

***Architecture
Program Report***

University of Illinois at
Urbana-Champaign

7 September 2022

NAAB

National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>University of Illinois at Urbana-Champaign</u>
Name of Academic Unit	School of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: M.Arch. (Pre-professional degree + 62 graduate credit hours) Track: M.Arch. 2+ (Undergraduate degree + 65 prerequisite hours + 54 graduate credit hours) <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2015
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Director Francisco Javier Rodríguez-Suárez
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dean Kevin Hamilton College of Fine and Applied Arts
Chief Academic Officer of the Institution	Provost Dr. William Bernhard (Interim)
President of the Institution	Timothy L. Killeen
Individual submitting the APR	Director Francisco Javier Rodríguez-Suárez



Name and email address of individual to whom questions should be directed	Director Francisco Javier Rodríguez-Suárez paco70@illinois.edu
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Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted



Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

It is noted that since the last NAAB visit, the NAAB Conditions have changed and the School of Architecture now under the NAAB Conditions for Accreditation, 2020 Edition.

Conditions Not Met in the Most Recent VTR (April 1, 2015)

I.1.2 Learning Culture and Social Equity

2015 Team Assessment: 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.

Summary of Activities: The School welcomed our new director, Francisco Rodríguez-Suárez, FAIA; ACSA Distinguished Professor and former Dean of the School of Architecture at Universidad de Puerto Rico. He initiative include: 1) a Director of Diversity, Equity and Inclusion; 2) Initiating the School's Justice and Equity Task Force as a coalition consisting of Faculty, Students and Staff to create a more just culture in the School; 3) hired a group of more diverse faculty than the School has ever had; 4) supported several diverse lecturers and series.

I.1.5 Self-Assessment Procedures

2015 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.

Summary of Activities: In 2020, an Alumni Advisory Board was established by the Director and meets regularly with our academic community, participates in our reviews, and sponsors graduate studios. Self-Assessment Procedures implemented: Annual Program Area Reports, Curriculum Committee, Teaching Evaluations.

A.4 Technical Documentation

2015 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.

Summary of Activities: This is a criterion from the previous NAAB Conditions and previous curriculum. The 2017 classes that addressed it: ARCH 231, ARCH 233, and ARCH 475.

A.9 Historical Traditions and Global Culture

2015 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.

Summary of Activities: This is a criterion from the previous NAAB Conditions and previous curriculum. Summary of the 2017 Response: These areas are now addressed through the implementation of a new core graduate course ARCH 517. Additionally another core course, ARCH 577 addresses traditions and cultures of the Eastern and Southern hemispheres.

B.1 Pre-Design

2015 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.

Summary of Activities: This is a criterion from the previous NAAB Conditions and previous curriculum. The 2017 Response: An “awareness” of Pre-Design is addressed in the following courses including: ARCH 231, ARCH 321, and ARCH 57X Graduate Design Studios.

B.2 Accessibility

2015 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.

Summary of Activities: This is a criterion from the previous NAAB Conditions and previous curriculum. Summary of the 2017 Response: Accessibility is addressed in these required courses ARCH 321, ARCH 371, ARCH 372, ARCH 475, and, ARCH 575 - Integrative Design Studio.

B.5 Life Safety

2015 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.

Summary of Activities: This is a criterion from the previous NAAB Conditions and previous curriculum. A Summary of the 2017 Response: Life Safety is addressed in the required courses ARCH 321, ARCH 371, ARCH 372, ARCH 475, and ARCH 575 - Integrative Design Studio.

B.6 Comprehensive Design

2015 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.

Summary of Activities: In Fall 2018, the School moved the comprehensive and integrative design studio experience from ARCH 475 (undergraduate) to ARCH 575 Integrative Design Studio.

3. Causes of Concern in the April 2015 VTR:

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.



2015 Visiting Team Comments: The program is undergoing a great many changes, including: The recent adoption of new by-laws governing the program, which supersede its previous 40-year-old by-laws.

Summary of Activities: In 2017, the School's bylaws were revised and guide governance for the School. The standing Bylaws Committee and Program Area Chairs committee are now standing committees, providing coordination to the Director.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: The recent adoption of a revised curriculum framework intending to relocate a majority of the NAAB Student Performance Criteria from the undergraduate program to the graduate program.

Summary of Activities: The curriculum changes noted in 2015 have now been fully implemented.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: A decreasing student enrollment, coupled with an increased internationalization of the student body.

Summary of Activities: Student enrollment has continued to increase. Recruitment activities have increased and there is a standing Admissions, Recruitment and Yield committee.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: A revised graduate admissions documentation process.

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.

