

# **The University of Illinois at Urbana-Champaign**

## **Interim Progress Report for Year Five**

### ***Instructions and Template***

November 30, 2020

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# 1. INSTRUCTIONS AND TEMPLATE GUIDELINES

## Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

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

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Progress in Addressing Causes for Concern.
3. Changes or Planned Changes in the Program.
4. Summary of Preparations for Adapting to 2020 NAAB Conditions.

## Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
  - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
  - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
3. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

## Outcomes

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

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the report of the Interim Progress Report Year 2.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., actions taken to address deficiencies). This report shall be due within six weeks of the receipt of this outcome report.
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

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

## **Deadline and Contacts**

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

## **Instructions**

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

## 2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2015 and 2009

### CONDITIONS NOT MET

2015 VTR	2009 VTR
I.1.2 Learning Culture and Social Equity	2. Program Self-Assessment Procedures
I.1.5 Self-Assessment Procedures	

### STUDENT PERFORMANCE CRITERIA NOT MET

2015 VTR	2009 VTR
A.4 Technical Documentation	13.28 Comprehensive Design
A.9 Historical Traditions and Global Culture	
B.1 Pre-Design	
B.2 Accessibility	
B.5 Life Safety	
B.6 Comprehensive Design	

### CAUSES OF CONCERN

2015 VTR	2009 VTR
Adoption of new bylaws	Vision
Revised Curriculum	Studio Culture
Decreasing Student Enrollment	Structural/Environmental Systems
Revised Graduate Admissions Process	Accessibility/Site Conditions
Reduction in State Funds	Detail Design Projects
Transfer of Premier Study Abroad Program	
New Faculty	
Appointment of New Director	

### 3. TEMPLATE

## **Interim Progress Report Year 5**

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

**M. Arch. [pre-professional degree plus 62 graduate credit hours]**

**M. Arch. [undergraduate degree plus 65 pre-requisite credit hours and 54 graduate credit hours]**

*Year of the previous visit: 2015*

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

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

**Name:** Francisco Javier Rodriguez-Suárez

**Title:** Director

**Email Address:** [paco70@illinois.edu](mailto:paco70@illinois.edu)

**Physical Address:** 117 Temple Hoyne Buell Hall 611 E Lorado Taft Drive, MC-621 Champaign, Illinois 61820

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

**Chief academic officer for the Institution:**

**Name:**

**Title:**

**Email Address:**

**Physical Address:**

Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

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

### a. Progress in Addressing Not-Met Conditions

#### 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.

**University of Illinois at Urbana-Champaign, 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.



### University of Illinois at Urbana-Champaign, 2020 Response:

Over the past several years the School of Architecture and its college, Fine and Applied Arts, have progressed in efforts to create a more welcoming and inclusive culture and environment for our diverse students, staff, faculty, and alumni. The School clearly understands that the efforts are neither sufficient nor complete. As we endeavor to continue and expand efforts to increase equity across the breadth of race, ethnicity, gender, and abilities in our School community, we must address systems and history in the School that have for too long maintained our status quo.

There is substantial statistical evidence of the school's growing diversity among our student population: The U of I Fall 2020 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:

51.8% Caucasian; 20.5% Hispanic; 6.6% African American; 16.1% Asian American; 0.3% Native American; 4.7% Multiracial. When compared to 2017, there is a 0.8% reduction in Caucasians.

In the combined population of the 2 and 2+ year M. Arch professional degree program, domestic students self-identify in the following racial/ethnic groups: 53.9% Caucasian; 19.7% Hispanic; 14.5% African American; 10.5% Asian American; 1.3% Multiracial. When compared to 2017, there is a 10.8% reduction in Caucasians.

