

Interim Progress Report
University of Illinois at Urbana-Champaign
School of Architecture
M. Arch. [Preprofessional degree + 62 credits]
M. Arch. [undergrad degree + 65 pre-requisite credit hours and 54 graduate credits]
Last APR submission: September 7, 2014
Year of the previous visit: 2009

December 18, 2017

Chief administrator for the academic unit in which the program is located: Jeffery S. Poss, FAIA, Director

Provost: John P. Wilkin, Provost

President of the institution: Timothy L. Killeen, President University of Illinois

Individual submitting the Interim Progress Report: Jeffery S. Poss, FAIA, Director

Name of individual(s) to whom questions should be directed: Lynne M. Dearborn, Ph.D

Current term of accreditation: 8-year term

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

I.1.2 Learning Culture and Social Equity

2015 Visiting Team Assessment: The team found evidence that the program **has demonstrated** that it provides a positive and respectful learning environment as documented in the APR on pages 13 through 17. A Task Force, which was composed of an administrator, several faculty members, and a majority of the students, revised the school's School Culture Policy, which was adopted in May 2010. Cornerstones of that policy are respect, sharing, engagement, innovation, communication, and academic excellence across the program's community. The policy has been broadly shared through digital and print media, posted within the program's facilities, and included in the orientation week program given to incoming graduate students. Further revisions to the School Culture Policy were made in 2011 and 2014 in concert with other policy revisions being undertaken by the program. These revisions have been shared, as noted above.

The team found evidence that the program has **not demonstrated** that it provides a culturally rich learning environment relative to maintaining or increasing the diversity of its faculty, staff, and students. A Diversity Plan was developed by a committee whose members included faculty, students, and staff, and it was adopted in May 2000. The plan embraces five major principles that are to be activated through nine initiatives as described on page 18 of the APR. The plan is distributed digitally through the program's website. The undergraduate and graduate student enrollment figures provided on pages 97 and 98 of the APR illustrated that diversity decreased between fall 2007 and fall 2012. The ethnic diversity of the faculty has not increased as illustrated through examination of the faculty diversity figures reported in the 2009 APR relative to those reported in the 2013 Annual Report on page 100 of this APR. These figures illustrate that faculty gender diversity has increased by a small percentage, as the number of female faculty has remained unchanged while the total number of faculty has decreased. Additional information for 2014/2015, provided at the request of the visiting team, indicated that the percentage of tenure track female faculty campus wide is 34.2% compared to the Architecture unit's 23.3%. These additional figures reflected multiple years in which the Architecture unit's faculty diversity has been below that of the campus as a whole. The visiting team inquired about specific implementation plans—in addition to the eight Director's Scholarships and the NOMA-sponsored symposium, which both occurred in 2014—to activate the initiatives described on page 18 of the APR. No additional specific actions or plans were described in response to this inquiry, nor was additional documentation about the plans provided.

UIUC, 2017 Response: There is ample statistical evidence of the school's growing diversity: The U of I fall 2017, 10-day enrollment statistics for the Illinois School of Architecture show that among the domestic enrollees in the pre-professional BSAS, students self-identify in the following racial/ethnic groups: 52.6% Caucasian; 22.3% Hispanic; 7.4% African American; 13.7% Asian American; .6% Hawaiian/Pacific Islander; 3.1% mixed race. In the combined population of the 2 and 2+ year M. Arch professional degree program domestic students self-identify in the in the following racial/ethnic groups: 64.7% Caucasian; 14.1% Hispanic; 5.9% African American; 14.1% Asian American. These percentages illustrate the increasing diversity of the School's student body, particularly in the pre-professional program, which results from diversity-focused recruitment and retention initiatives at the campus, college, and school levels that have accelerated since the accreditation visit.

The following procedures to promote Learning Culture and Social Equity are being implemented:

- **Diversity Initiatives:** Recognizing that the profile of the faculty needs to similarly diversify, the school has taken several steps in that direction by successfully bringing onto our faculty a TOPs (Target of Opportunity program)-eligible person of color through the highly-competitive Illinois-Distinguished Post-Doctoral Fellows Program. We anticipate that this individual will join the faculty on the tenure-track either next year or the following year. In the School's current faculty search at the assistant professor level, the committee has actively and successfully engaged in a process to build a very diverse candidate pool by seeking out and inviting applications from accomplished scholars who are either females or persons of color or both. This has

yielded an applicant pool more diverse than the School usually attracts. The School's faculty and our climate are benefitting from campus- and unit-level trainings related to Title IX and implicit bias. The College of Fine and Applied Arts is leading programs addressing recruitment and retention. The School's members working on these initiatives are helping to bolster efforts at the school level.

- **FAA Ad Hoc Committee on Diversity and Inclusion:** This year the college has created an Ad Hoc committee on Diversity and Inclusion, which evolved from the FAA Diversity Action Team, which implemented recommendations for the college's 2015 report from the Recruitment and Retention Task Force. Since Fall 2015, the college and its units have made progress toward identifying what must be done to ensure that our college is open to all who can contribute toward achieving its plural aims, and that all contributions are accorded due consideration in an environment characterized by mutual respect and a desire to broaden aesthetic preferences and cultural perspectives.
- **Creation of ISOA Ad Hoc Committee on Diversity and Inclusion:** The ISOA representatives to the FAA committee have recently developed a draft document "DIVERSITY AND INCLUSION STRATEGIES FOR THE SCHOOL OF ARCHITECTURE." The final draft will be used as a blueprint to move forward on creating a more diverse and inclusive school. Some immediate efforts for implementation:
 - Identify members for the ISOA Ad Hoc Committee on Diversity and Inclusion
 - Review of the climate of School with a particular focus on D&I by an external body with specific training in this area.
 - Include diversity and inclusion in the School's strategic plan.
 - As a faculty, revisit, rewrite, and/or readopt the School's Diversity and Culture Policy.
 - Recruit diverse candidate for open positions
 - Host a reunion of all women graduates from the School, featuring several as speakers, with exhibited work of others.
- **University Special Assistant:** The campus is making progress toward understanding how best to realize its aspirations regarding diversity and inclusion. In Spring 2017, Chancellor Robert Jones accepted an external report regarding campus diversity and inclusion efforts. This fall, he has retained a special assistant, Dr. Nancy "Rusty" Barcelo, to advise him on implementing the report's recommendations. We expect one implementation step to include creation of a central campus leader for diversity and inclusion efforts, whose work will be supported by a campus-level diversity council. This leader and council will expect to communicate with corresponding leadership structures in the academic colleges.

I.1.5 Self-Assessment Procedure

2015 Visiting Team Assessment: The team found evidence that the program **has not demonstrated** that its processes meet Condition I.1.5 as documented in the APR on pages 27 through 34. The program has defined its objectives and assessed its challenges. While the program's Curriculum Committee members include students to assist in the evaluation of courses, few other inputs appear to be utilized. The campus-wide Instructor and Course Evaluation System (ICES), the Center for Innovation in Teaching and Learning (CITL), the "Teachers Ranked as Excellent by their Students" list, and the Chancellor's Senior Survey are available inputs that can be used, but there is no evidence that they are regularly consulted. The student meetings with the director and the "Quipit" forums that include students and faculty, which are held periodically throughout the academic year, are additional opportunities for input, but there does not appear to be any documentation of these discussions that can be referenced in the assessment process. There is no discussion in the APR of regular, documented input to the assessment process from practitioners or alumni. No specific implementation plan with milestones is used to evaluate progress toward achieving the program's goals or the many changes that it currently has underway. See also Causes of Concern, A., listed above.

UIUC, 2017 Response: The following Self-Assessment Procedures have been implemented:

- **Annual Program Area Reports to Director and Executive Committee** – Every year, the Chairs of the Program Areas submit reports to the Director that summarize faculty achievements, new or ongoing projects, and future goals. **See a summary or recent projects in Section C “Significant Changes in Educational Approach or Philosophy - Implementation of Program Area Research Agendas”**
- **Curriculum Committee** - This committee has been charged with the implementation of the new curriculum. This involves: identifying faculty to teach the new courses, oversight of course development, and delivery of new and continuing courses. **See Section B “Revised Curriculum”**
- **Teaching Evaluations** – The school relies on a four-part method for building and evaluating faculty success in teaching:
 - The **Instructor & Course Evaluation System (ICES)** is used across campus as the official instructor and course evaluation for faculty and teaching assistants. The ICES results are often utilized for course improvement, promotion & tenure review, teaching award decisions, and student registration assistance (via our "Teachers Ranked as Excellent by Their Students" list). ICES results are only one indicator of teaching effectiveness and are used in conjunction with other measures of teaching quality such as student learning outcomes, observations, document analysis, and self-review.
 - **Faculty Mentors** are highly recommended by the college for every new tenure-track or specialized faculty entering the school. The intention is for every new faculty to identify two faculty mentors – one within the school; the other in a kindred unit – to offer advice and counsel to the new faculty.
 - The school’s **Promotion & Tenure Committee** conducts teaching evaluations for early career faculty in years 3 and 4. The director summarizes the committee’s findings by consulting with them. The letter is then sent to the faculty member being evaluated. These finding often include recommending to the candidate that they attend the CITL workshops.
 - **The Center for Innovation in Teaching & Learning (CITL)** is a hub of innovation and hands-on support for those who want to discuss and work with higher education trends, models, projects, and resources. CITL uses leading pedagogical approaches, research-based methodologies, innovative instructional technologies, and comprehensive assessment practices to strengthen teaching efforts and improve student learning outcomes. CITL seeks to strengthen ties with colleges, programs, and units across the University that are integral to the teaching and learning missions of the university. CITL programs and activities enable colleagues to share ideas and expertise with one another, learn of new developments in the scholarship of teaching and learning, and strengthen teaching skills and strategies.
- **Faculty Grievance Committee of ISoA** consists of three faculty and one Human Resources representative appointed by the Director in consultation with the Committee as an ex-officio non-voting member.
- **Student Concerns Committee** consists of three faculty members, one graduate student and one undergraduate student all appointed for a one-year term. The Director of Graduate Studies and Administrator for Undergraduate Student Services serve as ex officio members.