The Director of Graduate Studies and Coordinator Of Graduate Student Services and Coordinator of Graduate Student Services led an assessment of the admission process in Fall 2021. The results of this helped develop a holistic admission process. See Section 4.3.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: The anticipated financial pressures resulting from reductions in state funds supporting the university system.

Summary of Activities: The University has benefited from additional State Funding. Since the appointment of the new Director, the College of Fine and Applied Arts has significantly increased its financial support for the School of Architecture.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: The recent transfer of the program's premier study abroad program from its long-standing base in Versailles to Barcelona.



Summary of Activities: The Illinois Architecture Study Abroad Program in Barcelona-El Vallès) is now in full operation with undergraduate and now graduate students able to participate.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: The addition of several new faculty members.

Summary of Activities: New faculty is part of the evolution of any academic program. The University has felt it important to grant hires to us based on the strength of our student population.

2015 Visiting Team Comments: The program is undergoing a great many changes, including: The recent appointment of a 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.

Summary of Activities The School has welcomed the appointment of our new director, Francisco Rodriquez Suarez, FAIA; ACSA Distinguished Professor.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The School has made substantial progress in preparing for the new 2020 NAAB Conditions. This progress has occurred in several areas discussed in detail throughout this Report.

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.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the School, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Innovation and Architecture



University of Illinois Campus. Image source: commonapp.org

The University of Illinois at Urbana-Champaign (UIUC) was founded in 1867 as a public university. Originally chartered as the Illinois Industrial University, the campus opened in 1868. In 1885, the university was renamed to the University of Illinois and is counted as one of the original 37 public land grant institutions created following President Lincoln’s signing of the Morrill Act in 1862. The university campus is located in east central Illinois, with Chicago to the north, Indianapolis to the east, and St. Louis to the south, all within a 180-mile radius. The campus’s advantageous position near to these metropolitan centers, allows students to take influence from the architectural, cultural, and social traditions of each city despite the rural setting. Works from Louis Sullivan, Frank Lloyd Wright, Daniel Burnham, Ludwig Mies van der Rohe, Helmut Jahn, Rem Koolhaas, and Jeanne Gang (a University of Illinois alum), among others are within reach. On campus, projects by University of Illinois School of Architecture alumni Ralph Johnson and Cesar Pelli house the School of Architecture and the Gies College of Business, respectively. The campus boasts Georgian-style architecture by Charles Platt along the main quadrangle, but a recent host of contemporary construction by SOM, Booth-Hansen,



Perkins and Will, as well as IDEA, ushers the University and its academic community into the future.

The University of Illinois at Urbana-Champaign has always been known for innovation, collaboration, and community connection. The campus straddles the cities of Champaign and Urbana, with a combined population that totals roughly 130,000, and remains connected to local causes with global impact. Most recently, the University of Illinois employed the nation's most robust and innovative COVID-19 testing protocol with a saliva-based testing solution. Architecture faculty and staff, along with other campus units, engaged in the efforts to produce PPE and support for the local medical community and School of Medicine. These efforts to keep the campus safe were extended to the local community and influenced broadly the global efforts to curb the pandemic. With necessary precautions in place, the University was able to resume in-person courses in 2021.

Before COVID-19, the University of Illinois has been ranked among the top producers of Fulbright Scholars and Nobel Prize winners. Home of the National Center for Super Computing Applications, a LEED Gold certified building, the University houses a variety of national centers and boasts numerous global-impact inventions. This is the home or alma mater of the inventors of the LED, Special Education, the modern pork industry, the first post-secondary disability support program, the father of physical fitness, the first graphical web browser, LED and Magnetic Resonance Imaging, among other achievements. Innovation and service are at the forefront of the University mission and permeate the School of Architecture.



Temple Hoyne Buell Hall (1994) by alumni Ralph Johnson. Image source: faa.illinois.edu

University of Illinois at Urbana-Champaign

The University of Illinois at Urbana-Champaign (UIUC) is a public land-grant university. The Urbana campus is the State of Illinois' flagship institution for higher education, research, public service, and engagement. The total enrollment of the university is



approximately 56,000, with 17,800 being graduate students, from all 50 states and more than 100 countries. In the fall of 2021 (as of this report no fall 2022 enrollment numbers have been released) the class of first-year students set a university record at 8,303. Students are registered in undergraduate and graduate degree programs, as well as robust certificate programs across campus. There are more than 159 undergraduate and more than 100 graduate and professional degree programs providing degrees at the Bachelor's, Master's, and Doctorate levels. The programs are divided among 16 major academic units, some endowed, including:

- College of Agricultural, Consumer and Environmental Sciences (ACES)
- College of Applied Health Sciences (AHS)
- Gies College of Business
- College of Education
- The Grainger College of Engineering
- College of Fine and Applied Arts (FAA)
- Division of General Studies
- Graduate College
- School of Labor and Employment Relations
- College of Law
- College of Liberal Arts and Sciences (LAS)
- School of Information Sciences (iSchool)
- College of Media
- Carle Illinois College of Medicine
- School of Social Work
- College of Veterinary Medicine

Since the last NAAB accreditation visit, the university has again expanded and created new opportunities for students, faculty, and the community. In 2017, alumni Larry and Beth Gies gave a \$150 million gift to enhance curriculum, programs, and program reach in the College of Business. The Carle College of Medicine opened in July of 2018, the world's first engineering-based medical School. Hundreds of national and international scholarships and awards have been bestowed on faculty and students, the School of Architecture community included.

Accredited continuously since 1913, the University of Illinois has enhanced the quality of life for the local, national, and global communities through its mission to “transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale with excellence” (<https://www.uillinois.edu/about/mission>) and shared vision to be the pre-eminent public research university with a land-grant mission and global impact. As the #15 ranked public university by the 2021-2022 U.S. News and World Report, and the #47 national university, the University of Illinois boasts top programs across the campus, many at #1 or in the top 10 in the nation. This included the graduate



program in information sciences, undergraduate and graduate programs in accounting, various engineering programs, and condensed matter physics.

The Urbana campus has earned the Carnegie Classification of a “Research University” (very high research activity), and has received elective Carnegie Classifications for Curricular Engagement, and Outreach and Partnerships. As of FY 2017, the university had \$642,000,000 in research and development expenditure. The university has \$136,000,000 in National Science Foundation awards – more than any other university. Admissions into graduate programs is highly competitive, with master, doctoral and professional programs focusing on research and practice. Top nationally ranked programs, a lengthy list of faculty and alumni Nobel Laureates, one of the largest public university libraries in the world -- 24,000,000+ items -- and a long history as one of the most “disability friendly” campuses in the U.S. all speak to the diverse and unique qualities of excellence at the University of Illinois.

School of Architecture

The University of Illinois School of Architecture is the oldest public school of architecture in the United States. Housed within the College of Fine and Applied Arts, the student body is made up of 1786 Undergraduate and 630 graduate students from 14 states and 22 countries. The UIUC School of Architecture offers a Bachelor of Science in Architectural Studies, minor in Architectural Studies, Master of Architecture, Master of Science in Architectural Studies, and Doctor of Philosophy in Architecture.

The curriculum in architecture has been offered at the University of Illinois since 1867, one of the first American institutions to offer such a program in higher education. The School of Architecture gained its first student in Nathan Clifford Ricker in 1870. Ricker was the first graduate of an architecture program in the United States in March of 1873, preceding graduates from MIT’s newly formed architecture department. After a six-month European tour, Ricker became the architecture program’s only instructor and head of department. His travels influenced the model of the program and his practice. From the beginning, the School of Architecture continues in the rigorous and innovative education of students. The program has stressed the substance of architecture, ensuring graduates understand the healthy marriage of applied building principles and design practices. Ricker completed several buildings on campus as the University Architect, including the Chemistry Building (1878), the Library Building, Altgeld Hall, and numerous small works. Ricker believed in research as an essential in the education of the architect and ensured that students learn in cutting-edge fashion and with the momentum of the generation.

From 1873 to the present, the School of Architecture continues its mission for excellence and service, community engagement and commitment to paving new paths, and being aware of our place in the world. The program was formally adopted into the newly



formed College of Fine and Applied Arts in 1931. The study abroad program at Versailles (now at ETSAV in Barcelona) was developed as the first international study program at the University of Illinois. In 1969, the School's curriculum was revised to include the Master of Architecture degree at the end of six years of study. Students have benefitted from dual degree programs (M.Arch – MUP and M.Arch – MSCEE) since Director Forrester (1981-1999) and opportunities to engage across campus. The PhD program in Architecture (administered jointly with the Department of Landscape Architecture) is also credited to Forrester's groundwork. Opened in 1995, the gift of Temple Buell Hall, the home of Architecture, Landscape Architecture, and Urban Planning, is a lasting mark of Forrester's legacy. Ralph Johnson, FAIA and Illinois alumni, helped conceive, program, and design the interdisciplinary facility.

Since our last visit with the NAAB Accreditation Team in 2014, there have been several changes in leadership. Director David Chasco served until 2014. He was succeeded by Peter Mortensen until 2017 while an international search could be conducted. Professors Jeffrey Poss and Mohamed Boubekri served as interim directors until the current director, Francisco Rodríguez Suárez, FAIA was installed in January 2020. Director Rodríguez Suárez has continued to build relationships with alumni, peer institutions, and a vast network of colleagues and educators. He continues our mission of excellence in design, teaching, and research.