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 School applied significant efforts and resources toward addressing its culture over the past 3 years:

In September of 2019 the School held a very successful 3-day Women's Reunion and Symposium (<https://arch.illinois.edu/arch-womens-symposium>) organized by associate professors Marci Uihlein and Sara Bartumeus. The event was attended by about 150 alumnae from a diverse spread of class years, 40 students and one third of the faculty (including two who interrupted their sabbatical leaves to attend). An exhibition, *Revealing Presence: Women in Architecture at the University of Illinois, 1874-2019*, held at the U of I Krannert Art Museum in conjunction with the School of Architecture Women's Reunion and Symposium, highlighted submissions from 167 additional alumnae and received multitudes of visitors from campus and the community. These two events received significant coverage in the local press and elevated the visibility of the work being accomplished by our vast body of alumnae (<https://youtu.be/vFsmynlycxQ>)

In January of 2020, The School welcomed our new director, Francisco Rodriguez Suarez, FAIA; ACSA Distinguished Professor and former Dean of the School of Architecture at Universidad de Puerto Rico. His presence has made a significant difference in the overall climate of The School with respect to racial and gender equity and to getting down to the work of addressing The School's historical biases that have privileged white and male frameworks of architectural excellence over those of people of color and other genders. Four early steps he has initiated,

despite the disruptions of the pandemic, include: 1) naming La Tanya Cobb, Associate of Student Services, as the School's Director of Diversity, Equity and Inclusion for School of Architecture; 2) Initiating the School's Justice and Equity Task Force in Summer 2020 as a coalition consisting of Faculty, Students and Staff to reflect on/offer proposals to change practices and policies that must be addressed to create a more just culture in the School; 3) hired a group of racially/ethnically/gender diverse faculty than the School has ever had, to fill non-permanent teaching roles for Fall 2020; 4) supported a very racially/ethnically/gender group for the School's fall 2020 lecture series, *Political Space: the Space of Politics*, which brought conversations to the School we have not ventured into previously.

During the years of 2019-2020 and 2020-21, the School's Director has charged an Ad Hoc Committee on Diversity and Inclusion. This year's committee has met with the Justice and Equity Task Force to begin the work of revising the School's Diversity, Equity and Inclusion statement and the School's Diversity Plan. La Tanya Cobb, Associate Director of Student Services and Lynne Dearborn, Professor and Chair of Health and Wellbeing, have been appointed to the College of Fine and Applied Arts Diversity, Equity and Inclusion Committee. As part of their work for this FAA committee, they are conducting a study of School climate and preparation to address racial equity, with a report due to the FAA Dean in January 2021. These three working groups, along with the School's Curriculum Committee, have started to respond to a list of demands delivered to the faculty by a group of the School's students of color in a special faculty meeting in October 2020. Our NOMAS group has also surveyed its 45 members and have delivered a set of desires to improve the climate at the School that include: increasing course content that addresses non-Western/non-Eurocentric topics, incorporating education about indigenous architecture, expanding and changing the School's lecture series to provide more stories of the work and lives of non-white & non-male architects and designers, increasing the number of female and non-white faculty. These will be part of the agenda for the School's work on racial equity moving forward.

#### **I.1.5 Self-Assessment Procedures**

**University of Illinois at Urbana-Champaign, 2020 Response:** Narrative Satisfied by 2-Year IPR.

#### **b. Progress in Addressing Not-Met Student Performance Criteria**

##### **A.4 Technical Documentation**

##### **A.9 Historical Traditions and Global Culture**

##### **B.2 Accessibility**

##### **B.5 Life Safety**

##### **B.6 Comprehensive Design**

**University of Illinois at Urbana-Champaign, 2020 Response:** Above SPC Narratives Satisfied by 2-Year IPR.

#### **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.

**University of Illinois at Urbana-Champaign, 2017 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

### University of Illinois at Urbana-Champaign, 2020 Response:

The collection, review and self-assessment of the B.1 evidence as produced in ARCH 575 courses within the School's graduate curriculum, 3 examples of which are provided as requested in the appendix, reveals that while Pre-Design is met in this course, all students are not exposed to a consistent and rigorous engagement with Pre-Design content. While the B.1 Pre-Design criteria is not explicitly a part of the new NAAB 2020 Student or Program criteria, we feel this is an important content area. To that end the Curriculum Committee has formulated the following language that serves to incorporate Learning Outcomes in all 57x Graduate studio syllabi and in ARCH 501 (required for all M.ARCH students) that are consistent with the goal of ensuring that students are conversant in the Pre-Design process.