The following Self-Assessment Procedure will be implemented in the form of an Ad Hoc committee, followed by a charge to the Bylaws Committee to draft language to consider an Accreditation Committee as a standing committee in the school:

- **Creation of an Accreditation Committee:** Our leadership team believes that the ISoA would be well served to add an Accreditation Committee to the standing committees of the school. The committee will be composed of 4 members as appointed by the Director with staggered two-year terms that ensure continuity on the committee. This proposal has been submitted to the school’s Bylaws and Procedures Committee for development in spring ’18. The committee’s charge is to:
 - Collect and curate materials necessary for NAAB visits. Including syllabi and student work in digital and physical form.

- Assist the Office of the Director in preparing yearly NAAB reports as required by the NAAB Conditions and Procedures.
- Assist the Office of the Director in preparing the two-year and five-year interim reports as required by the NAAB Conditions and Procedures.
- Once per year (in the spring semester not later than the last day of scheduled classes) Review NAAB VTR and ascertain where, Conditions Not Met, and Areas of Concern are supposed to be being met and or remedied and report to the Director and Curriculum Committee on evidence that these Conditions Not Met and Areas of Concern are being remedied including evidence (syllabi and student outcomes). Provide a report of same to Office of the Director, Curriculum Committee and Program Area Chairs and provide an oral report of same at the first faculty meeting of the year (Faculty retreat.)
- Assist the office of the Director with other accreditations as required by campus and university offices.

A.4 Technical Documentation

2015 Visiting Team Assessment: The visiting team found that the A.4 Technical Documentation criterion is **Not Met** through a review of the syllabi, presentations, and student work in either Arch 475 or Arch 573 as noted on the SPC Matrix provided in the team room.

This criterion calls for **ability** to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

UIUC, 2017 Response:

2009 SPC: A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

2015 SPC: 2015 B.4 Technical Documentation: *Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

Response: Technical Documentation is addressed in the following undergraduate and graduate courses:

- **ARCH 231 Anatomy of Buildings:** Students make technically clear drawings and learn the purpose of drawings vs. specifications, specifically the CSI MasterFormat specifications system where they are asked to outline a specification for a light frame construction project. Students create a physical model of a light frame constructed residence illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
- **ARCH 233 Construction of Buildings:** Students make technically clear drawings, and are reintroduced to the CSI MasterFormat specifications system and are asked to draft a partial outline specification for a heavy construction project, a 17-story concrete residential high-rise. Students also create a virtual model using building information modeling (BIM) for a heavy construction project, a 17-story concrete residential high-rise.
- **ARCH 475 Comprehensive Design Studio:** Students are required to produce make technically clear drawings, including structural documents, for their semester-long building design assignment, at the level of completion expected from a design development set of documents.
- **ARCH 501 Professional Practice** students learn (or re-learn) the purpose and value of technically clear drawings vs. specifications, specifically the CSI MasterFormat specifications system, and in a writing exercise are asked to outline a specification for a current or past studio project.

- **ARCH 57X** students construct both physical and virtual models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.9 Historical Traditions and Global Culture

2015 Visiting Team Assessment: The visiting team found that the A.9 Historical Traditions and Global Culture criterion is **Not Met** in Arch 577, Arch 573, Arch 475, or Arch 210 as noted on the SPC Matrix provided in the team room. A review of the syllabi, presentations, and student work provided did not demonstrate that the traditions and culture of either the Eastern or the Southern hemisphere was addressed.

This criterion calls for **Understanding** of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

UIUC, 2017 Response:

2009 SPC: A.9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

2015 SPC: A.7 History and Culture: *Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, regional, settings in terms of their political, economic, social, and technological factors.*

Response: These areas are now address through modified content in “ARCH 210: INTRODUCTION TO THE HISTORY OF ARCHITECTURE,” and the implementation of a new core graduate course “ARCH 517: ARCHITECTURAL HISTORY 1850 – PRESENT” address 2009 SPC A.9, and 2015 SPC A.7. **See syllabi for these courses in: “e. Appendix.”**

B.1 Pre-Design

2015 Visiting Team Assessment: The visiting team found evidence that the B.1 Pre-Design criterion is **Not Met** through a review of the syllabi, presentations, and student work in the binder for Arch 572. Some student work did illustrate that students acquired these skills as noted in the SPC Matrix provided in the team room. In response to the team’s request for additional evidence, the program indicated that not all graduate students were required to enroll in Arch 572. Perhaps as few as 85% of the students were enrolled in this course.

This criterion calls for **ability** to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

UIUC, 2017 Response: [Click here to enter text.](#)

2009 SPC: B.1 Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

2015 SPC B.1 Pre-Design: *Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs, an inventory of spaces and their requirements, an analysis of site conditions (including existing buildings), a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project, and a definition of site selection*

and design assessment criteria.

Response: An “awareness” of Pre-Design is addressed in the following listed undergraduate and graduate courses. However, the ISoA, as it advances the new curriculum, needs to identify a specific course where “ability” of pre-design is housed. The Curriculum Committee is determining the solution, which will be addressed more directly in the next IPR.

- **ARCH 231 Anatomy of Buildings:** This course introduces the topic of pre-design - what it entails, who it involves, when it occurs to students at the Sophomore level in the BSAS. It provides students with an understanding.
- **ARCH 321 Architecture, Environment and Global Health:** This new course is taken by students in the junior year of the BSAS which familiarizes them with assessment of client and user needs and design responses that support improved occupant health and well-being and examines relevant laws and standards to protect occupant health.
- **ARCH 57X Graduate Design Studio Sequence:** Students are required to take four semesters of graduate design studios. These studios are organized to create a range of scales and approaches. In every course, a student’s understanding of pre-design is applied to the studio topic. This can range from working, testing, and adopting or challenging a given program, to speculative projects where students are expected to develop the full program. Within this four-semester sequence, students learn awareness of pre-design.
- **ARCH 571 - Design: Detail & Architectonics:** Previous topics include: *Architecture and Communication; Cultural Structures, performative MATERIALITY; Temporary, Transitional and Contemporary Sheltering; Big Design comes from Small Projects; CASABLANCA Sustainable Market Square; 500 Square Feet - Architectural Assemblies in Detail; The Small Studio*
- **ARCH 572 - Design: Behavior & Environment:** Previous topics include: *An Investigation of Appropriate Development: The Haiti Idea Challenge; Hospital in an Inhospitable Land: An off-the Grid Hospital in Afghanistan; Neighborhoods, Housing, and Health; Chicago Lakefront Design and Connection with its Northern Neighbor; A Travelers' Inn; Northern Plains Native American Studies Center; Connecting Modes and Scales Experience; Chronic Disease and Post Industrial Transformations; New Harmony - The Next Century; Culturally - and Environmentally Sensitive Architecture; The Wild Things & An Arts Museum for Children; Dwelling, Health and the Built Environment; Cross-Training Diversity - Midwest Olympic-Paralympic Sport Center; Polytrauma and Integration: A continuum of care for wounded veterans in higher education*
- **ARCH 573 - Design: Technology & Performance:** Previous topics include: *Architecture for Aquaculture: Investigation, Design and Tech. of Future Symbiotic Fish/Algae Plants in S.E. Asia; Replacing the Oil Barrel; Adaptive Enclosures for Affordable Housing; Hotel/Condominium Tower: A Mixed-Use Skyscraper in Chicago's Streeterville District; Integrative Architectural Design; The John Cranko School; Thirty-Two Iterations; Chicago HSR Commerce Tower (CHSRCT); Baufeld ; House of Corn and Beans; Slowfood Urbanism*
- **ARCH 574 - Design: Architecture, Urbanism & Preservation:** Previous topics include: *Urban Gallery with Information Center; New Models New York; Historic Preservation and Adaptive use Design: The Old Sheriff's House and Holley Jail; Network City, A New Metro Station for Chicago; Urban Complex in Chicago; IDEAS, New York City; The St. Louis Experiment, Post-Industrial Urbanism; Chicago 2025: Reinventing the Post-Industrial City; Between Reality and Fiction plus New School of Architecture University; Restoring, Rehabilitating and Adding to a National Historic Landmark Can Batllo Barcelona; A Multipurpose Cultural Urban Complex in Chicago; Post-Industrial Urbanism; The Orpheum Children's Science Museum: Renovation and Addition; Chicago Terminus; Franklin Point, Postindustrial Redevelopment in Chicago; 22@smart City Campus Barcelona; The Illinois State Armory, Historic Re-adaptation; Urban Mix Use in Arlington, Virginia Transit Corridor*

B.2 Accessibility

2015 Visiting Team Assessment: The visiting team found evidence that the B.2 Accessibility criterion is **Not Met** through a review of the syllabi, presentations, and student work in the binders and the drawings for Arch 573 and Arch 475 as noted in the SPC Matrix provided in the team room. In addition, evidence was not found in studio courses Arch 571, Arch 572, and Arch 574. Evidence in student drawings was inconsistent in demonstrating that accessibility and inclusive design issues are consciously or critically addressed in students' design solutions. This SPC was also **Not Met** in the 2009 accreditation cycle.

This criterion calls for **ability** to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

UIUC, 2017 Response: 2009 SPC: B.2 Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

2015 SPC: B.3. Codes and Regulations: *Ability to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.*

Response: For freshman entering the BSAS curriculum in Fall 2017 or after, accessibility is addressed in the following required undergraduate courses at the Junior level:

- **ARCH 321 Architecture, Environment and Global Health**
This new course introduces the concept of range of abilities based on physical, sensory, and cognitive function of humans. It delivers knowledge about the environment's contribution to acute illness and chronic disease as well as the role of the designed environment to improve well-being and quality of life of building users in response to all ability levels. While a Universal Design perspective is advanced, codes and regulations addressing life-safety and accessibility are introduced as minimum standards for sites, facilities and systems. Students apply this knowledge through vignettes across a range of scales and project types in an active-learning pedagogic model. **See syllabi for this course in: "e. Appendix."**
- **ARCH 371 - Architectural Design and Urbanism**
This course addresses building design in the community setting; creation of place; introductory urban design and site planning issues, including universal design and accessibility in urban contexts; human-built environment relationship issues; architectural design and presentation methods; required field trips.
- **ARCH 372 - Design and Human Experience**
This course engages students in the environmental design process through the lens of human experience. Through several short, but increasingly complex environmental design projects, students respond to concerns of scale, human and built context, natural environment systems, cultural perspectives, multi-sensory perception, widely accessible and enabling environments, and health and well-being considerations in the environment. Design projects are considered as discrete places within broader physical, social, cultural, and economic systems. This class requires field trips.