Connection to alumni continues to be a commitment for the School and to the students. The Career Xpo provides a bridge between students and alumni, forges connections to Chicago, and provides opportunities for internships and long-term employment for students. The strong connection to Chicago has only strengthened since our last accreditation visit. The Chicago Studio is now offered in both fall and spring semesters, with a permanent home in the city, complete with studio and seminar spaces. Additionally, starting in Fall 2022, the University of Illinois will partner with Kahler Slater and alumna Trina Sandschafer (Kahler Slater VP), to offer a Kahler alter studio in conjunction with the University of Wisconsin-Milwaukee. Alumnus Brian Vitale and Gensler are also conducting a graduate studio in Chicago. Our vast alumni network has been a constant inspiration for students and collaborations. Most recently, Carol Ross Barney, newly elected to the Order of Lincoln, was named as the Spring 2022 Pelli Distinguished Visiting Lecturer.

Director Rodríguez navigated our faculty and facilities online for remote emergency instruction in spring of 2020 with the COVID-19 epidemic. Using remote instruction during the course of the following year, the Director engaged faculty from across the world to teach, lecture, and engage our students. A direct connection to South Africa was formed through a studio taught by architect and program head, Mark Raymond of the Graduate School of Architecture at the University of Johannesburg. Seminars by WIA Architecture Think Tank provided student ways to engage in new modes of design thinking. The newly invigorated Alumni Advisory Board, under the guidance of Director



Rodriguez, will continue to build relationships with our Chicago-based alumni, including Jaime Torres Carmona, Brian Vitale, Dina Griffin, Eleanor Gorski, Ralph Johnson, Patricia Saldaña-Natke, and Carol Ross-Barney, among others.

As we transitioned to in-person instruction again in the fall of 2021, the School has created a more robust set of opportunities for students and faculty, a more diverse and inclusive population, and facilities updates to ensure excellence for our programs.

The program’s role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The Illinois School of Architecture engages in a number of activities and initiatives that benefit the Urbana campus and the College of FAA. School faculty and students contribute to a number of cross-campus discovery initiatives involving research and design innovation. As part of our history and in support of the University initiatives, the School supports:

- The goals of the program include a desire to meet our mission as a Land-Grant University:
- We aspire to be a premier, public institution of higher education, offering an affordable and leading architectural undergraduate and graduate education while fulfilling our research and service responsibilities.
- We aspire to be a global model of design and research for a changing world.
- We aspire to educate the thought leaders of the next generation and to empower this generation, providing them the necessary background and tools to accommodate positive outcomes.

The School’s larger relationships across the University have allowed us to achieve the following:

- Collaborative Projects:
 - I-House Design Build Initiative (College of Engineering)
 - Chancellor's Houser (Office of the Chancellor)
 - Tiny Home Initiative (Collaboration with Granger and Carle)
 - Hip-Hop Express Collaboration
 - Solar Decathlon (student run) funding provided by School
- Dual Degrees:



- M.Arch + MUP: This joint degree program enables students to gain two separate, concurrent degrees: the Master of Architecture and the Master of Urban Planning, offered by the Department of Urban and Regional Planning.
- M.Arch + M.S. in Architectural Studies (Structures): We offer a joint degree program between the M.Arch and M.S. in Architectural Studies with a concentration in Structures.
- M.Arch + M.S.C.E. (Structural Engineering): This joint masters degree program links the School of Architecture and the Department of Civil and Environmental Engineering (CEE), Structural Engineering area.
- M.Arch + M.S.C.E. (Construction Management): This joint degree program enables students to concurrently earn the Master of Architecture (M.Arch) and the Master of Science offered by the Department of Civil and Environmental Engineering (M.S.C.E.), Construction Management area.
- I-CRAFT (Illinois Center for Research in Architectural Fabrication and Technology): The I-CRAFT Creative Incubator is a multidisciplinary space for design innovation, digital fabrication and social entrepreneurship that collaborates with the Siebel Design Center and similar public or private sector incubators to develop immediate solutions to ongoing problems based on the general truth that everything inconvenient must change.

Summer 2022 meeting to align College of Fine and Applied Arts Strategic Priorities with the School of Architecture Academic Priorities:

FAA Strategic Priorities

1. Teach in ways that bring clear benefit to Black, Latinx, and Indigenous students
2. Research and create to support just, equitable, and sustainable communities.
3. Invest in the prosperity of neighbors who struggle to meet basic needs.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The Graduate Program at the Illinois School of Architecture is committed to building avenues of collaboration between our School, local communities, and the diverse, international places where we seek to make a positive impact. Through our stellar alumni network, robust student organizations, and relationship with the University, the program, both within the curriculum and in support of it, widens the opportunities for our students and faculty to learn and serve.

