school's M. Arch. 2 admissions committee, several of whom teach the ARCH 475 studio. If there is any ambiguity as to whether admitted students have met the SPCs B.8 and B.11, satisfied by an equivalent to ARCH 341 and ARCH 342, or SPCs A.4, B.2, B.3, B.4, B.5, B.6, B.10, and B.12, met by the equivalent to ARCH 475, they are issued an admission letter indicating that they will be required to take ARCH 341, ARCH 342, and ARCH 573 during their M. Arch. program of study or provide to the Associate Director for his review and acceptance, the course syllabi and course work products demonstrating that they have met the requisite SPCs.

c. Students with a degree other than a BSAS

The academic credentials of all admitted applicants to the M. Arch. 2+ degree are reviewed by the School's Academic Advisor who oversees the progress of these students. This individual reviews each student's transcript from prior degrees to identify any prior coursework that may possibly satisfy required courses in the M. Arch. 2+ program. It's the policy of the School that the ARCH 210 requirement can be fulfilled by a previous Art History class of 100-200 level.

For all other courses in this degree program (described in section II.2.2.b.iii M. Arch. 2+ Program

Minimum Credit Distribution, above) that an incoming student might have satisfied previously, the academic advisor first reviews the course description and syllabi (provided by the admitted student) to ensure that the content is equivalent to that taught in the Illinois School of Architecture course. For example, if a student has successfully completed one or more advanced architectural history courses, the advisor will confirm, through review of description and syllabi, that the course provides equivalent content and meets the standards of ISoA history courses and secondly, that the credit hours are equivalent. If this review suggests any ambiguity related to equivalency, the advisor requests a consultation with the ISoA faculty member teaching a similar architectural history course. A similar process is used for all non-studio courses: review of course description, syllabus content and credit equivalence. If the review is ambiguous, the advisor confers with the appropriate program area chair where the course is taught in ISoA or with the faculty member teaching the course at ISoA.

For studio courses, initial studio placement is made through a review of the applicant's portfolio. If a student petitions for advanced standing in studio, the portfolio is be forwarded to the Associate Director for Graduate Studies for further review. The Associate Director requests from the student, the syllabus and studio products for any design courses the student believes satisfy the request for advanced standing. The Associate Director then convenes a subcommittee of the ISoA Graduate Admissions Committee to review the request for advanced standing in studio and the submitted materials. A decision is rendered on a case-by-case basis.

As a result of this process, the curriculum of each student in the M. Arch. 2+ degree program is totally individualized based upon the student's academic background.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The mandated statement on NAAB-Accredited Degrees is made available to the public through the Illinois School of Architecture website: <http://www.arch.illinois.edu/welcome/accreditation>.

II.4.2. Access to NAAB Conditions and Procedures

In order to assist students, parents, and other as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the following documents have been made available to the public through the School website:
<http://www.arch.illinois.edu/welcome/accreditation>.

II.4.3. Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the School is making the following resources available to all students, parents, staff, and faculty:

- www.ARCHCareers.org
- The NCARB Handbook for Interns and Architects - <http://www.ncarb.org/en/News-and-Events/Announcements/2011/~media/Files/PDF/Special-Paper/handbook.pdf>
- Toward an Evolution of Studio Culture - <http://www.aia.org/website/download.asp?id=312>
- The Emerging Professional's Companion – www.epcompanion.org
- www.NCARB.org
- www.aia.org
- www.aia.org
- www.acsa-arch.org

II.4.4. Public Access to APRs and VTRs

The school's website accreditation tab includes the following information with respects to providing public access to the APR and VTR.

“In order to promote transparency in the process of accreditation in architecture education, the school’s Annual Reports to NAAB since the last accreditation visit are available from the Illinois School of Architecture Director’s Office. Contact the Illinois School of Architecture at 217-333-1330 or architecture@illinois.edu. Other important documents are available here.”

Links to the 2009 Accreditation Program Report, the 2009 Visiting Team Report and current Student Performance Criteria are provided.

II.4.5. ARE Pass Rates

The school’s website accreditation tab includes the following information with respects to providing public access to the ARE Pass Rates of graduates of the Illinois School of Architecture NAAB accredited degrees.

“Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination (ARE) by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher or post-secondary education. The most current information about graduates of programs from the Illinois School of Architecture are available at the NCARB website.”

A link to the NCARB website is then provided through a link:

<http://www.ncarb.org/en/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

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Part III. Progress Since Last Site Visit

III.1. Summary of Responses to Team Findings [2009]

This section includes the School's response to the 2009 *Visiting Team Report* for conditions "not met" and to the "causes of concern."

III.1.1 Responses to Conditions Not Met

2. Program Self-Assessment Procedures

Description of Conditions from 2004 Conditions for Accreditation:

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the programs curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

At the school level three committees direct administration, school and academic work. The Executive Committee, elected by the faculty, is the primary advisory body to the director. General faculty meetings throughout the year and seven other faculty committees also participate in various levels of direction and assessment. Student organizations are active and meet under the umbrella organization Architecture Student Advisory Council (ASAC). Student course evaluations and alumni and professionals also give feedback as to school progress and standing.