In Fall 2018, we are moving our integrative design studio experience from ARCH 475 (undergraduate) to ARCH 575 (graduate). Both are required courses in the new curriculum:

- **ARCH 475 - Architectural Design & Development**
Schematic design and development of a small-scale public building emphasizing the integration of the basic elements of building; materials, details, structure, technology, program, life safety, and universal design.
- **ARCH 575 - Integrative Architecture Design Studio**

Schematic design and development of a public building focusing on the integration of environmental, structural, and building envelope systems, while also addressing issues of accessibility, life safety, environmental stewardship, and site conditions. Field trips may be required.

B.5 Life Safety

2015 Visiting Team Assessment: The visiting team found evidence that the B.5 Life Safety criterion is **Not Met** through a review of the syllabi, presentations, and student work in the binders and the drawings for courses Arch 573 and Arch 475 as noted in the SPC Matrix provided in the team room. In addition, evidence was not found in studio courses Arch 571, Arch 572, and Arch 574. Evidence in student drawings was inconsistent in demonstrating that life-safety provisions, including door swings, exit stair layouts, areas of refuge, fire sprinklers, and fire rated assemblies, are often considered in the studio courses.

This criterion demands **ability** to apply the basic principles of life-safety systems with an emphasis on egress.

UIUC, 2017 Response: *2009 SPC: B.5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

2015 SPC: B.3. Codes and Regulations: Ability to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Response: For freshman entering the BSAS curriculum in Fall 2017 or after, accessibility is addressed in the following required undergraduate courses at the Junior level:

- **ARCH 321 Architecture, Environment and Global Health**
This new course advances a Universal Design perspective but also introduces codes and regulations addressing life-safety and accessibility as minimum standards for sites, facilities and systems to preserve life-safety and human well-being. Students apply this knowledge through vignettes across a range of scales and project types in an active-learning pedagogic model. **See syllabi for this course in: “e. Appendix.”**
- **ARCH 371 - Architectural Design and Urbanism**
Students are introduced to the principles of life-safety standards, accessibility standards, and other codes and regulations within the urban context through building design in the community setting; creation of place; introductory urban design and site planning issues, human-built environment relationship issues; architectural design and presentation methods; required field trips.
- **ARCH 372 - Design and Human Experience**
This course engages students in the environmental design process through the lens of human experience. Students are introduced to the principles of life-safety standards, accessibility standards, and other codes and regulations within suburban and rural contexts through several short, but increasingly complex environmental design projects. Students respond to concerns of scale, human and built context, natural environment systems, cultural perspectives, multi-sensory perception, widely accessible and enabling environments, and health and well-being considerations in the environment. Design projects are considered as discrete places within broader physical, social, cultural, and economic systems. This class requires field trips.

In Fall 2018, we are moving our integrative design studio experience from ARCH 475 (undergraduate) to ARCH 575 (graduate). Both are required courses in the new curriculum:

- **ARCH 475 - Architectural Design & Development**
Schematic design and development of a small-scale public building emphasizing the integration of the basic elements of building; materials, details, structure, technology, program, life safety, and universal design.

- **ARCH 575 - Integrative Architecture Design Studio**
Schematic design and development of a public building focusing on the integration of environmental, structural, and building envelope systems, while also addressing issues of accessibility, life safety, environmental stewardship, and site conditions. Field trips may be required.

B.6 Comprehensive Design

2015 Visiting Team Assessment: The visiting team found evidence that the B.6 Comprehensive Design criterion is **Not Met** through a review of the syllabi, presentations, and student work in the binders and the drawings for Arch 573 and Arch 475 as noted in the SPC Matrix provided in the team room. In addition, evidence was not found in studio courses Arch 571, Arch 572, and Arch 574. A number of the underlying SPCs required of this SPC were Not Met as noted, resulting in student drawings that were inconsistent in demonstrating that these design issues are consciously or critically addressed. This SPC was also **Not Met** in the 2009 accreditation cycle.

This criterion demands **ability** to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the SPC.

UIUC, 2017 Response: 2009 SPC: B.6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.8. Environmental Systems
- B.9. Structural Systems

2015 SPC: C.1 Integrative Design: *Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*

Response: In Fall 2018, next year we are moving our comprehensive and integrative design studio experience from ARCH 475 (undergraduate) to ARCH 575 (graduate). ARCH 575 is designed to demonstrate each student's ability to produce a comprehensive architectural project that demonstrates his/her capacity to make design decisions across scales while integrating: *Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, Historical Traditions and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems, and Structural Systems.* While both ARCH 475 and ARCH 575 are required courses in the new curriculum, students' demonstration of comprehensive and integrative design will happen in the graduate course, ARCH 575.

b. Plans for/Progress in Addressing Causes of Concern

- **Adoption of new bylaws**

2015 Visiting Team Comments: In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The

aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: [Click here to enter text.](#)

The School's recent bylaws revision aligns with the College of Fine and Applied Arts "College Strategy 2014-17," in which the review and revision of each department's bylaws is encouraged as a means to bring greater clarity and integrity to administrative processes and faculty governance. The adoption of new bylaws is a direct reflection of the School's work to improve itself, and adjust to the changing context of Architecture and the world. The re-creation of the bylaws has transformed that document within the culture of the school, from a seldom-regarded document into a set of central guiding participatory principals with which we evolve through the 21st century. In that spirit, the AY 17-18 Bylaws Committee was charged to craft language for the following adjustments to the bylaws:

- Develop a Program Chairs Committee
- Consideration of longer service term for some committees (e.g., International)
- Student Concerns Committee: language that excludes student members from participating in capricious grading cases to address confidentiality concerns.

In addition to this charge from the Interim director, the Chair of the Curriculum committee recommended the creating of an Accreditation Committee (**See I.1.5**)

- **Revised Curriculum**

2015 Visiting Team Comments: In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: The Curriculum Committee, a standing committee of the School of Architecture composed of the School's Program Area Chairs (4), two at large faculty members as selected by the Director, the

Graduate Programs and Undergraduate Program Director, an Undergraduate and a Graduate student as appointed by the Director, represents the key body that is tasked specifically with addressing the many complexities of introducing the new curriculum.

As such, over the last two years the committee has developed a comprehensive matrix of new and existing courses, identifying when old courses will sunset and when new courses will be brought on line. This matrix has been developed for both the undergraduate and graduate program and it has been shared with all faculty for their review and comment. The committee has been made aware of any concerns of faculty through this process as well as by the reporting of the Program Area chairs in consultation with their respective Program Area faculty. Office staff of the School, who constitute an important communications bridge between decision making and students have also been brought into the process to ensure that communications with students are consistent with the decisions being made and plans for implementation. Staff members also have a key role in ensuring the successful rollout and are an important feedback mechanism from students to the committee. These channels of communication remain open and office staff have worked closely with the committee to ensure a smooth transition.

In addition, separate matrices showing how various student cohorts will navigate the new curriculum at both the undergraduate and Graduate levels have been developed and disseminated to students through a series of meetings held with the student body. The website of the School also reflects these important changes.

These measures, as well as the development of a critical path to track the progress toward full implementation of the new curriculum and identify schedule and resource conflicts, address each of the concerns voiced by the visiting team, namely a clear plan to guide implementation, transparency in decision making and communication to all stake holders, communication of progress, and the building of trust between all stake holders. As the process of implementation continues the Curriculum Committee as well as the Office of the Director will continue to build on these important steps in order to bring the new curriculum introduction successfully online.

In addition to oversight by the Curriculum committee, the effectiveness of curricula, currently and in the future, is subject to two additional levels of review. The School's Bylaws require each Program Area to "create an Annual Report for the Director and Executive Committee on the curriculum, teaching assignments, and delivery of courses and programs" (V.A.4.b.v). The Director and Executive Committee are responsible for evaluating these reports and seeing that needed curricular improvements are implemented.

Beyond annual review within the School, academic curricula are subject to periodic assessment as part of the comprehensive Academic Program Review process conducted by the Office of the Provost (<http://provost.illinois.edu/programreview/>). Architecture's next program review, which includes a visit by external evaluators, is scheduled for the 2018-2019 academic year.

- **Decreasing Student Enrollment**

2015 Visiting Team Comments: In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be

implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: Student enrollment is increasing: In 2009, 299 students applied to the M. Arch program, 43% were admitted, 50% percent accepted (65 students) and 89% percent showed/enrolled (58 students). In 2015, 328 students applied to the M. Arch program, 60% were admitted, 36% percent accepted (79 students), and 82% percent showed/enrolled (65 students). In 2017, 342 students applied to the M. Arch program, 72% were admitted, 42% percent accepted (101 students), and 84 percent showed/enrolled (85 students).

- **Revised Graduate Admissions Process**

2015 Visiting Team Comments: The documentation of graduates of the program's non-accredited BSAS degree applying for admission to its M. Arch. program does not record compliance with the SPCs met as a result of the successful completion of that undergraduate curriculum. This documentation process does not parallel the documentation of graduate students applying for admission to the M. Arch. program from other pre-professional degree programs, non-professional degree programs, or other academic institutions. The visiting team is concerned that the graduates of the BSAS program who continue their professional education at the University of Illinois may not have their compliance with the SPCs attained during their undergraduate performance accurately documented. The visiting team is, therefore, concerned that those BSAS students could have their academic advising compromised as the program completes implementation of its planned curriculum change that relocates SPCs from its undergraduate to its graduate program.

UIUC, 2017 Response: Each student who successfully completes the program's non-accredited BSAS degree, graduates with that degree, and matriculates into the School's M. Arch program, has by virtue of successful completion of the curriculum met the SPCs satisfied through the BSAS curriculum. This has always been the case – specifically, the admissions process has been in place since the spring of 2011 and serves the need to document SPC requirements arising from NAAB – but only recently has The Office for Graduate Studies started documenting that the SPCs have been met for each student entering the M. Arch program, whether from the program's own non-accredited BSAS or elsewhere. The School's Graduate Office continues to maintain the records of requirements completed for each M. Arch student and students are required to review these at regular intervals throughout their M. Arch program.

- **Reduction in State Funds**

2015 Visiting Team Comments: In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the

implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: Despite the State of Illinois's well known budgetary problems the past few years, a budget was finally passed for the current year. Due to fiscal planning the delayed budget with reduced funding did not have an impact on the current finances. Enrollment growth helped keep our instruction funding at the same level as the previous year.