The program's studios are comprehensive yet flexible, allowing students to deepen knowledge within our Program Areas. This dynamic fosters a diversity of studio projects



with both an international reach and a regional, community connection. Traveling studios afford students the discoveries and knowledge that lead to careers informed by opportunities for design beyond their region.

Several studios have an international reach and give students the opportunity for field trips. The Landscape Urbanism Studio, taught by Prof. Sara Bartumeus, employs a multi-disciplinary approach to solving design problems. It is composed of architecture and landscape architecture students collaborating with the Municipality and the University of Barcelona, having earned multiple AIA Chicago Awards. The program's Latin America Studio has collaborated with the office of the Mayor of Buenos Aires to undertake a visiting studio focused on architecture and urban anthropology. Likewise, a similar studio will be led by Professor Benjamin Bross in Santiago, Dominican Republic. The program's ASIA Studio advances the research of Professor Botond Bogner, the Edgar A. Tafel Endowed Chair in Architecture. The studio is currently focused on design in Tokyo, but will expand its scope to specific sites in Asia, giving the program a presence in an emerging epicenter of twenty-first century architecture. The ABC Studio (Architecture in Barcelona and Chicago) joins students in the undergraduate and graduate studios. Building upon the School's widely popular Barcelona Study Abroad program for undergraduate students, this initiative expands opportunity for study to our graduate students and importantly, involves interaction with alumni or members of the Chicago professional community.

The Plym Studio is a premier showcase of our School to the world and gives students the opportunity for collective opportunities of study. Made possible by a 1981 gift to the school by the late Lawrence J. Plym, past president of the Kawneer Corporation, distinguished practitioners have been invited to teach studios through this program since 1982, beginning with Gunnar Birkerts. Travel is one such opportunity afforded by this studio, such as the 2019 studio with Gong Dong, founder of Vector Architects, wherein students traveled to study architecture in China. In the Spring of 2021, Plym Professor Mark Raymond gave students the opportunity to work with students of the GSA Johannesburg, South Africa, in a dynamic studio that transcended pandemic limitations by coordinating an online studio that would otherwise have limited student's ability to learn from classmates in Africa. During the Fall 2022 semester, students will learn from the practices of Native American communities in Arizona in a studio led by Plym Professor Wanda dalla Costa.

The Chicago Studio has for years been active in designing for and with communities, giving students inside and outside the studio opportunities to engage them. It uses an immersive approach when it comes to students living, working and studying in the City of Chicago. Student's classes have been community based investigations identified by the City's Department of Planning and Development (CDPD), Chicago Housing Authority (CHA), Chicago Transportation Authority (CTA) or by a group within a community such as the Network of Woodlawn (NOW). Typically three classes are offered in Chicago, all providing learning both inside and outside the classroom. For the design studio, students work directly with both community members and professionals as they create their studio investigations. Students take site visits and invite participants into the studio. Professional architects are student mentors in two ways: The studio is in the same building as Booth Hansen Architects who supply a mentor to each student. The Chicago Studio also matches students with individual mentorship from professionals in a variety of firms in the city. Individuals from over 20 firms have participated in this informal



mentoring. “Walks” take place to reinforce and question theories and ideas in assigned texts. In one Chicago Studio iteration, students subsequently produced a sector for the ongoing creation of a Nolli Map of Chicago. This required students to do field research and document the conditions of the city while learning the building blocks or urban design. The Professional Development and the Studio course visit approximately 14-20 firms per semester to learn about specific issues and the firms’ ideals and methods for delivering these to the public and the client. For the Fall 2022 semester, the students will produce research that engages the knowledge and experiences of neighborhoods on Chicago’s south-side (Bronzeville), west-side (Little Village), and north-side (Albany Park).

Within our central illinois community, the program has offered the I-House Studio (Illinois House Studio) in which graduate students design, and then plan to build and donate a single family home. In the future, it aims to create a more periodic engagement with design-build values, long supported by the school through the Solar Decathlon, the most recent of which was built in Champaign in 2022 and organized, designed, and built independently by students in architecture, engineering, and other disciplines across campus.

The school encourages participation in professional societies and organizations made possible by service to the discipline and profession by our faculty, and the enthusiastic pursuit of service by our students. Dedication to architecture and society has been recognized by the elevation of three of our current School faculty to the AIA College of Fellows: Professors David Chasco, Randy Deutsch, and Director Francisco Rodriguez-Suárez.