While the school has continued to progress and gained benefits from many recent improvements to the educational mission through self-assessment activities, clear strategic planning concurrent with on-going self-assessment activities is not evident. During the past five years, the school has welcomed a new school director, focused change in the curriculum, and moved a part of the program to a new facility for the second year course work to be integrated into one environment, sustained multiple faculty retirements and brought 20 new faculty to the program. Due to the amount of change the program is experiencing, the multi-method self-assessment programs need clarification and focus communicated to both faculty and students. The program should recognize that a focused self-assessment is critical to their long-term success.

The program is moving from one that has been described as a series of silos in the past to one of core integration supported by deep areas of knowledge in the future. It would be helpful to have an articulated plan for that transformation and then assessment of the progress toward achieving that plan. Buy-in by faculty is not universal and the inertia of former patterns is difficult to overcome. This context makes moving forward challenging, yet great strides have been made, enthusiasm among many is high and the likelihood of success in this transformation is probable. A robust self-assessment program will identify where there are challenges to progress, how challenges are addressed and milestones that need to be accomplished along the way.

Responses from Program (2013)

- Review of required Graduate core courses and introduction of new core course ARCH 577 Theory of Architecture. Additional development of Sustainable Technologies & Environmental / Energy Courses required as part of graduate core are in process.
- The Design Committee has been expanded to 7 members to allow for design studio coordinators of each year to actively participate on the Design Committee. The Design Committee is conducting a comprehensive review of all design studios from year 2 through year 6 to better assess and plan for appropriately scaled exercises that are sequential in nature, to provide the student an intellectual framework for understanding the studio learning outcomes.

- The Architectural Council Chair is conducting a committee assessment of the technology / environmental systems coursework and sequence for potential revisions at the undergraduate level to relate to parallel development of required graduate courses in Sustainable Technologies & Environmental Energy courses.

Response from program (Pre-2015 team visit)

- Comprehensive efforts in program assessment and curricular review began in 2011 with faculty, students, workshops, planning sessions, etc., culminating in a historic May 2014 vote to establish new bylaws and the framework of a new curriculum. The new bylaws changed the thrust of the School from subunits of Divisions of disciplinary strengths to subunits of Program Areas, conceived as inter-disciplinary faculty expertise to address current and emerging issues in society and thus architectural education. Program Areas are fluid and flexible with an ability to change as educational issues arise and demand action. See 11.2.3 Curriculum Review and Development in its entirety for fuller discussion.

13.28 Comprehensive Design

Description of Conditions from 2004 Conditions for Accreditation

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.

Comment from previous VTR (2009): considered “Not Met” based upon the following: While great strides in addressing comprehensive design have been made, the Team found the student projects presented did not demonstrate an ability to effectively resolve the myriad of design issues associated with this criterion. For additional comments, see “Causes of Concern” at the beginning of this report.

Response from Program (2013):

The 6th year Capstone Project has been replaced with the 4th year, senior Comprehensive Design Studio, Arch 475 Design & Development. ARCH 475 comprehensive design studio projects were displayed in the 2009 VTR exhibit team room (only 6th year Capstone Projects were reviewed by the NAAB team.) The NAAB team was complimentary of the move from the 6th year to the 4th year. Benefits of the ARCH 475 Arch Design and Development comprehensive studios are:

- All Illinois School of Architecture students are measured equally in the senior year.
- All primary technology courses are taught in the undergrad curriculum and can thus impact the senior comprehensive project.
- The same small semi-complex scale project is utilized in all ARCH 475 studios in order to appropriately integrate issues of site, urban design, structures, environmental/sustainable system, and building enclosure systems, effectively across the 120+/- senior students.
- While students do have stand-alone disciplinary courses mentioned in the bullet point above, weekly lectures are given on the appropriate integration/synthesis opportunities afforded by each discipline.

Response from program (Pre-2015 team visit)

- The ARCH 475 Comprehensive Design studio is now fully mature, having been initiated in the Fall of 2009 and scheduled every fall semester thereafter. The School feels the implementation of ARCH 475 to be successful. Please note: With the faculty vote to approve new bylaws and a new framework for a new curriculum, Comprehensive Design is expected to be moved to the graduate program. Currently, those non-UIUC students who did not take a comprehensive design studio in their undergraduate

program are required to take ARCH 573 Technology and Performance to meet their Comprehensive Design studio requirement.

III.1.2. Response to Causes of Concern

Vision

Comment from previous VTR (2009): As noted throughout this report, the architecture program at the University of Illinois at Urbana-Champaign is clearly still in a state of transition. There has been an ambitious and commendable effort focused on addressing the 2003 NAAB VTR deficiencies and causes of concern; however, the transition is not concluded and the results of the transition are not fully recognizable at this time. The change in vision for the future of the program is clearly in the mind of the Program Director, many of the faculty and a few of the students; however, the vision has not been articulated in a way that can yet be embraced by the broad constituency. The transition from a program with several strong and nearly independent “Options” to a core curriculum common with all students enriched by a broad and deep selection of specialties is occurring. With a large and diverse program deep in tradition the inertia to change is great yet it is being accomplished without losing the tremendous strengths that come from having the history of producing the first graduating architect in the United States. The adeptness of the school’s administration in progressing on this track is commendable. It is undoubtedly a decade long process that cannot be fully accomplished between NAAB accreditation visits. While the vision is clear to the program’s administration, the plan or pathway for addressing this monumental change is at best foggy to the broader faculty and student constituency. Communication around the change has not been as frequent or as detailed as would seem vital for its success.