- **Transfer of Premier Study Abroad Program**

2015 Visiting Team Comments: In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: Modelled after its renowned predecessor (the Study Abroad Program in Versailles, 1970-2013), the IASAP-BV (Illinois Architecture Study Abroad Program in Barcelona-El Vallès, also known as the "Barcelona program") is now in the fourth year of operation. In this brief period, many objectives envisioned with the program's relocation were already attained. These include: (a) the consolidation of the program's curriculum as a combination of core courses and a wide range of support activities such as workshops, field-trips and other extracurricular events; (b) the development and implementation of joint courses in Architectural Design and Architectural History that are taught by teams of faculty members from the ETSAV (host school) and the ISoA; in these courses IASAP-BV participants work in direct relationship with fellow students from the ETSAV and from the intra-European Erasmus exchange program; (c) the transformation of Architectural History courses into highly dynamic thematic offerings that expose students first-hand to the rich and varied architectural and urbanistic legacy of Barcelona, Spain and Europe; and, (d) the development of thematic intensive workshops primarily taught by specially invited workshop-leaders that intensify the overall educational richness of the yearlong experience of overseas studies. All courses and activities are taught in English by a team of faculty appointed directly by the Illinois School of Architecture and coordinated by the Program's Director who is one of the School's Full Professors. With the current curriculum firmly consolidated and joint activities with ETSAV evolving satisfactorily, the program's more immediate objectives are to attain a higher level of enrollment and to be ready to implement the School's new curriculum in the next two-or-three years, that is, when the current freshmen class reaches the junior or senior level. On a different level, the transparency in decision-making is reinforced by the fluid communication between the School's Director and the IASAP's Director who, in addition to exchanging documents and messages via electronic mail, hold a weekly hour-long teleconference to discuss every aspect related to the program, from students' issues and faculty appointments, to the institutional relationship between the ISoA and the ETSAV. Moreover, the Program's Director holds regular meetings with the School's International Program Committee. In synthesis, despite the enormous complexity that entailed the relocation of the overseas program from

Versailles to Barcelona-El Vallès, the transfer was made rather seamlessly. More importantly, in its short life, the Barcelona program has already generated its own distinctive characteristics while rigorously respecting the School's high standards of teaching. The participants' positive recognition of their experience at the IASAP-BV stands as a testimony that the relocation has fully preserved the program's legacy. In fact, it can be said that in only three-and-a-half years of operation, the IASAP-BV is already on a firm path to surpass the historically recognized reputation of its predecessor in Versailles.

- **New Faculty**

2015 Visiting Team Comments: This team was not provided with the opportunity to meet the interim dean of the CAHNRS. Discussions with dean of the CEA revealed strong support for the dual college model. Several faculty and staff mentioned the challenge of managing program budgets within the School of Design & Construction, which is funded through its two parent colleges (CAHNRS and CEA). This will likely continue to be a challenge. On the positive side, it also provides twice the advocacy at the Dean level for all programs of the SDC, including architecture. The challenge will be maintaining the independence of the development fund for the program while establishing a development fund for the SDC.

UIUC, 2017 Response: Hiring new faculty is a natural part of the evolution of any academic program. The University of Illinois at Urbana-Champaign has felt it important to grant hires to the School based on the strength of our student population. See "e. New Faculty Member Bios"

- **Appointment of New Director**

2015 Visiting Team Comments: The program's director joined the faculty for a 3-year term less than 1 year ago in this time of great change. The visiting team shares the concern—expressed by members of the academic community—that the director's academic expertise is not within the body of knowledge, skills, or traditions of architecture or its professional practice.

In light of the number and magnitude of the changes being undertaken, the visiting team has several concerns regarding the program's future. The aspirational nature of these changes is indicative of the program's clear intention to maintain its legacy and the high standards it has historically achieved. Without a clearly documented plan that includes milestones to guide the implementation of so many simultaneous changes, neither faculty nor students are certain of their path forward. The program clearly recognizes that these changes are far from complete. Some changes, for example, full implementation of the new curriculum, are not anticipated earlier than the 2016 -2017 academic year. The visiting team has reviewed a limited number of examples of student work that may not be relevant, given curriculum changes immediately on the program's horizon. Other changes have undergone continual adjustment in recent years, such as the School Culture Policy and the by-laws, which raises a degree of uncertainty in the academic community. Other changes have just begun to be implemented, such as the relocated study abroad program and the graduate admissions process, with the result being that their effectiveness is unknown. Therefore, to successfully complete the implementation of this process of change, the following will be required: transparency in decision-making, communication of the progress along the path of change, and the mutual trust and respect that need to be extended to every member of the student body, staff, and faculty.

UIUC, 2017 Response: The concern addressed in the APR report referred to the previous director, Dr. Peter Mortensen, who was appointed after his predecessor, director David Chasco, FAIA, concluded a second five-year term. This is consistent with the two terms that many executive officers on campus can be expected to serve. The school did not believe that the statement reflected a concern of the academic community as a whole, and this was fully addressed in the school's initial response to the APR two years ago. During the course of his tenure as director, Dr. Mortensen performed admirably and represented the School well. The fact that he was asked to fill the role of Interim Dean of the college attests to the institution's trust in his

abilities as an able administrator. In Fall 2016 the school began a worldwide search for a new Director. The search resulted in three finalists who visited campus in early 2017. A dual-career-hire negotiation with the preferred candidate extended past the anticipated August 2017 contract start. Professor Jeffery Poss, FAIA, an experienced faculty member as well as a practicing architect, agreed to fill in as Interim Director for Fall 2017. Unfortunately, the preferred candidate withdrew from consideration for personal reasons, and the search was brought to a close. Interim Dean Mortensen has already begun working with the Office of the Provost to define a search process intended to launch soon, a process that incorporates an extended recruitment period that is designed to ensure an applicant pool of great depth and diversity. Professor Jeffery Poss, FAIA, has agreed to continue serving in the role of Interim Director until January 2019. See “e. New Administrator Bio”

c. Changes or Planned Changes in the Program

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

UIUC, 2017 Response: [Click here to enter text.](#)

Faculty Retirements

- **Joy Malnar:** After nearly two decades of teaching studios and seminars that focused on sensory design, as well as co-authoring three books, Professor Malnar retired in January 2017. She has received Emeritus status.
- **William Worn:** Associate Clinical Professor Worn retired from the school in August 2016. He continues to bring his expertise in the planning of health care facilities to the classroom. In Spring 2018, he will coordinate the school’s Chicago Studio, bringing industry experts to review and consult with the students.
- **Vidar Lerum:** After 10 years of teaching studios and seminars that focused on energy use and environmental sustainability, as well as producing two books, Associate Professor Lerum retired in September 2017. He has received Emeritus status.

AP Resignation/Retirement

- **Lee Waldrup:** After 7 years as the Administrator of Undergraduate Services, Dr. Waldrup resigned from that position in August 2017. His advising, networking, and recruiting responsibilities have been assumed by members of the faculty and staff during the fall ’17 semester. We will begin a regional search for his replacement in December 2017.
- **Kate Brown:** For the past 20 years, Kate Brown has been a Senior Housing Research Specialist Working on affordable housing projects, most recently as program manager of the Illinois PHA Energy Efficient Living Program. Her retirement in December 2017 coincides with the restructuring of state budget priorities and the reduction of program funding.

Succession Planning

- **Recent Hiring of Fabrication Coordinator:** Last year the school appointed Lowell Miller as its Fabrication Coordinator. In this role, Mr. Miller manages the school’s extensive woodshop and fabrication operations located in the Architecture Annex. He has also initiated the *Root-to-Roof Initiative*. See “c. New Opportunities for Collaboration”
- **New Faculty:** See “e. New Faculty Member Bios”

- **Current Health + Well Being Search:** The school is currently conducting a national search for an early career scholar with a demonstrated research agenda at the intersection of environmental design, health, and well-being at any environmental scale. This position will bolster a portion of the curriculum that reflects the growing professional demand for graduates with knowledge, research capabilities, and design facility at the intersection of public health and environmental design as well as health care facility design. We are currently reviewing applications and plan to invite selected candidates to campus early spring.
- **Current Dual Career Hire Negotiation:** The ISoA and the Department of Landscape Architecture are currently negotiating a split-appointment faculty position that would begin Fall 2018. This would fulfill a need for leadership and coordination in new undergraduate courses that will be implemented next year.
- **Anticipated AY 18-19 Search for Kerbis Chair:** With a generous gift from the estate of Gertrude Lempp Kerbis, FAIA, now in place, we anticipate a national search for the *Gertrude Lempp Kerbis Endowed Chair in Architecture*. Quoting the language of the gift, we will strive to “select a faculty member who, in addition to possessing the other qualifications for a faculty appointment, has expertise and academic abilities within the field of research in innovative, emerging architectural design research, architectural structural design and materials, and innovative engineering in relationship to architecture, and who exemplifies leadership within the University and profession.” This position will coincide with the rollout of advanced technology courses in our new graduate curriculum.
- **Anticipated AY 18-19 Search for Director of the Illinois School of Architecture:** Interim Dean Mortensen is working with the Office of the Provost to define a search process intended to launch soon.

Administration Changes

- **Director of the Illinois School of Architecture:** Interim Director Jeffery Poss, FAIA, has agreed to continue in this position through January 2019
- **Preparation for Search for ISoA Administrator of Undergraduate Student Services:** With his resignation from the school, Dr. Waldrup’s advising, networking, and recruiting responsibilities were assumed by members of the faculty and staff during the fall’17 semester. This December we will begin a regional search for a new administrator to develop and coordinate student recruitment, admissions, advising, and career development program activities of the School.
- **Dean of the College of Fine and Applied Arts:** Changes of leadership at the campus level in recent years have directly affected leadership in the College of Fine and Applied Arts (FAA). When FAA Dean Ed Feser assumed the Interim Provost position in 2015, Krannert Art Museum Director Kathleen Harleman accepted the position of FAA Acting Dean. With Feser’s departure to another university, Harleman continued in that role until her retirement in August 2017. ISoA Director Peter Mortensen then accepted the FAA Interim Dean position in August 2017. Meanwhile a search is underway for a permanent dean in FAA, with an announcement expected in May 2018.
- **Provost:** Andreas Cangellaris, the dean of the College of Engineering at the University of Illinois at Urbana-Champaign, has been selected to be the campus’s next vice chancellor for academic affairs and provost. Cangellaris is slated to start in his new role Jan. 16. He will replace current Interim Provost John Wilkin, who has served since Feb. 18, following Edward Feser’s departure from the interim leadership role to take a job with Oregon State University.
- **Chancellor:** In 2016 Robert J. Jones was chosen to be the new chancellor for the University's Urbana campus, and vice-president of the three-campus U of I system.