Faculty are widely active in professional societies, serving in leadership positions and committees, advanced by the availability to faculty of grants, awards, and funding for travel to and participation in conferences and society meetings. The School awards research and teaching grants that were awarded to 8 faculty in 2022 to facilitate activities including participation in professional societies and organizations. FAA Professional Development Funds for Specialized Faculty provides funds of up to \$500, intended to allow specialized faculty to pursue opportunities for professional development. The campus-level Scholar’s Travel Fund supports funding to tenured and tenure-track professors for one to two conferences per year.

Encouraging faculty to learn outside the classroom in these ways has seen faculty as active contributors to many professional societies. Lynne Dearborne is the recent past president of the ACSA. Marci S. Uihlein is the recent past executive editor of the journal, *Technology | Architecture + Design* and current vice-chair of the Construction History Society of America. Christina Bollo is an ARCC Board Member. Niloufar Emami is the Scientific Chair for the 2022 Symposium on Simulation for Architecture and Urban Design (SimAUD) Conference. Abbas Aminmansour is a Member of the Committee on Manuals of the American Institute of Steel Construction (AISC) and was awarded 2022 Fellow of the Council on Tall Buildings and Urban Habitat (CTBUH). Randy Deutsch, FAIA, is a Senior Fellow of the Design Futures Council. Kevin Erickson has recently served on the Van Alen Institute’s Program Leadership Council. ACSA Distinguished Professor Kathryn Anthony is active in the Chicago Women in Architecture, awarded in 2020 a Lifetime Achievement Award from Chicago Women in Architecture.



The School seeks to be a bridge for students between their activities as students and involvement in student organizations and national organizations. Laying the groundwork, Director Francisco Rodriguez-Suárez, FAIA, Associate Director David J Isern, and Professor Randy Deutch, FAIA have attended NCARB Licensing Advisory Summers to help advise students on their emergence into the design professions.

The School supports and encourages student participation in national and student organizations. For the last two years, the School has supported through funding The National Organization of Minority Architecture Students (NOMAS) Art and Architecture exhibition and symposium. In 2022, the school was proud to host in its galleries the Hispanic Organization of Urban Studies and the Environment (HOUSE) Latine/Latinx Art and Architecture exhibit.

Student organizations and student groups work with the School to engage in community service. Outside the classroom, Root to Roof is a student-led design-build organization that has recently used locally harvested lumber, hand-crafting, and the principles of sustainability to build furniture and fixtures for underserved youth. Inside the classroom, students with Project:HERITAGE in ARCH 417: Modern and Contemporary Architectural History developed a lesson plan and donated a LEGO model of Walter T. Bailey's (UIUC, 1904) first professional project to a local after-school activity center for underprivileged youth, teaching children about the important work of the School's first African American graduate.

Many student organizations work with the school to advance student career preparation. The Gargoyle Honor Society works with faculty to host a portfolio review in advance of the Career Xpo, the School's annual career fair. Likewise, the School is proud of students' involvement in the Illinois Chapter of the AIAS, the American Institute of Steel (AISC) Student Club, and over 15 other student organizations that call Illinois their home. They indelibly contribute to School culture and students' intellectual and social development.

Outside the classroom, the Lecture Series and Exhibition (LS&E) program at the School of Architecture is a robust program that presents students, faculty and the wider professional audience the opportunity to engage with participants that represent a full range of experiences: from academic scholars and policy makers, to professionals in design practice. This means that our audience is able to truly grasp the state of the art in the current and most relevant subjects of our day. This includes, but is not limited to, climate change and holistic sustainability, alternate forms of design practice and a global survey of design and its application in the built environment. Students and faculty are thus encouraged outside of the classroom environment to view the LS&E as an opportunity to apply inside the classroom knowledge gained from precedent and the aggregate experience of others in the field.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:



Adopted in 2011, the School’s Mission Statement is as follows: “At Illinois, we are an international leader in educating future professionals and scholars in architecture and allied fields. We provide a robust technical and conceptual program that enables students to create and innovate. The depth and breadth of our curriculum enables students to become leaders in a range of disciplinary specialties. Our comprehensive programs prepare students to design and research in a rapidly changing global context from the macro to the micro scale through our bachelors, masters, and doctoral degrees.”

The School’s Vision Statement, adopted the same year, stems from this mission and is: “Learn from the Past – Question the Present – Shape the Future.”

Since his arrival, Director Rodríguez has led the School in an participatory assessment process that has produced a series of strategic priorities and will revise both mission statement and vision. As a former ACSA President and author of *Chronologies of an Architectural Pedagogy*, the new director promptly organized a series of faculty retreats with the presidents of ACSA, NAAB, AIA, UIA and ARCC, an external committee of evaluators composed of Dean Emeritus Lars Lerup, Dean Jim Williamson, Topaz recipient Lance Jay Brown and Distinguished Alumna Carol Ross-Barney, FAIA, as well as an international symposium on the current state and future of architectural pedagogy.