Response from Program (2014):

The Illinois School of Architecture, as noted, is in a state of transition. 24 new faculty have been hired in five years with 2-4 new faculty to be hired this year and next. The School continues to enhance the M. Arch. core curriculum with the addition of ARCH 577 Architectural Theory. Several new additional required graduate core courses are in the planning stage: one grad level course on advanced “Sustainable Building/Material Technologies,” one grad level course on advanced “Sustainable Environmental/Energy Systems.” All Master of Architecture students have to take the expanded core (which also includes four totally independent vertical graduate design studios, ARCH 501 Professional Practice, and ARCH 502 Structural Planning and ARCH 577 noted above. All other electives focus/option courses must now relate and support the core.

The School is also engaged in a parallel process of “Visioning.” Multiple visioning sessions have been led by Professor Mike McCulley and Professor Lynne Dearborn. Visioning sessions, attended by all faculty have been held at the Erlanger House, (March 2, March 10 and May 11, 2010) in an intimate session of team discussions, idea generation and full “synthesis” discussions. The faculty retreat on August 18, 2010, was dedicated to re-reviewing the “visioning sessions” and developing a short list (5) of vision statements, which are currently under review. A final effort is underway to conduct a faculty workshop on establishing the School’s vision statement and subsequently our mission statement. This effort concluded in early spring 2011.

Response from program (Pre-2015 team visit)

In November 2011, the faculty approved a vision and mission statement that developed from a number of faculty workshops and focused discussions. This is the vision statement:

“Learn from the past. Question the present. Shape the future.”

The School’s vision statement grows from the School’s history of technically grounded, aesthetically pleasing, and socially relevant design. The School’s mission statement reflects our roots, while also

acknowledging our changing professional, environmental and academic contexts, moving forward in the 21st century. (See Part 1.1.4 a and b for Long Range Planning.)

Mission: At Illinois, we are an internationally recognized leader in educating future professionals and scholars in architecture and allied fields. We provide a robust technical and conceptual program that enables students to create and innovate. The depth and breadth of our curriculum enables students to become leaders in a range of disciplinary specialties. Our comprehensive programs prepare students to design and research in a rapidly changing global context from the macro to the micro scale through our bachelor's, master's and doctoral degrees.

Studio Culture

Comment from previous VTR (2009): The program has adopted a Studio Culture Policy that has been distributed to faculty and students, with both groups having input in the generation of the policy. That said the awareness of the policy was not high in either the faculty or students. The policy seemed more perfunctory than passionately demonstrated and has yet to be embraced as a living and evolving articulation of the culture. If the basis and development of the policy is remote or unknown, the real understanding of its value is diminished.

During discussion with the students it was evident that there is respect among students and faculty. However, the students noted that respect was not always demonstrated in faculty-to-faculty relationships.

Response from Program (2014):

The Architecture Council, through its faculty members and student representatives, have collaborated to develop a new comprehensive School of Architecture Culture Policy in the Spring 2010 semester. A comprehensive student survey was conducted with discussions held among the student organizations (School of Architecture has ten student organizations) and students at large. The drafts of the policy were widely circulated among faculty at several Architectural Council meetings as well as at all faculty meetings. Since that time, the Illinois School of Architecture Culture Policy has been accessible to students, faculty, staff, and the public through the school's website and through its posting in prominent locations in buildings where architecture students have a majority of their classes, illustrating its overarching importance to all activities and interactions within the school. In 2014, a student-faculty group reviewed and revised the policy so that it was up-to-date with changes in school policy and also reflected the concerns and perspectives of current students. The school's faculty reviewed, discussed and adopted the revised policy, available at <http://www.arch.illinois.edu/degrees/diversity-and-culture-policy#section-1>, at their annual retreat in August of 2014.

Note: This cause of concern noted that respect was not always demonstrated in faculty-to-faculty relationships. With 24 new faculty hired at all levels and disciplines in 5 years, the School has witnessed some expected but solvable tensions as team building occurs and in developing the graduate program common core with focus strengths supporting the core.

Response from program (Pre-2015 team visit)

The Studio Culture issue was re-addressed in 2011 to imbue its meaning with passion so as to be a living document embraced by all constituents: student to student; student to faculty; faculty to student; and notably, faculty to faculty in the way we interact collectively and collaboratively with each other when with students. Example: Almost all faculty committees have several student members. How faculty address each other respectfully in front of the students is critical in building respect for the process of shared governance and collegiality. Another example: Design studio reviews by faculty juries. Respect for shared but diverse creative views in dialogue with students creates a healthy atmosphere for the broader respect of diverse viewpoints/creative ideas, even when sharp differences are evident. The Studio Culture Policy was revisited by various School committees in 2011, Architecture Council (faculty and student

leaders) in 2012, posted in studios in 2013, and after informal discussions with students, affirmed overwhelmingly faculty members at the Fall 2014 annual School retreat.