Enrollment Increases: See “b. Decreasing Student Enrollment”

New Opportunities for Collaboration

- **FOREFRONT Symposium:** In Spring 2017, the school inaugurated an externally facing two-day symposium: “Beyond Parallels and Gaps: Seeking Intersections for Industry, Practice, and Education.” It was an opportunity to bring together educators, practitioners, and the industry surrounding the business of the built environment. A second FOREFRONT symposium is planned for Fall 2018.
- **AIA/ACSA Design and Health Research Consortium:** The school is a member of the *Design and Health Research Consortium*, a collaboration of the American Institute of Architects (AIA) and the Association of Collegiate Schools of Architecture (ACSA) to advance university-led research in the area of design and health. The Peoria project mentioned below is an example of a growing national movement to connect design solutions to public health outcomes. Through the consortium, Associate Professor Lynne Dearborn and PhD student Ali Momen Heravi, supported by the Robert Wood Johnson Foundation, have teamed with researchers from University of Florida to study Healthy Housing Design and Development within the Federal Low-income Housing Tax Credit program.
- **Roots-To-Roof Initiative:** This is a program, supported by the Student Sustainability Committee, established to educate students about the sustainability and availability of urban wood for the design and fabrication of furniture, outdoor installations, homes and buildings. This program also aims to illuminate the importance of carbon sequestration, carbon footprint and short-term vs. long-term environmental impact with regard to the usage of urban trees, both invasive and native to our local environment, for building purposes. Participants are able to invest more in their local economy through the hiring of local arborists, sawyers, and craftsmen. The program emphasizes keeping usable material out of landfills and reducing the overall carbon footprint by limiting or even eliminating the use of exotic and domestic materials shipped over thousands of miles.
- **ERDC-CERL/ISoA Collaboration:** The school has formed a research collaboration with the US Army Corps of Engineers Engineer Research Development Center-Construction Engineering Research Laboratory (ERDC-CERL). This semester they successfully 3D printed a concrete wall section using the school’s large-payload robotic arm. ERDC-CERL has invited the school to collaborate on the start of a new four-year Work Package - Mobile Advanced Manufacturing for Deployed Force Infrastructure (MAMDFI). This sponsored research will investigate new materials, forms, advanced manufacturing and assemble processes for soldiers, contractors, and civilians to deploy in high-risk environments.
- **Danville 2016:** Graduate students from Architecture, Landscape Architecture, and Urban and Regional Planning students developed concepts on how a Vermilion River development could revitalize the Danville, Illinois downtown. The study was in collaboration with Danville Mayor Scott Eisenhauer.
- **Peoria 2017:** In October the city of Peoria broke ground on a pilot project transforming vacant land on the city’s south side into a “storm water farm” that will help manage chronic sewer overflows impacting low-income neighborhoods while simultaneously significantly enhancing community health and vibrancy. The effort is the culmination of more than a year of engagement and dialogue-building across a broad and diverse set of stakeholders that was supported by a group of students and faculty from the University of Illinois at Urbana-Champaign School of Architecture and other programs, working with the city of Peoria’s *Innovation Team* (I TEAM). The connection between the city and the university, facilitated by UIUC’s Cooperative Extension office in Peoria, demonstrates the benefits for both students and community members when they engage in complex issues together.

Changes in Financial Resources (Increases, Decreases, External Pressures)

- Enrollment growth helped keep our instruction funding at the same level as the previous year. **See “b. Reduction in State Funds”**

Significant Changes in Educational Approach or Philosophy

- **Adaptation of STEM-CIP Code:** Last year, the school petitioned to change its CIP code from *04.0201 – Architecture*, to *04.0902 –Architectural and Building Sciences/Technologies* for the following programs of study: Bachelor of Science in Architectural Studies; Master of Architecture; Master of Science in Architectural Studies; Doctor of Philosophy in Architecture. This petition was approved this fall. New degree program codes are being implemented, and will be available for use next semester, when current students can be transferred into new degree program codes. STEM qualifications are sought out by international students for its privileged visa status, and will enhance the international profile of our graduate program.
- **Implementation of Program Area Research Agendas:** With the change of the school’s organizational structure from Divisions to Program Areas (PAs) came opportunities for like-minded researchers to form significant collaborations within the PAs, which then bolster opportunities for external collaboration. Listed here are recent initiatives in each PA:
 - **Building Performance (formerly Performance):** Assistant Professor Yun Kyu Yi and Associate Professor Scott Murray announce a new lab called the Responsive Architecture Lab (RAL). The lab is focused on contributing to the development of high-performance architecture through its responsive engagement with climatic factors, energy criteria, human experience, systems innovation, and design computation. As our lab becomes more established, we hope more faculty and students will join our team to collaborate together on future projects
 - **Detail + Fabrication See “c. New Opportunities for Collaboration – Roots-To-Roof Initiative, and ERDC-CERL/ISoA Collaboration”**
 - **Health + Well-Being: See “c. New Opportunities for Collaboration - AIA/ACSA Health Care Consortium”**
 - **Urbanism:** The Chicago Studio continues to mature as a vital element of our graduate program. It has become a focus of support for Chicago Architecture firms.

Changes in Physical Resources

- **Blicharski multi-use atrium in Temple Hoyne Buell Hall:** The naming of the Edward F. Blicharski Atrium is a result of an estate gift. The plan is to improve the atrium immediately and create a fund for yearly improvement. Pending monetization, implemented improvement will be: sound remediation; daylighting remediation; LED monitors/computers for the gray screen on the stairs, monitors for the floor 1 corridor and a new floor. The concept is to keep the atrium as a relevant and up-to-date space for student and faculty use.
- **Improvements in the Architecture Building:** The deferred maintenance program of the University is investing in the Platte and White designed Neo-Georgian Architecture Building to bring restrooms up to ADA and life safety compliance. The first phase of the renovation is a complete remodel of the restrooms on the first and second floor. This includes adding an accessible, all gender restroom on the first floor. The second phase of the project will be complete remodel of the basement, third, and fourth floor restrooms.
- **New Fabrication Equipment:** Roots to Roof project tools, Fanuc Industrial Robot, Formtec Vacuum Forming Machine, Plasma cutter

d. Summary of Activities in Response to Changes in the NAAB Conditions

[2015 NAAB Conditions](#)

UIUC, 2017 Response: [Click here to enter text.](#)

Comparison of 2009 and 2015 SPCs: In Section A. “PROGRESS IN ADDRESSING NOT-MET CONDITIONS AND STUDENT PERFORMANCE CRITERIA,” we have listed the 2009 SPC that was “Not-Met,” followed by the appropriate 2015 SPC.

Creation of an Accreditation Committee: Our leadership team believes that the ISOA would be well served to add an Accreditation Committee to the standing committees of the school. We have tasked the Bylaws Committee to draft language for a standing Accreditation Committee, to be discussed at the first faculty meeting of the semester. “See A. I.1.5 Self-Assessment Procedure”

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

UIUC, 2017 Response: [Click here to enter text.](#)

Syllabi of New Courses

ARCH 210: INTRODUCTION TO THE HISTORY OF ARCHITECTURE

Addressed Deficiency: **2009 SPC: A.9. Historical Traditions and Global Culture**
 2015 SPC: A.7 History and Culture

Course Description

This course introduces the history of the world’s architecture from prehistory to the present day (“from caves to condos”). We will examine the characteristics of monuments and the built environment in Europe, the Americas, Africa, and South, East, and West Asia. In doing so, we will assess the multiple roles of architecture (and related visual culture) in different civilizations and global entities. The course is organized chronologically as well as thematically, with key threads woven throughout the semester; some of these are more closely tied to the formal practice of architecture (structure and engineering; materials and building technologies; space and place) and others demonstrate architecture’s broader, reciprocal relationships with greater societal contexts – politics and propaganda; religion and devotion; governance and warfare; sex and gender; aesthetics and status; death and burial; identity and cultural interaction; commerce and trade. We will look at monuments labeled ‘masterpieces’ by many, but we also will investigate humbler structures; these are all equally meaningful and significant to us as historians of architecture and culture. We seek to illuminate the many ways that architecture and its related arts have responded to and actively shaped our societies throughout history.

Objectives and Goals

- To learn about the history of global architecture and the built environment, including the arts in space (fresco, mosaic, sculpture and furnishings), in the context of unique temporal settings, political and spiritual structures, and social and cultural milieus
- To become familiar with the major periods and styles of architecture throughout history and to be able to identify them through visual analysis of buildings
- To introduce correct architectural terminology and improve your usage of it
- To develop critical inquiry and research skills in the study of architectural history and to become acquainted with the methods of the field
- To improve your skills in research and writing as applicable in humanistic and other disciplines

Textbook, Required Readings and other Materials:

The required reading for each class session is listed in the class schedule below (please note that these may be adjusted throughout the semester; changes will be announced in-class and via compass). You are required to complete these readings before the class session under which it is listed, in preparation for that lecture.

The required textbook for this course is Kostof, Spiro. *A History of Architecture: Setting and Rituals*. Second edition. New York: Oxford University Press, 1995.

Other readings will be assigned throughout the semester, ahead of the appropriate lecture; these will be available as PDFs on Compass.

Other required course materials: I>clicker. Be sure that your i>clicker is properly registered through Compass (there is a link in the left-hand column of our page) so that your class responses will be correctly recorded during the semester. You must acquire and register your I>clicker on our Compass website as soon as possible. You are responsible for bringing your i>clicker to class each session; questions/points will begin on the fifth course session (Jan. 24) to ensure that late registering students do not lose points.

Course Website: All course materials such as the syllabus, readings, handouts, images, and assignment guidelines can be found on the Compass2g course web site. Please, regularly check this site for updates and announcements.