The conversations, debates, assessment, and collective feedback with our academic community resulted in the strategic priorities developed during our latest faculty retreat.



2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The Master of Architecture Program of the Illinois School of Architecture cultivates the values of design thinking through breadth of study in the studio required of all Master of Architecture students - ARCH 575: Integrative Design Studio, and provides depth of study in one of the four innovative Program Areas. This spectrum of study responds to values that foreground socially and environmentally responsible design, empowering future architects to shape the profession and the built environment in the twenty-first century.

Through the curriculum and supplemental experiences, the program fosters an educational, research, and public engagement forum that centers around urbanism in our ongoing dialogue about world issues and the growing urban population. The program teaches students how to use architecture as a medium for addressing problems, increasing equity, and expanding culture.

The curriculum is organized in four Program Areas – Building Performance, Urbanism, Detail and Fabrication, and Health and Wellbeing. Students develop design inquiry and hone multiple modes of intellectual investigation, drawing upon humanistic, applied and social scientific methods. Critical, conceptual, and analytical thinking are our foundation for developing ethical and empathetic practitioners. Graduates of the MArch Program are prepared to lead and to collaborate in the fields of architecture, engineering, urban design and development, and other design fields, and to solve the most pressing issues facing our environment in the decades to come.

Safe, equitable, and sustainably focused design is centered in the innovative studios available to students. Pedagogically, the school approaches these concerns hand in hand with academic initiatives that reiterate director Rodríguez-Suárez’s commitment to building on our tradition of excellence by strengthening local bridges, expanding our international footprint, and designing avenues of collaboration between our institution and a world that is more connected than ever.

Within the four Program Areas, the curriculum amplifies the practice and research expertise of faculty into recognizable entities that center social and environmental concerns and could furthermore pave their way into individual research centers within the Program Areas:



URBAN(A) Design Studio: The Urban Architecture Design Studio makes a play on the city's name and concentrates its efforts on local proposals for both the community and campus. In Spring'20, Prof. Benjamin Bross led its inaugural effort with a proposal to "urbanize" the Max Abrahamovitz-designed Krannert Center for the Performing Arts. The studio could potentially become an asset that explores the edges between the campus and its community, providing ideas for a symbiotic relationship between the two.

I-House Studio: The idea behind the I-House studio, or Illinois House Studio is for a group of graduate students to design, build and donate a single family home to the community every academic year. The studio could follow previous efforts aimed at Solar Decathlon competitions but with an emphasis on social agency. Prof. Tom Loew taught the first I-House Studio in Spring 2021.

ASIA Studio: This studio is predicated on the research interests of Prof. Botond Bognar, a world-renowned scholar in Japanese architecture. It is currently working in Tokyo, but could and will expand its scope to include China, South Korea, Taiwan, Thailand, Singapore, Indonesia, Malaysia and the Philippines. Its success is fundamental in our efforts to have a solid presence in a continent that is trying to position itself as the epicenter of architectural production in the twenty-first century.

Competition Studio: Every year, Illinois students earn awards or honorable mentions from AIA Chicago and ACSA's three competitions in steel, wood and concrete. Aside from providing an excellent opportunity for students to showcase the work on their portfolios, this studio is a fundamental platform for the School to market its strong design culture.

Latin America Studio: Another area of recent architectural production interest has been Latin America, with notable design cultures in Brazil, Chile, Peru, Colombia and Argentina. Recently, we collaborated with the office of the Mayor of Buenos Aires to conduct a visiting studio focusing on architecture and urban anthropology. Currently, Prof. Bross teaches a similar traveling studio in Santiago, Dominican Republic. Other efforts include Mexico and Puerto Rico.

Landscape Urbanism Studio: Taught by Prof. Sara Bartumeus, this graduate studio explores a multi-disciplinary approach to solving a design problem. Recently, it has been composed by architecture and landscape architecture students collaborating with the Municipality and the University of Barcelona. The studio has earned AIA Chicago Awards three years in a row.

ABC Studio: (Architecture in Barcelona and Chicago): The ABC Studio brings together the undergraduate and graduate studio locales outside our campus to provide a unique experience that benefits from arguably two of the best cities for architecture. We are currently evaluating various scenarios ranging from a graduate studio offering to a summer studio that could actually travel to both cities, and even a continuing education program for alumni or members of the professional community in Chicago.