- All MARCH students will be exposed to the scope and processes undertaken in the pre-design phase of a project through presentations, discussions, and exercises in ARCH 501 (Architectural Practice).
- **Item 4 of Predesign:** *A review of the relevant laws and standards, including building codes, and relevant sustainability requirements* will be included as a requisite part of each ARCH 575 designated studio and verified through student learning outcomes and student project documents from ARCH 575.
- Items 1-3 & 5-6 of Pre-design will be included as a requirement and verified through student learning outcomes and student project documents from each 57X studio; as appropriate for the project type the studio engages.

Thus, through the student learning outcomes and course evidence from ARCH 501, 571, 572, 573, 574, and 575, all MARCH students must demonstrate they have successfully addressed pre-design for each graduate studio project they undertake (i.e. all 57X studios). This content will be demonstrated in all students' accreditation portfolios as required by the 2020 NAAB Conditions for Accreditation so that a random selection of portfolios will demonstrate that graduates of our professional MARCH degree successfully demonstrate Predesign knowledge and ability.

## II. Progress in Addressing Causes of Concern

### Adoption of New Bylaws

**2015 Visiting Team Assessment:** 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.

**University of Illinois at Urbana-Champaign, 2017 Response:** 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.

**University of Illinois at Urbana-Champaign, 2020 Response:**

The School's bylaws continue to serve well as the guiding governance document for the School. The bylaws Committee, a standing committee of the School, continues to discuss changes to both the Bylaws and Policies and Procedures documents as needed. In that vein, several changes have been implemented.

As proposed by the Bylaws Committee, a Program Area Chairs committee is now a standing committee of the School. This committee provides coordination in teaching assignments and program direction to the Director. The committee meets regularly with the Director. All members of this committee also serve as members of the Curriculum Committee, and thus have direct knowledge of and input on curricular changes and their impact across areas.

New language that remedies confidentiality concerns in capricious grading cases for student members of the Student Concerns Committee has been adopted language that will avoid .

Language changes to the bylaws are pending for two further items 1. language regarding length of service on several committees that will facilitate knowledge continuity on committee work and A full discussion by Faculty of this item has been delayed due to the limitations of the COVID -19 pandemic. It is expected that this issue will be addressed by the full faculty in the coming semester.

**Revised Curriculum**

**Decreasing Student Enrollment**

**Revised Graduate Admissions Process**

**Reduction in State Funds**

**Transfer of Premier Study Abroad Program**

**New Faculty**

**Appointment of New Director**

**University of Illinois at Urbana-Champaign, 2020 Response:** Above Causes of Concern Narratives Satisfied by 2-Year IPR.

### **III. 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).*

**University of Illinois at Urbana-Champaign, 2020 Response:**

Francisco Javier Rodriguez-Suárez, FAIA joined the School of Architecture in January 2020 as the Director of the School. He is currently finishing up his first year in the position. In addition to his leadership, there have been changes to the Administrative Team Structure with La Tanya Cobb moving to become the Associate Director for Student Services and Marci Uihlein becoming the Associate Director for Undergraduate Studies. Kevin Erickson remains the Associate Director for Graduate Studies. There is indication that there will be a campus-wide retirement inducement program that will be announced this year, but no formal communication has happened yet and the School is not yet aware of the program's potential impact. In AY 19-20, one faculty member retired, a full professor, and his expertise in integrating building systems has not been replaced. The breadth of building technology education remains strong with the Building Performance Program Area having nine members. However, the decrease in tenure-track lines is noticeable with faculty feeling increased service and teaching loads.