Structural / Environmental Systems:

Comment from previous VTR (2009): SPC 13.18. Structural Systems and 13.19 Environmental Systems, were considered “Well Met;” however, the Team feels it is important to note that great success within a specific focus can, and often times does, undermine a comprehensive perspective to architectural education. The Team was very impressed with the emerging strategic direction for the program’s future and offers caution that as the program continues to evolve, specific focus areas should support the broader comprehensive architectural education experience rather than be “stand alone” potentially competitive components of excellence.

Response from Program (2014):

SPC 13.18 Structural Systems & SPC 13.19 Environmental Systems were considered “well met.” The School does agree that great success within a specific focus can and often times does undermine a comprehensive perspective within architectural education. We agree that with the emerging strategic direction for the programs future, as the program continues to evolve and integrate the variety of new faculty and faculty expertise, specific focus areas should support the broader comprehensive architectural education experience rather than be stand alone, potentially competitive components of excellence.

In general, SPC 13.19 Environmental Systems supports the larger architectural program. It is a 2 course / 2 semester sequence. As noted in other “Areas of Concern” Narratives, the faculty are studying revisions to that 2 semester undergraduate sequence in order to develop a required graduate level core course in Advanced Sustainable / Energy Systems. Along with ARCH 577 Theory of Architecture, this would greatly enhance the graduate comprehensive architectural education experience.

Of greater concern (and challenge) is our graduate Structures concentration that allows a group of students (12-16 from a class of 120+) the ability to achieve a Structural Engineering license in the State of Illinois (SE vs. CE). This is a long held and cherished curriculum option where students can achieve an M. Arch. in two years by taking the graduate architectural core courses with all electives taken being structures option courses. Today, however, all M. Arch. students now have to take the expanded full graduate core (since 2007) of 4 independent design studios, Architecture Practice, Architecture Theory, and will have to take any new required core courses as mentioned above. Structures students may take only structures courses for all remaining electives, or they may take only the minimum of the key required structures courses needed to qualify for taking the SE exam, thus taking electives across the architectural program spectrum.

Several of the structures courses, one in Wood Design and one in Masonry Design, are taught as architectural electives available for general architecture students, including those in Preservation. The School is also discussing whether the “Structures” focus should be a separate and additional “MS” degree (utilize the summer term in between) achieved in 2 ½ years. In addition, we may allow several structures courses to be taken as undergraduate electives in the senior year for those students with room for additional elective work.

Of additional note is the 4-semester undergraduate structures sequence (i.e. Arch 351 Statics & Dynamics, ARCH 352 Mechanics of Material and Design, ARCH 451 Theory and Design Steel & Timber, and ARCH 452 Theory of Reinforced Concrete) that all 120 + undergraduate architecture student body must take to qualify for the graduate structures options. These courses may not provide the initial architectural design structure systems overview necessary to reinforce early design studio efforts. The School will discuss whether ARCH 351 and ARCH 352 could be combined with a new Architectural Structures Systems / Planning Course. At the start of the junior year, students will then have a greater immediate recognition that structures is both a normative and expressive / aesthetic architectural decision

as well as a practical / financial choice. Then the overall structures course sequence would better facilitate the students' clarity of understanding the 3-dimensional implications of structural planning design choices.

Response from program (Pre-2015 team visit)

The faculty have passed historic new bylaws and a framework for a new undergraduate/graduate curriculum. Both the bylaws and the curriculum will reposition and redirect the content of the structure/environmental systems cause of concern across both undergraduate and graduate curricular areas, but primarily redirect the major thrust of meeting NAAB Conditions/Criteria toward the graduate program. See 11.2.2 Professional Degrees and Curriculum and 11.2.3 Curriculum Review and Development for Proposed New Undergraduate and Graduate Curriculum outlines. Faculty will be meeting in 2014-2015 to define new coursework in order to begin implementing parts of the new curriculum by 2015-2106 and implement the entire new curriculum in 2016-2017.

Accessibility / Site Conditions:

Comment from previous VTR (2009): SPC 13.14, Accessibility and 13.17, Site Conditions, were "Met;" however, the Team found very little evidence in student design studio projects that involved sites with varying topography. The vast majority of the work reflected flat sites where the issues of building/site accessibility were easily resolved. While the School of Architecture is located on relatively flat terrain, the Team feels students should be exposed to a variety of site design issues, better insuring their understanding of complexities associated with site accessibility.

Response from Program (2014):

Architectural Design studios have been re-focused to bring a greater awareness of site characteristics and topography in lieu of the typical flat sites in our geographical area. The first junior-level Design Studio, ARCH 373 Architecture Design and the Landscape, begins with a design exercise involving a multi-grade campus site, to analyze topography, human use, vegetation, sun light, adjacent building use and pedestrian movement. In this exercise students learn to understand the changing physical properties of a site that mitigates multiple uses within a defined boundary. Students are then challenged to design a shelter within the site boundaries that responds by manipulating site contour characteristics. The next projects involve: 1) a meditation chapel at Kickapoo State Park, a re-claimed strip mine of rolling landscapes, 2) a visitor's center at Allerton Park, a University-owned country estate with a designed landscape of rolling hills and forests. Through these two projects, students learn to design both the architecture of small public buildings and the landscape of sloping sites by firmly integrating one into the other.