Course Schedule

- 01/17 Introduction: Understanding the Course and What to Expect Download and fully review the course syllabus (available on Compass)
- 01/19 What is Architectural History? (Compass) Kostof, 3-19 (For this week only, Kostof reading will be posted to Compass as a PDF) (Compass) O’Gorman, James. The ABC of Architecture. Philadelphia: University of Pennsylvania Press, 1998, 1-6. (Recommended; Compass) Maranci, Christina. A Survival Guide for Art History Students. Upper Saddle River: Pearson Prentice Hall, 2005, 1-32. (This guide will be helpful to you through the semester; you can start this now and keep reading over the next weeks).
- 01/24 Prehistoric Architecture; Library Research Methods; Kostof, 21-32 (up to Malta); 37-41 (Stonehenge)
- 01/26 The Cities of Mesopotamia; Kostof, 43-65 (Jericho, Çatalhoyuk, Ur, Khorsabad)
- 01/31 Old and New Kingdom Egypt; Kostof, 67-89 (Zoser Complex, Giza Pyramids, Deir el-Bahri, Karnak, Luxor)
- 02/02 Bronze Age Greece; Ancient Greece’s Cities; Kostof, 91 (intro paragraphs); 99-113 (Mycenae, Knossos); 137-150; 179-189 (Pergamon); **Assignment: Research Methods Assignment due**
- 02/07 Ancient Greek Temples; Kostof, 117-129 (Greek temple and its refinements); 150-159 (The Acropolis of Athens)
- 02/09 The Roman Empire; Kostof, 191-215 (Components of the Roman Town, Pompeii, Rome); 220-223 (Pantheon, Column of Trajan)
- 02/14 Late Antiquity, Byzantium and Constantinople; Kostof, 245-267 (Dura Europos, Old St. Peter’s Basilica, San Vitale, Hagia Sophia, Constantinople’s urban plan)
- 02/16 TBA (Prof. Grossman away at conference)
- 02/21 Midterm I Review; Reading: Maranci, Christina. A Survival Guide for Art History Students. Upper Saddle River: Pearson Prentice Hall, 2005, 1-32.
- **02/23 Midterm I Exam**
- 02/28 Native and Latin America; Spain and the “New World”; Kostof, 233-241; 433-451
- 03/02 European Medieval Architecture; Kostof, 295-307 (Conques); 323-341 (Fontenay, St. Denis, Chartres); 349-362.
- 03/07 Islamic Architecture; Kostof, 269 (Kaaba); 284-292; 398-399; 453-468 (skim: 223-225 Takht-i Suleimon) (Compass) Oleg Grabar, The Formation of Islamic Art, TBA
- 03/09 Buddhism and Hinduism in Asia; Kostof, 227-233; 395-398. (Compass) Ingersoll, Chapters 4.3, 6.3, and 8.1
- 03/14 Ming China and Edo Japan; (Compass) Ingersoll, 424-431 (Forbidden City); 521-533.
- 03/16 Sub-Saharan African Architecture in the Middle Ages; (Compass) Ingersoll, Chapter 9.3; **Assignment: Critical Essay Analysis Due**
- 03/21-03/23 Spring Break
- 03/28 Renaissance Italy; Kostof, 375-379; 403-410; 485-509.
- 03/30 Baroque Europe; Kostof, 511-543 (focus on Piazza San Pietro, San Carlo alle Quattro Fontane, Place Vendome, Versailles, St. Paul’s)
- 04/04 Midterm Review

- **04/06 Midterm II**
- 04/11 Architecture and the Enlightenment; Kostof, 547-549; 553-558; 562-566 (Boullée); 617-629 (L'Enfant's plan for Washington, D.C., U.S. Capitol, Second Bank of Philadelphia)
- 04/13 Historical Revivals, Industrialization and New Technologies in the Nineteenth-Century; Kostof, 571-573 (British Museum, Houses of Parliament); 583 (paragraph beginning, "In the Berlin of Friedrich Wilhelm III...to...Schinkel's buildings reached out to the neighborhoods to acknowledge and improve what was there": Altes Museum, Berlin); 583-598 ("The Gothic Revival" through "New Technology": Pugin's Contrasts, Bibliothèque Ste.-Geneviève, Paris, Crystal Palace, London, Brooklyn Bridge, Brooklyn-New York City); 636-637 ("The View from London" to the bottom of page 637: Midland Grand Hotel/St. Pancras Station, London, the Church of All Saints, Margaret Street, London).
- 04/18 The Modern Metropolis; Kostof, 635-636; 643-647 (from, "The regime of Napoleon III and Empress Eugenie"...to the end of the section: Haussmann's Paris; 653-657, focus on Central Park and housing/tenements in New York City; 657-667 (Chicago urbanism and the early skyscraper, including Home Insurance Building, Marshall Field Wholesale Store; 670- 673 ("It was this sumptuous academic style that Eastern architects brought to Chicago," Burnham's Chicago Plan; 679- 680: Garden city of Ebenezer Howard and Letchworth.
- 04/20 The Rise of Modernism; Kostof, 638-639 (on William Morris and Arts and Crafts); 680-685: Monadnock Building, Reliance Building, and Carson, Pirie Scott, Unity Temple and Robie House in Chicago ("The Prairie Style"); 685-693: AEG Turbine Factory, Berlin, Werkbund Pavilion for Cologne Exhibition; 700-703 ("Traditionalists and Modernists"): Le Corbusier, the Bauhaus in Dessau, German Pavilion at Barcelona World's Fair; 705-707: Villa Savoye in Poissy; 708-713 ("While suburbs sprawled complacently, apartment living was gaining acceptance in cities the size of Chicago and New York..." to end of Wright section): Chicago Tribune Tower, Rockefeller Center and the Chrysler Building in New York, Falling Water.
- 04/25 Post-War Architecture; **Assignment: Building Analysis Due**; Kostof, 721- 723 ("Reconstruction": Unité d'habitation; 726-728 ("Modernism Redefined" Seagram Building, New York, Crown Hall, Chicago; 732- 734 ("Even so, it was impossible to dismiss two of those giants, Wright and Le Corbusier..." to "And again, 'Form always follows form and not function.'": Guggenheim Museum, New York, Chandigarh; 739-742 ("In this heady new freedom that disabled the weak and encouraged the sensation seeker..."; Richardson Laboratories, Philadelphia and Salk Institute, La Jolla; New Gourn, Egypt.
- 04/27 Post-Modern and Contemporary Architecture; Kostof, p745, first two paragraphs, defining Post-Modernism; Critiques of Modernism: Team X and Alison and Peter Smithson's Golden Lane, London competition entry (p747); Centre Pompidou, Paris (p748); Learning from Las Vegas by Robert Venturi and Denise Scott Brown and Guild House, Philadelphia (p751); 751-53 on Post-Modernism. Read the following article: <http://www.arch2o.com/women-in-architecture-10-successful-female-architects-you-should-know/>
- 05/02 Final Exam Review
- **05/10 Final Exam, beginning at 8am**

ARCH 321: ARCHITECTURE, THE ENVIRONMENT AND GLOBAL HEALTH

Addressed Deficiency: **2009 SPC: B.1 Pre-Design**
 2015 SPC B.1 Pre-Design
 2009 SPC: B.2 Accessibility
 2015 SPC: B.3. Codes and Regulations

Course Description

This course provides an introduction the field of environmental health from disciplinary perspectives of environmental design and planning. By explore ideas, theories, and research addressing how people and the environment interact, it fills a curricular and knowledge gap where transdisciplinary research and design applications target people-environment relations and health and well-being outcomes. The course exposes students to design thinkers and theorists who join with social and other scientists in the field of Environment-

Behavior Studies in its recent expansion into health-specific research and theoretical development. Merging new interest and excitement about the intersection of design and health in public health and environmental design and planning, the course introduces this new transdisciplinary focus area. It addresses important topics at the intersection of environmental conditions and human health around the globe. Over the past decade, these topics have been an increasing part of the research and prevention agenda at the World Health Organization (WHO), United States Centers for Disease Control and Prevention (CDC), and National Institute of Health (NIH). More recently the American Institute of Architects has targeted human health and environment links as a critical new realm of practice, emphasizing translation of available scientific research in the design process. Applications in design will seed changes in the types of environments we create to enable those environments to support greater health and well-being. This course will engage advanced undergraduate students in reading, discussing, and applying the results of the latest research and translational studies linking the environment (particularly at the architectural scale), and environmental design to health in a range of diverse cultural contexts. This course will ask all participants to consider the application of research to our everyday practices and decision making, as well as to professional design, planning, and community health practices through the various roles we take on in our lives.

Undergraduates work individually and in teams, and engage in substantive verbal and written critique of class readings, videos, and commentary by classmates. (3 undergraduate credits)

Course Goals

- 1) To increase students’ awareness of and reflections on the characteristics of built environments that they encounter every day;
- 2) To expose students to seminal, as well as the most recent knowledge, linking environmental design/planning to health and well-being;
- 3) To enable students to apply knowledge of environmental health & well-being to environmental design/planning and policy at a range of scales and in diverse cultural contexts;
- 4) To translate research findings into applicable concepts for designing and planning of the environment;
- 5) To apply concepts of active learning to the study of environment and health/well-being relations in a global context.

Upon successful completion of this course, you will be able to:

- 1) Identify and discuss major themes that link public health and environmental design/planning globally;
- 2) Conduct a structured, critical evaluation of one or more built environments that you regularly experience;
- 3) Articulate an understanding of the health vulnerabilities posed to a range of populations by conditions in the built environment;
- 4) Explain how one’s culture and lifestyle are related to health concerns rising from the environment;
- 5) Identify five or more environmental design/planning/policy interventions that can improve health outcomes for specific populations including: people with disabilities and illness (chronic/acute), children, older people, low-income people, and racial/ethnic/gender minorities, as well as adult populations generally.

Textbooks

- Dannenberg, A.L, Frumkin, H. Jackson, R. (Eds.), *Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability* [Electronic book], Island Press, 2011, ISBN 978-1-61091. E-book available for loan by PDF download from U of I Library. In Weekly Schedule below, noted as *MHP*.
- Kopec, D. (Ed.), *Health and Well-Being for Interior Architecture*. Taylor & Francis, 2017, ISBN 978-1-138-20662-5 (pbk), 978-1-315-46441-1 (ebk). In Weekly Schedule below, noted as *HWBIA*.
- Other readings and on-line video content will be assigned throughout the semester, ahead of the appropriate class activity; these will be available via the course Compass site.