The undergraduate enrollment has remained constant in the period since the accreditation visit. The graduate student enrollment decreased significantly from around ninety new students a year to approximately forty-five. There is concern that the undergraduate enrollment will decline across the university with the continued pressures of COVID-19 and online recruiting events not proving a successful means to research potential students.

Physical resources remain the same for the School of Architecture, though there is limit of how many in-person studios can occur based on limits the university has applied across the campus. Many students are choosing to continue their education in an online only platform, however.

The School's revenue contributions, as determined largely through undergraduate and graduate tuition, have struggled of late. Like many other architecture programs, our School will have to deal with economic challenges from diminishing state budgets, increases in tuitions, more competitive recruiting from peer institutions and the transition from mainly a local to a global and more diverse academic community. The School of Architecture is part of a larger budgeting unit – the College of Fine and Applied Arts (FAA) – which supports six other academic units from a single annual campus budget allocation. FAA depends on revenue from the School of Architecture as one of

the three largest units in the college, and one of the largest with regard to revenue-generating graduate programs. As such, FAA has long depended on revenue from the School of Architecture to support its overall mission. Thus, there is not only pressure not only from the School's own budget needs, but from the College which brings along some disagreement to the distribution of funds.

The move to online education in the time of COVID-19 has provided an opportunity to expand the expertise and diversity of our faculty through the targeted hiring of adjunct faculty. The School was able to recruit a diverse group of internationally recognized Adjunct professors that are teaching some of our studios and seminars. Our new Adjunct hires for the Fall semester are 50% female, 25% Black, 75% international, and 75% Latino/Spanish/Hispanic. Among the courses they are currently teaching, there is a Graduate Africa Studio in Lagos, Nigeria, by Marcos Barinas, and a Seminar titled: from *Black Box to Black Reason*, by Cruz García and Nathalie Frankowski.

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

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

##### **University of Illinois at Urbana-Champaign, 2020 Response:**

**The School has made substantial progress in preparing for the new 2020 NAAB Conditions. This progress has occurred in several areas.**

**1. The School has established an ad hoc NAAB/Assessment Committee that is currently in its second year of work. This committee has been charged with addressing all the challenges presented by the new conditions. The committee undertook initial assessment work last year in the form of student surveys of all undergraduate and graduate students as well as a special survey of graduating seniors conducted under the aegis of the Provost's Office. In addition the Committee began an analysis of ARE pass rates, acquiring data on these going back 10 years and assessing institutional surveys of student placement post-graduation. This assessment work is ongoing.**

**In the coming semester this committee will begin the planning and execution of an assessment protocol that includes evidence collection which meets the substantially increased evidence collection burden as called for in the new conditions, and pilot test the collection and curation of evidence including the collection and curation of metadata on student outcomes.**

**2. Over the past year, and continuing this semester, The Curriculum Committee of the School, working with the NAAB/Assessment Committee, has undertaken the articulation of new Program Level Learning Outcomes for both the Undergraduate and Graduate curricula. These are currently being mapped onto both individual courses as well as on to the new NAAB Program Criteria and Student Criteria. This work is ongoing and will provide the basis for the School's ongoing self-assessment in anticipation of our next NAAB accreditation visit.**

**We are hopeful of the substantial implementation of this assessment protocol over the next two years.**

#### **V. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that**

*have not been met for two consecutive visits, or If there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

**University of Illinois at Urbana-Champaign, 2020 Update: Must include student work evidence for B.1, B.2, B.5, and B.6:**

NEW COURSE SYLLABI LEARNING OUTCOMES ARE CURRENTLY BEING MAPPED ONTO NEW NAAB 2020 CONDITIONS PROGRAM CRITERIA AND STUDENT CRITERIA

SUPPORTING MATERIALS ARE LOCATED AT THIS LINK

<https://uofi.box.com/s/d32e2anqtp228jt1fdvfdnsie3ik09p>