Response from program (Pre-2015 team visit)

Accessibility/Site Conditions are both sub-set criteria of the Comprehensive Design Criteria, met in our ARCH 475 Comprehensive Design Studio as well as met in ARCH 573 Technology and Performance Graduate Studio in the graduate curriculum. See response to Unmet Criteria 13.28 Comprehensive Design.

Detail of Design Projects:

Comment from previous VTR (2009): While technology has certainly offered the students unlimited opportunities in their abilities to graphically express their ideas, the Team found that many critical components of student work had become "absorbed" into the overall presentation of the project, resulting in comprehensive design projects that were well executed from a graphic presentation perspective but lacked sufficient detail for the Team to assess the student performance outcomes required of the

Comprehensive Design criterion. This was especially evident in assessing the life safety and accessibility issues. Building floor plans specifically were presented as secondary elements to the overall project presentation, lacking clarity and the necessary information for the Team to make a fair assessment of the student's abilities. The Team recognizes and respects the tremendous presentation opportunities now afforded students; however, the technology and presentation techniques should be used in a manner that clarifies a design solution, not renders it indefinable.

Response from Program (2014):

The new ARCH 475 Comprehensive Design Studio seeks to eliminate this concern. Appropriately small semi-complex scaled projects are selected to emphasize architectural development through larger (1/8" to 1/4") scale development of plans, section and elevations, through development of larger building sections and wall sections (1/2" to 3/4" = 1'0") and larger scale details. Emphasis is on the development and integration of site, structure, building/environmental technologies accessibility and life safety issues. Additional "Detail of Design Projects" as an issue is being reinforced in the sophomore year spring semester design studios. Concept/solution and the appropriate use of digital presentation techniques to properly render the projects expressing full and complete architectural development are the focus. Through a series of smaller architectural project intervention this studio builds a greater awareness of architectural development issues. This will further influence the junior year studios architectural project development direction in order to have students fully prepared for the senior ARCH 475 Capstone Studio. The School will continue (as part of its Mission) to re-emphasize the importance of the technological development of architectural responses at all levels.

Response from program (Pre-2015 team visit)

See response to unmet criteria 13.28 Comprehensive Design.

III.2. Summary of Responses to Changes in NAAB Conditions

This section includes the School's response to Changes in NAAB Conditions since the previous site visit.

As with many of our peer program colleagues, we view the changes from the 2004 to the 2009 Conditions for Accreditation as part of the long-term continuance of positive actions by NAAB to address changes in practice and education. It is now a process focused on a comprehensive Professional Education that embraces a humanities general education core that prepares students broadly for society. In the context of a top-tier research university with a land grant mission, in which professional programs have long thrived, the foundation of an education starts with the humanities and embraces the notion of a holistic education to develop well-rounded individuals to be members of the larger global community. NAAB's 2009 Conditions for Accreditation, with their three focus areas—critical design thinking skills, technical knowledge, and leadership roles and responsibilities—recognizes the need for knowledge from other allied arts/applied arts/humanities as well as science and technology for architects to address challenges in the 21st century.

After our 2009 NAAB accreditation visit, the School began to address changes in NAAB Conditions for Accreditation from 2004 to 2009. Our values to the profession and our creative skill sets brought attention to the unmet conditions/criteria of (1) self-assessment procedures and (2) comprehensive design. The Comprehensive Studio was immediately established in the senior year as ARCH 475 and developed to address the integration of the eleven subset criteria, many noted as primary criteria in 2009. The importance of technology and design integration was amplified in the School's new mission statement in 2011, "We provide a robust technical and conceptual program that enables students to create and innovate." The School recognizes that in order to accomplish this element of its mission, all subset criteria of the 2009 NAAB Comprehensive Design Criteria must be addressed comprehensively throughout the program. Certainly the 2004 Conditions of "Accessibility/Site Conditions" are now addressed as part of

ARCH 475, but also addressed individually through introductions in various parts of the curriculum. The Cause of Concern, Structural/Environmental Systems, continues to be addressed. Professionals, alums, as well as recruited students have long considered these courses important. The School will seek a greater integration of the criteria into the design studio setting.

The School immediately re-addressed its Studio Culture Policy to imbue its meaning with passion so as to be a living document embraced by all constituent activity: student to student; student to faculty; faculty to student; and notably, faculty to faculty in the way we interact collectively and collaboratively with each other when with students. The Studio Culture was revisited by various school committees in 2011, Architecture Council (faculty and students) in 2012, posted in studios and voted on again in 2014. The School will continue to champion its awareness with faculty and students this accreditation year.