Assignments (subject to modification) and Grading Policy

Tests 1 & 2 (as noted on the calendar)	20%
Assignments (5) Presented in class and submitted as noted on the calendar	20%

Assignments Package	Final submission of 5 assignments packaged, refined + final reflection	15%
Active Participation	In-class discussions / Workshop sessions/Online quizzes	25%
Final Paper/Project	5-page summary/script + 5-minute video (with interim submissions)	20%

Each week, online content is organized around one or more presentations akin to traditional lectures while the face-to-face class session focus on an in-class workshop, activity or vignette. Students work in small groups on an exercise designed to help develop a skill or engage a specific area of knowledge.

To fully participate and get the most from both types of class sessions, students will need to prepare by completing required readings and assignments, as these seed each class meeting. The instructor keeps track of the level of participation, with one point available toward the overall grade each week for 15 weeks. A further 10% of the active participation grade will be awarded based on completion of weekly on-line quizzes.

Assignments: Short assignments are given throughout the semester as noted on the course schedule. The format for presentation of these assignments varies and is noted on each assignment handout (e.g., submit to instructor, present to class, swap with classmates). These are graded as they are submitted and together comprise 20% of the course grade. Students are required to compile these assignments, revise, and submit them at the end of the semester along with analysis and course reflection. This end of semester submission contributes a further 15% of the course grade. Students revise assignment content based on instructor and peer feedback.

Mid-exams: Two tests, roughly at the 1/3 and 2/3 points in the semester, are designed to assess student comprehension and ability to apply the ideas discussed in the readings, lectures, and assignments. Test content includes: multiple choice, true/false, vignette problems, and short answer/essay.

Final Paper/Project: Undergraduate students in the course team with a graduate student in the companion ARCH 490 class as they search for, read, and synthesize research in jointly identified areas of interest. In the last part of the semester, undergraduate students present a research synthesis to the class via a 5-minute video lesson and submit the video and 5-page research summary and script based on the video content and the research findings from the literature.

Classroom Protocol

- This is an advanced level course. You will be expected to participate fully in all aspects. This is not a course where you will learn passively by listening to me. The success of the course depends on your participation. Your work should reflect advanced undergraduate level thinking, preparation and synthesis.
- Student attendance at all class meetings is mandatory. Absence and/or late work will be excused ONLY with appropriate documentation of the following: illness, death in the family, or a field trip for another class (limited to 1/semester). For each unexcused absence, the student's grade will drop by one letter grade (for instance, if the student has received a grade of A on all projects/ assignments, three absences would drop this to a D). Attendance and full participation are expected each week.
- If you miss class, it is your responsibility to find out what happened. If your absence has been excused I will be happy to provide you with an update. If your absence is unexcused, please talk to other students in the class to be updated on class materials. All work that is missed must be completed as soon as possible following the absence.
- Please make every effort to be settled into your seat in the classroom and prepared to begin class at the announced start time. I realize that occasionally things occur that may upset the best of intentions. If lateness to the classroom becomes an issue for me and/or other students, we will create a policy together to which everyone agrees.
- All electronic devices including cell phones must be turned off and should not be visible at any time during class unless specifically directed by the instructor. If your cell phone distracts you during class, the instructor will take possession of it for the remainder of the class and will return it to you at the end of class.

- While taking notes by hand is preferred and research shows it is more effective as a learning tool for most people, notebook computers and tablets may be used in class for taking notes and specified in-class activities. These electronic tools may not be used for web surfing, Facebook, instant messaging, email or other electronic distractions. If it becomes clear that your computer or tablet is a distraction for you, you will be required to put it away or it will be taken away and returned to you at the end of class.
- Readings: Readings are assigned for each lecture. Readings should be completed before you come to lecture. We encourage you to take notes on the readings as you do them. These notes will facilitate your ability to participate in the discussions on Fridays as well as help with exam preparation.

WEEKLY SCHEDULE:

WEEK 1 INTRODUCTION: Worldviews, Health Beliefs & Environment

Readings: 1 *HWBIA: Chapter 1*; 2 "Obesity in the US and Globally"

Videos: "Spirituality and Health"

In-class: Health Beliefs Interview

Assignment: Your Health-Environment Worldview

PART I: DECIPHERING AND ELUCIDATING HEALTH AND ENVIRONMENT RESEARCH

WEEK 2 What is Environment? + Ecological Frameworks

Readings: 1 *MHP: Chapter 1*; 2 "Association of Neighborhood Walkability with Change in Overweight, Obesity, and Diabetes."

Videos: "How the 'ghost map' helped end a killer disease" "What is research? & Theory-research relationships"

In-class: Identifying methodological perspective and dissecting a research report article

Assignment: Tracking your personal Activity, Diet and Sleep

WEEK 3 Reading and Understanding Design and Health Research

Readings: 1 *MHP: Chapter 20*; 2 "Building Healthy Cities: The World Health Organization Perspective"

Videos: "Where We Live Impacts How We Live"; "Reviving the American Dream: Lessons from Big Data"

In-class: What is Evidence? & Analyzing Evaluative Tools for Health & Environment

Assignment: Analyzing Personal Activities

WEEK 4 Health Vulnerabilities and the Environment

Readings: 1 *HWBIA: Chapter 3*; 2 *HWBIA: Chapter 5*; 3 *HWBIA: Chapter 11*; 4 *HWBIA: Chapter 16*

Videos: "Universal Design Principles"; "Will Houston address zoning, global warming issues?"

In-class: Vignettes for Universal Design, Visitability, ADA and Fair Housing criteria

Assignment: Analyzing your Childhood Neighborhood

WEEK 5 Environment's Role in Social Determinants of Health

Readings: 1 *MHP: Chapter 9*; 2 "Environmental Justice: Human Health and Environmental Inequalities"

Videos: "WHO: Social Determinants of Health"; "How Does 'toxic stress' of Poverty Hurt the Developing Brain?"; "Broken Windows Theory".

In-class: Card-sort – Place Perceptions

Assignment: Assign. 3 Group Analysis: Childhood Environments & "The Social Determinants of Health"

In the next two parts of the course the reading, video, and in-class workshops similarly weave together to deliver knowledge and engage students in actively applying knowledge to design and planning and decisions we make every day as civic participants and leaders. Themes and topic covered are outlined below.

PART II: KEY THEMES AND THEORIES LINKING MENTAL AND PHYSICAL HEALTH TO DESIGNED ENVIRONMENTS

WEEK 6 Mental Health, Stress & Restoration – Topics covered: Stress Reduction Theory; Attention Restoration Theory; Reasonable Person Theory; Cognition, environmental legibility & wayfinding; Meditative environments; Mindfulness and context.

- WEEK 7 ***Environmental Quality: Air, Water & Soil*** – Topics covered: Environmental pollution sources; Water sources and storm water; Chemical, biological, and particulate contaminants; Perceptions of OEQ & IEQ; Green strategies for neighborhood, site, and building design to address environmental quality.
- WEEK 8 ***The Senses and Health*** – Topics covered: Five-senses Theory; Multi-sensory stimulation and well-being; Sensory environments; Addressing sensory disabilities through design; Daylighting and (mental & physical) health.
- WEEK 9 ***Sedentary Behavior, Activity & Behavior Choices*** – Topics covered: Ecological Models of person-environment connections; Designing/planning for active transportation and operative activity; Designing to confront sedentary behavior versus to promote active lifestyles; Lifestyle, environment and behavior choices for health and well-being.
- WEEK 10 ***Social Connections/Interactions and Social Capital*** – Topics covered: Social interaction, social connections, and social capital; Disinvestment; Crime & fear of crime; Zoning and code enforcement; Designing and planning to support positive social interaction; CPTED, Developmental and social disabilities
- PART III: DESIGNING/PLANNING FOR SPECIFIC ENVIRONMENTS AND HEALTH/SAFETY CONCERNS**
- WEEK 11 ***Healthy Housing and Neighborhood Environments*** – Topics covered: Healthy housing and Healthy neighborhood guidelines (e.g., NHHS; Enterprise Green Communities 2015), Aging-in-place; Affordable housing; Housing for vulnerable populations (e.g., people who are homeless; people with mental illness; developmental & physical disabilities; older people; chronically ill)
- WEEK 12 ***Schools and Well-being*** – Topics covered: Mental & physical health in educational environments; Inside-outside connections; School food environments; Activity and sedentariness; Attention restoration and connections to nature; Daylight; Material selection; Site planning for healthy schools.
- WEEK 13 BREAK NO CLASS
- WEEK 14 ***Work and Office Environments*** – Topics covered: Safety in work environments; Office spatial organization, stress and movement; ergonomics and chronic pain; lighting; views; IEQ.
- WEEK 15 ***Healthcare Settings*** – Topics covered: Evidence-based design; Environmental design and the microbiome/microbial resistance; Designing for high volume use populations; Chronic illness; Supporting staff health and well-being through design.
- WEEK 16 **CONCLUSION: *Climate Change, Health and Resilience*** – Topics covered: Climate change and vulnerable populations globally; Health consideration overlaps with Green Building Standards, WELL, Living Building Challenge; Climate change and disease vectors; environmental design, global population health and individual and community resilience.

ARCH 517: ARCHITECTURAL HISTORY 1850 – PRESENT

Addressed Deficiency: **2009 SPC: A.9. Historical Traditions and Global Culture**
 2015 SPC: A.7 History and Culture

Course Description

This course is a survey of significant buildings, movements, and figures of modern and contemporary architecture, with a focus on contextualizing built environments as the embodiment of social, cultural, political, economic, and technological developments of their time. It outlines the development of modern, postmodern, and contemporary architectural thought. Key themes include industrialization and modernization, the development of the modern movement in twentieth-century architecture, non-Western modernism, the development of postmodernism as an architectural movement, regionalism, globalization and architecture, the sustainability movement, and the development of digital technology in architecture. 3 graduate hours. No professional credit.

Overall Course Goals or Student Learning Objectives

Upon successful completion of this course, you will be able to:

- Identify key 20th and 21st century works of architecture
- Contextualize key 20th and 21st century works of architecture within their historical social, political, economic, technological and physical contexts.
- Analyze contemporary built work to understand its antecedents.
- Write clearly and cogently about contemporary architecture.
- Use various research methods to understand the context of architectural productions.