Since the 2009 NAAB Accreditation, the School has embarked on a series of program assessments, faculty meetings, town halls, strategic planning sessions and peer program analytical reviews to address the two fundamental issues long overdue for change: the School's 40-year outdated by-laws and the undergraduate/graduate curriculum 4 + 2 structure. The 2009 Accreditation allowed the School to assess its value to the profession, and its fit within the University and society, still based on a historical platform of professional content as well as delivery (i.e. 4+2 M. Arch. a derivation of an original 5 year B. Arch. + 1 year of elective research studies). Being mindful of changes in the academy, society and the recession impacted profession, the School embraced the 2009 Conditions for Accreditation as a forum for change within ourselves. As NAAB stated in the 2009 VTR, such change is a ten-year process. It started methodically, hesitantly, and guided intuitively at first by the 2009 Condition's three focus areas: critical design thinking skills, technical knowledge, and leadership roles and responsibilities, and then with a more focused awareness as we moved toward 2015.

In 2011 the School approved a new Vision and Mission Statement. The School's new Vision Statement, "Learn from the past. Question the present. Shape the future," focused faculty on the need for change in addressing NAAB Deficiencies and Causes of Concern. A vision of a By-law change recognized that the Divisions did not provide us the creative opportunity to develop flexible Programs to address current and emerging professional and societal issues in areas of Health and Well Being, emerging technologies, sustainability, fast pace fabrication methodologies, energy analysis, smart materials, etc. A vision of a new program areas and curriculum that repositioned our historic 4+2, would allow us to develop a robust M. Arch. flexible curriculum core developing critical design thinking and creativity, Integrated Building and Technology skills and knowledge married with leadership and Practice knowledge, would re-position our professional content in our undergraduate curriculum to advanced learning in our graduate curriculum – thus positioning our M. Arch. with content equivalencies with our peer institutions M. Arch. programs. The intent is to greatly increase the stature, notoriety, and uniqueness of the M. Arch and provide the ability to seamlessly recruit a diverse student body from other institutions to our M. Arch. program.

As we ended the Spring 2014 semester and begin the fall 2014 semester (6 years into our process of realizing our vision), we see we are poised to begin developing our new Program Areas and new graduate and undergraduate curriculum model as a result of accomplishing the following:

- (1) Tenure and Promotion of the majority of the new 25 faculty hires.
- (2) Engaging a robust assessment process leading to a new Vision & Mission statement.
- (3) Embracing a new by-law concept of Program Areas formed by integrative disciplinary faculty while discarding 40+ year by-laws of Divisions or silos of like disciplines.
- (4) Embracing a new curriculum model that develops simultaneously both Program Core and Program Areas, while recognizing that the M. Arch. core needs to be more professionally robust with professional content equivalent with our peer M. Arch. institutions.
- (5) Faculty's increased awareness in how the 2009 NAAB Accreditation Conditions and new Program curriculum mutually reinforce one another.

The continual assessment and engagement by faculty has focused these goals for a new program structure that addresses current and emerging educational needs, by advancing the faculty's intellectual

expertise. These goals now position the School to develop new curricular content and reposition undergraduate professional content into the graduate program. This will allow the School to meet institutional goals and expectations in our degree offerings, as well as develop a comparative yet unique robust M. Arch. Core of Program Areas in order to be flexible and integrative in meeting professional and societal current and emerging issues. Much work remains to be done, over the next 1-2 years (years 7 & 8 of the 10 year process). In years 9 and 10 we will fully implement the new by-laws and curriculum well in advance of our next accreditation. (For detailed discussion of the By-laws and Curriculum Change, see Part 2.)

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Part IV. Supplemental Information

IV.1 4.4 Course Descriptions

Course Descriptions for all courses offered from Fall 2009 through Fall 2014 are available in the folder Pt.IV Supplemental Information at http://gouillinois.edu/NAAB_2014_2015_ISoAcloud.

IV.2 4.5 Faculty Resumes

A resume for each faculty member, full-time, part-time, and adjunct, who has taught in the program from Fall 2012 through Fall 2014 is available in the folder Pt.IV Supplemental Information at http://gouillinois.edu/NAAB_2014_2015_ISoAcloud.

IV.3 Faculty Credentials and Teaching Assignments

Abbas Aminmansour <i>Associate Professor</i>	Ph.D. Pennsylvania State University <i>structural steel design, integrated design, construction and operation of tall buildings, sustainability impact of tall buildings</i>
Mir Ali <i>Professor Emeritus</i>	Ph.D. University of Waterloo <i>sustainability in tall buildings, advanced structural analysis</i>
Kathryn Anthony <i>ACSA Distinguished Professor</i>	Ph.D. University of California at Berkeley <i>social and behavioral factors in design, gender and race</i>
Paul Armstrong <i>Associate Professor Emeritus</i>	M.Arch. University of Wisconsin-Milwaukee <i>high-rise building design, urban regeneration</i>
Sara Bartumeus Ferré <i>Associate Professor</i>	M.Arch. Polytechnic University of Catalonia-UPC Spain <i>social housing, public space and facilities, urban design, landscape design</i>
Botond Bogнар <i>Edgar A. Tafel Chair in Architecture</i>	M.Arch. University of California Los Angeles <i>history and theory of Japanese architecture and urbanism, architectural design</i>
Mohamed Boubekri <i>Associate Professor</i>	Ph.D. Texas A&M University <i>sustainable technology, building energy/environmental performance</i>
David Chasco <i>Director and Professor</i>	M.Arch. University of Illinois at Urbana-Champaign <i>architectural design</i>
Kenny Cupers <i>Assistant Professor</i>	Ph.D. Harvard <i>nineteenth and twentieth century European architecture and urban history, urbanism, modernism</i>
Lynne Dearborn <i>Associate Professor</i>	Ph.D. University of Wisconsin-Milwaukee <i>research methods, healthy environments, social, behavioral, cultural, and environmental design</i>
Randy Deutsch <i>Associate Professor</i>	M.Arch. North Carolina State University <i>architectural design, integrated design strategies</i>

David Emmons <i>Visiting Lecturer</i>	M.Arch. University of Illinois at Urbana-Champaign <i>architectural design, digital design representation</i>
Kevin Erickson <i>Assistant Professor</i>	M.Arch. University of Michigan <i>digital fabrication, architectural design</i>
William Erwin <i>Associate Professor Emeritus</i>	MS Arch. Eng. University of Illinois at Urbana-Champaign <i>theory and design of concrete structures</i>
Lawrence Hamlin <i>Instructor</i>	M.F.A. San Francisco Art Institute <i>architectural design, graphic communication, drawing and design</i>
Ralph Hammann <i>Thomas D. Hubbard Professor in Architecture</i>	Ph.D. Technical University Darmstadt <i>building performance, environmental, technology, and sustainable design</i>
Erik Hemingway <i>Associate Professor</i>	M.Arch. Columbia University <i>architectural design</i>
Kevin Hinders <i>Associate Professor</i>	M.Arch. Cornell University <i>architectural design, urban design, master planning</i>
Mike Jackson <i>Visiting Professor</i>	MS Historic Preservation, Columbia University <i>building preservation and conservation</i>
Paul Kapp <i>Associate Professor</i>	M.S. University of Pennsylvania <i>historic building preservation, technology, adaptive reuse, architectural design</i>
Michael Kim <i>Professor</i>	Ph.D. University of California at Berkely <i>building systems, design integration, design theory</i>
Sudarshan Krishnan <i>Assistant Professor</i>	M.S.CEE University of Illinois at Urbana-Champaign <i>structural engineering, structural design/behavior</i>
Alejandro Lapunzina <i>Professor</i>	M.Arch. Washington University St. Louis <i>architectural design, landscape</i>
Vidar Lerum <i>Associate Professor</i>	Ph.D. Norwegian University of Science and Technology <i>architectural design, energy-efficient buildings</i>
Carl Lewis <i>Visiting Assistant Professor</i>	M.Arch. University of Illinois at Urbana-Champaign <i>architectural design</i>
Joy Malnar <i>Associate Professor</i>	M.Arch. University of Illinois at Chicago <i>behavior and environment, sensory architecture</i>
Andrea Melgarejo de Berry <i>Visiting Lecturer</i>	M.Arch & MUP University of Illinois at Urbana-Champaign <i>architectural design, urban design, design representation</i>
Heather Minor <i>Associate Professor</i>	Ph.D. Princeton <i>history of architecture</i>

Scott Murray
Associate Professor

M.Arch. Harvard
technology and performance, curtain wall design, detail and tectonics, building envelope design

Jeffery Poss
Professor

M.Arch. University of Illinois at Urbana-Champaign
architectural design, furniture design

John Senseney
Associate Professor

Ph.D. University of California at Santa Barbara
ancient Greek and Roman art and architecture

John Stallmeyer
Associate Professor

Ph.D. University of California at Berkeley
contemporary and urban architecture, digital technologies

Richard Strand
Associate Professor

Ph.D. University of Illinois at Urbana-Champaign
building systems, environmental technology (HVAC)

Mark Taylor
Assistant Professor

M.Arch. Illinois Institute of Technology
interior design, architectural design

Thérèse Tierney
Assistant Professor

Ph.D. University of California at Berkeley
design theory, new media, architectural design

Marci Uihlein
Assistant Professor

M.Arch. University of Illinois at Urbana-Champaign
building structures, design and technology

Lee Waldrep
Instructor, Administrator for Undergraduate Student Services

Ph.D. The American University
academic affairs, career development

James Warfield
Professor Emeritus

M.Arch / B.Arch, University of Illinois at Urbana-Champaign
architectural design, vernacular environments

William Worn
Clinical Associate Professor, Associate Director

M.Arch. University of Illinois at Urbana-Champaign
architectural design, healthcare environments

Fang Xu
Visiting Instructor

PhD. University of Illinois at Urbana-Champaign
architectural design, social, cultural, research methods in environmental design, culturally responsive teaching methods,