Course Content Learning Outcomes

- Upon completion of this course the student will understand the relationship of contemporary architectural production to historic antecedents.
- Upon completion of this course the student will understand the relationship of their own design work and design process to historic antecedents.

Textbooks

- Curtis, Modern Architecture Since 1900, 3rd Edition revised, Phaidon, 1996.
- Mayne and Yi, 100 Buildings, Rizolli, 2017.

Classroom Protocol

- Readings: Readings are assigned for each lecture. Readings should be completed before you come to lecture. We encourage you to take notes on the readings as you do them. These notes will facilitate your ability to participate in the discussions on Fridays as well as help with exam preparation.
- Participation: Students may be called upon during class to respond to questions related to the lecture and/or assigned readings. It is imperative that you are prepared to respond. Failure to respond, a poorly formulated response, or poor preparation will reflect negatively on you and your course evaluation.
- Attendance: If you miss class for any reason it is your responsibility to make up any work that you have missed. It is not the responsibility of the instructor to seek you out to see if you are aware of what you missed. An absence does not excuse you from the content that was presented during the missed class meeting or assignments that were due on that date. Field trips are not excused absences. No other instructor may mandate that you to miss a required course.
- Reading/Study Groups: Students will be grouped into study groups of four or five students each. Groups will be assigned the first day of Section. Each study group will be responsible for discussing the readings with group members (in person). This is an effective tool for studying for the exams and understanding course material.
- Discussion Section: Friday discussion sections are an opportunity for you to ask questions and discuss the readings and lectures in greater detail. Your active participation in discussion sections is imperative for your success in this class.
- Hourly and Final Examinations: Two course examinations will be given: one hourly exam and one final exam at the time assigned by the University schedule. The hourly exams will cover all content covered to that point. The final will be comprehensive, covering the entire semester.

WEEKLY SCHEDULE

WEEK 1 JAN 15 Introduction
WED JAN. 18
Fri Sep 1 SECTION

PART I THE FORMATION MODERNISM

WEEK 2 JAN. 22 Industrialization and Form

Mon Jan. 22 A New Industrial Aesthetic. Required Readings: Curtis, Chapter 1

Wed. Jan 24 The Logic of Capital, Abstraction, Production and Consumption. Required Readings: Curtis, Chapter 2

Fri Jan. 26 SECTION

WEEK 3 JAN. 29 Developing Modernism

Mon Jan. 29 New Materialism- New Forms. Required Readings: Curtis Chapter 4

Wed Jan. 31 Variations of Modernist Themes I. Required Readings: Curtis, Chapter 3, 5

Fri Feb. 2 SECTION

WEEK 4 FEB. 5

Mon Feb. 5 Variations of Modernist Themes II. Required Readings: Curtis, Chapter 7, 9,

Wed Feb. 7 Architecture as Social Project. Required Readings: Curtis Chapter 6, 8, 12

Fri Feb. 9 SECTION

PART II MODERNISM MATURATION/DISSEMINATION

WEEK 5 FEB. 12

Mon Feb. 12 Modernist Rationalism. Required Readings: Curtis Chapter 11, 15, 20

Wed Feb. 14 Le Corbusier – ARCHITECT/URBANIST. Required Readings: Curtis Chapter 10, 16, 23, 24

Fri Feb. 16 SECTION

WEEK 6 FEB. 19

Mon Feb. 19 Evolution of Modernism. Required Readings: Curtis Chapter 14,18, 19, 22, 25

Wed Feb. 21 Modernism as National Project. Required Readings: Curtis Chapter 27,28

African Modernism: The Architecture of Independence. Ghana, Senegal, Côte d'Ivoire, Kenya, Zambia, TBA

Fri Feb. 23 SECTION

WEEK 7 FEB. 26

Mon Feb. 26 EXAM ONE

Wed Feb. 28 The Skyscraper. Curtis, Chapter 13

Fri Mar. 2 SECTION

PART III QUESTIONING MODERNISM – NEW NARRATIVES NEW FORMS

WEEK 8 MAR. 8 THE POST-MODERN TURN

MAR. 5 Seeds of Postmodernism. Required Readings: Curtis, Chapter 17, 26, 29, 30

Wed Mar. 7 POST MODERN PLURALISM. Required Readings: Curtis Chapter 32

Fri Mar. 9 SECTION

WEEK 9 MAR. 12

Mon Mar. 12 Critical Regionalism. Required Readings: Curtis Chapter 21, 27, 31

Wed Mar. 14 Critical Regionalism II. Required Readings: TBA

Fri Mar. 16 SECTION

WEEK 10 SPRING BREAK NO CLASS

PART IV ARCHITECTURE OF THE RECENT PAST 1996-PRESENT

WEEK 11 Mar. 26

Mon Mar. 26 Structure as Aesthetic. Required Readings: TBA

Wed Mar. 28 Language Games I. Required Readings: TBA

Fri Mar. 30 SECTION

WEEK 12 APR 2

Mon Apr. 2 Language Games II. Required Readings: TBA

Wed Apr. 4 Modernism as Classic I. Required Readings: Curtis, Chapter 33, 34

Fri Apr. 6 SECTION

WEEK 13 APR. 9

Mon Apr. 9 Modernism As Classic II. Required Readings:

Wed Apr. 11 The Urban Design of Cities I. Required Readings:

Fri Apr. 13 SECTION

WEEK 14 APR 16

Mon Apr. 16 The Urban Design of Cities II. Required Readings: TBA

Wed Apr. 18 Liquid Architecture. Required Readings: TBA

Fri Apr. 20 SECTION

WEEK 15 APR 23

Mon Apr. 23 Parametricism. Required Readings: TBA

Wed Apr. 25 Infrastructure as Architecture. Required Readings: TBA

Fri Apr. 27

WEEK 16 APR 30

Mon Apr. 30 Sustainability. Required Readings: TBA

Wed May 2 TBA. Required Readings:

FINAL EXAM DATE TO BE ANNOUNCED PER UNIVERSITY SCHEDULE MAY 4-11

New Administrator Bio

- **Jeffery S. Poss, FAIA** was appointed Interim Director in August 2017. He is a Professor at the University of Illinois at Urbana Champaign. He received his Master of Architecture from the school in 1980. In the years following he practiced with Skidmore Owings and Merrill, Kevin Roche John Dinkeloo & Associates, and Tai Soo Kim Partners.

In 1989 he returned to Urbana-Champaign to begin teaching and practicing architecture. Studio teaching has focused on the development of concept, materials, and detail into architectural design, including design-build structures, furniture design, and the exploration of whole-to-part relationships in architecture, which received the AIA Education Honors Award. He founded the detail + FABRICATION Program Area in 2012.

His eponymous firm Jeffery S Poss Architect has designed and completed award-winning proposals for residences, interiors, memorials, pavilions, and most recently, flat-pac and ecological architecture. His commissioned and competition work has been published in numerous journals and magazines in print and online. His collected work can be seen at www.jefferyspossarchitect.net.

EDUCATION: M.Arch, University of Illinois at Urbana-Champaign; 1980; BSAS, University of Illinois at Urbana-Champaign; 1978.

New Faculty Member Bios

- **Aaron Paul Brakke** explores the way to which advances in digital tools transform the processes of design, visualization and manufacturing. He is Founder and Director of Design at Whiteknee. He studied architecture at Ball State University where he graduated with a post professional degree in Architecture (M.Arch II). At this time he was involved in the development of an ACADIA Conference and became interested in researching the reciprocal relationship between the architect and technology. His educational background also includes an intensive study in Regenerative Ecological Design through the Ecosa Institute. This experience provided the opportunity to inhabit Arcosanti and dialogue with the visionary architect Paolo Soleri. He has worked with several avant-garde architecture firms in New York such as Joseph Giovannini and at Archi-tectonics (Winka Dubbeldam).

He spent a decade in the city of Bogotá, Colombia where he founded Whiteknee and was a Professor of Architecture at the Universidad Piloto de Colombia. At this institution, he founded the Center of Innovation that is currently under construction and will blend digital fabrication machinery with tools for Simulation and Visualization (VR and Augmented Reality). He is now Assistant Professor of Architecture at the University of Illinois Urbana Champaign. His primary research interest is situated in use of technology in territorial demarcation and construction practices within several indigenous groups inhabiting the Andes Mountain Range. Much work has been done with communities inhabiting the urban periphery of Bogota. These zones have been informally developed at rapid rates due to the displacement generated by armed conflict in rural

areas of the country. This work has been published and presented in South America, North America and Europe.

EDUCATION: Master of Architecture, Ball State University, 2009; Bachelor of Architecture, Ball State University, 2002; Bachelor of Science: Environmental Design, Ball State University, 2002

- **Dr. Yun Kyu Yi** teaches environmental and sustainable architecture and technology and conducts research in the area of computational building modeling and simulation, building performance evaluation and indoor occupants behavior. Previously he has lectured several universities in Korea and taught at the University of Pennsylvania, where he was an assistant professor at the department of architecture and primary faculty of the TC Chan Center for Building Simulation and Energy Studies. He is also the founder and investigator of Envitect. Enterprise seeks to develop an application for performance-based design support that links research outcomes to the development of new processes, systems, and products.

He is a lead author or co-author of numerous scientific papers. He recently published "Topography integration to wind downscaling," in the Building and Environment and "Programmable Kiri-Kirigami Metamaterials," in the Advanced Material. He wrote a chapter called "Building Performance and Computational Simulation," in "The Design and Construction of High-Performance Homes Building Envelopes, Renewable Energy and Integrated Practice," edited by Franca Trubiano. He also contributes a translation of "The Design and Construction of High-Performance Homes Building Envelopes" into Korean, and the translated book was awarded for 2015 Sejong Outstanding Scholarly Book in Korea. He worked on several consultant projects on energy saving, high-performance building design and operation. A Recent project includes University of Pennsylvania Carbon Reduction Action Plan that provided strategic guidance on building energy conservation and Qatar Sustainability Assessment System, which is a performance-based sustainability rating system.

EDUCATION: 2008, Ph.D., Architecture, University of Pennsylvania; 2005, M.S. Architecture, University of Pennsylvania; 2001, M.S. Architectural Engineering, Yonsei University, Korea (South); 1995, B.S., Architectural Engineering, Hong-Ik University, Korea (South).