FACULTY MEMBER	Arch 101: Introduction to Architecture	Arch 199	Arch 210: Introduction to History of Architecture	Arch 231: Anatomy of Buildings	Arch 271: Graphics for Architects	Arch 341: Environment Tech HVAC	Arch 351: Statics & Dynamics	Arch 373: Arch Design & Landscape	Arch 399: Versailles Study	Arch 401: Versailles Independent Study	Arch 409: Topics in French Arch - Versailles	Arch 414: Arch Hist Elects (3 courses)	Arch 417: 20th Century Architecture	Arch 451: Theory & Design Steel & Timber	Arch 471: Fundamentals of Architectural Design	Arch 475: Arch Design & Development	Arch 476: Architectural Design & Exploration	Arch 501: Architectural Practice	Arch 511: Seminar in Ancient Architecture	Arch 512: Seminar in Medieval Architecture	Arch 518: Recording Historic Buildings	Arch 519: Conservation of Building Materials	Arch 544: Bldg. Syst. & Design Integration	Arch 551: Structural Analysis	Arch 558: Structural Wood Design	Arch 569: Advanced Structural Analysis	Arch 571: Design & Detailing	Arch 572: Behavior & Environment	Arch 573: Technology & Performance	Arch 574: Urban & Preservation	Arch 576: Grad Seminar	Arch 589: PhD Colloquium	Arch 594: Daylighting Design: Sys Perform and Human Factors	Arch 594: Grad Seminar: Inn Solar Powered Homes	Arch 595: Integrated Des and Const of Buildings	
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Waldrep, Lee																																				
Warfield, James																																				
Warren, Allison																																				

Faculty Teaching Schedule – Fall 2012

FACULTY MEMBER	Arch 101: Introduction to Architecture	Arch 199	Arch 210: Introduction to History of Architecture	Arch 222: Islamic Gardens and Architecture	Arch 233: Construction of Buildings	Arch 272: Strategies of Arch Design	Arch 342: Environment Tech Lighting and Acoustics	Arch 352: Mechanics of Mat & Design Apps	Arch 374: Arch Design & the City	Arch 399: Versailles Study	Arch 407: Rome: the Eternal City	Arch 409: Topics in French Arch- Versailles	Arch 413: Arch Hist Elects (3 courses)	Arch 419: Historic Building Preservation	Arch 423: Social/behavioral Factors in Design	Arch 452: Theory of Reinforced Concrete	Arch 472: Arch Des in Landscape and Cities	Arch 476: Architectural Design & Exploration	Arch 502: Structural Planning	Arch 516: Seminar: Amer and Eur Arch from 1800-2000	Arch 544: Bldg. Syst. & Design Integration	Arch 550: Reinforced Concrete Design	Arch 553: Adv Reinforced Concrete Design	Arch 556: Adv. Structural Planning	Arch 559: Structural Masonry Design	Arch 571: Design & Detailing	Arch 573: Technology & Performance	Arch 574: Urban & Preservation	Arch 576: Grad Seminar	
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Vesely, Brian																														
Warren, Allison																														
Worn, William																														
Xu, Fang																														

Faculty Teaching Schedule – Spring 2013

FACULTY MEMBER	Arch 475: Arch Design & Development	Arch 495: Study Abroad in Munich
Bognar, Botond		
Greenlee, Camden		
Kansler, Jeff		
Kim, Michael		

Faculty Teaching Schedule – Summer 2013

FACULTY MEMBER		Arch 101: Introduction to Architecture	Arch 159	Arch 210: Introduction to History of Architecture	Arch 231: Anatomy of Buildings	Arch 271: Graphics for Architects	Arch 341: Env. Tech HVAC	Arch 351: Statics & Dynamics	Arch 373: Arch Design & Landscape	Arch 414: Arch Hist Elects (3 courses)	Arch 417: 20th Century Architecture	Arch 423: Soc/Beh Factors in Design	Arch 424: Gender & Race in Contemporary Arch	Arch 451: Theory & Design Steel & Timber	Arch 471: Fundamentals of Architectural Design	Arch 475: Arch Design & Development	Arch 476: Architectural Design & Exploration	Arch 501: Architectural Practice	Arch 518: Recording Historic Buildings	Arch 519: Conservation of Building Materials	Arch 544: Bldg. Syst. & Design Integration	Arch 551: Structural Analysis	Arch 555: Prestressed Concrete Design	Arch 560: Advanced Structural Analysis	Arch 571: Design & Detailing	Arch 572: Behavior & Environment	Arch 573: Technology & Performance	Arch 574: Urban & Preservation	Arch 576: Grad Seminar	Arch 577: Theory of Architecture	Arch 589: PhD Colloquium	Arch 594: Daylighting Design: Sys Perform and Human Fctrs	Arch 595: Seismic Analysis and Design	Arch 595IN: Integrated Des and Const of Buildings	
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Warfield, James																																			
Warren, Allison																																			
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Faculty Teaching Schedule – Fall 2013

[illegible]

Faculty Teaching Schedule – Spring 2014

[illegible]

Faculty Teaching Schedule – Summer 2014

IV.4 4.6 Visiting Team Report 2009

The Visiting Team Report from the 2009 Accreditation Visit is available in the folder Pt.IV Supplemental Information at http://gouillinois.edu/NAAB_2014_2015_ISoAcloud.

IV.5 4.7 Catalog

The URL for retrieving online catalogs and related materials is http://go.uillinois.edu/Arch_Courses.

IV.6 Response to Offsite Program Questionnaire

The school's response to the Offsite Program Questionnaire for the year-long study abroad program in Versailles is available in the folder Pt.IV Supplemental Information at http://gouillinois.edu/NAAB_2014_2015_ISoAcloud.

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