Plym Studio: The Plym Studio is a fundamental platform to showcase our Architecture School to the world. The last five Plym studios have also sought to



incorporate a more diverse lineup of distinguished visiting faculty, including Gong Dong, Suchi Reddy, Mark Raymond, Solano Benítez and Wanda dalla Costa. This group constituted the first Chinese, Indian-American, African, Latin American and Native American Plym Professors. For example, Mark Raymond’s studio collaborated with the GSA in Johannesburg, South Africa, while Wanda dalla Costa is currently working with Native American communities in Arizona.

Fabrication Studio: Taught by Niloufar Emami, the Fabrication and Prototyping Studio works closely with our existing FabLab, the projected I-CRAFT Incubator for Innovation, and the new Siebel Design Center as a workshop for faculty and students to propose ideas that could be patented and marketed.

Skyscraper Studio: Taught by Emeritus Professor Paul Armstrong, this studio is one of the most popular of our graduate offerings. Given our connection to Chicago and its history in the development of this architectural typology, this studio is part of a Certificate in Tall-Building Design we are currently working on.

Sponsored Studios: The School has reached strategic partnerships with Gensler, Kahler-Slater, HDR, and is currently in conversations with other firms to collaborate in our Chicago Studio. Gensler and Kahler-Slater have begun their Sponsored Studios in Fall 2022, while HDR will organize theirs during Spring of 2023.

I-CRAFT (Illinois Center for Research in Architectural Fabrication and Technology): The I-CRAFT Creative Incubator is a multidisciplinary space for design innovation, digital fabrication and social entrepreneurship that collaborates with the Siebel Design Center and similar public or private sector incubators to develop immediate solutions to ongoing problems based on the general truth that everything inconvenient must change.

Continuity of Values

Design values constitute an essential component of the program’s long range planning in concert with the Alumni Advisory Board, External Visitors, the College, faculty, students and staff. The School’s social and environmental concern is an outcome of a conscious and careful process of observation, assessment and open conversations with our academic community, convinced that any resulting plan will be an inclusive and transparent blueprint capable of guiding our agenda during the next decade.

The newly formed Alumni Advisory Board consists of ten inaugural members. The board serves in an advisory capacity to the school and the Director, Francisco Rodríguez-Suárez, working to foster communication and networking between students, faculty, and alumni as well as within the broader professional community.

Over the long-term, the Alumni Board has founded and generously funded the Alumni Board Design Excellence Awards, an awards program for the top graduate work for each academic semester. The board will assist in serving as jury members for the awards. These awards celebrate design excellence within the school.



Additionally, in 2021, the School was advised by External Visitors including Lance Jay Brown, Lars Lerup, James Williamson, and Carol Ross Barney, who provided valuable, pointed guidance for the program, including the recommendation to enhance recruitment, branding and marketing, and study the graduate program specializations for opportunities to combine educational initiatives. This work is being undertaken by the Program Chairs, the Curriculum Committee and the Associate Director for Academic Affairs.

We recently engaged in a process of coordinating the priorities of the College with the Academic Priorities of the School. During the Summer of 2022, the School established a series of priorities and identified four strategic goals. Specific to the area of design as a value, the School is exploring options to hold design workshops for students on Fridays with partnerships between internal faculty and external guests, such as design charrettes, material exploration, architectural photography and graphic design workshops. For example, Director Rodríguez meets with students on Friday who are interested in participating in non-studio design competitions. As an outlet for student and faculty design talent, the school aims to explore potential within the School's faculty for service/research partnerships within the East Central Illinois Communities, Chicago, and other locations.

The School's faculty perform important work as members of committees that direct long-range planning in a rich tradition of shared governance at Illinois. The Executive Committee, the NAAB Assessment Committee, and the Curriculum Committee meet regularly to assess the program and its goals. Students are crucially part of the Curriculum Committee and likewise provide guidance to the program via the Architecture Student Advisory Council (ASAC.)

End-of-the-semester assessment, as planned in the Fall of 2022 and ongoing, will periodically examine the program for the continuity of design values and concomitant outcomes of education for safety, equity, and sustainability, integrated with effective critical thinking. Within this process, Program Area faculty members will be able to assess alignment of student work and Learning Outcomes with design as a value. In concert, these constituent groups will continue the work of assessment to maintain design as a program value.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

The values of Environmental Stewardship and Professional Responsibility are addressed in the program's learning outcomes, courses, Program Areas, and supplemental activities. The program's curriculum addresses climate change directly, foregrounding the belief that we can no longer treat the city, the urban scale, and its sustainable development as tangential complements or elective interests that contextualize the architectural object. Sustainability, health, safety, and welfare are



treated in an interconnected way. Required for all graduate students, ARCH 575: Integrative Design Studio incorporates these values. For example, the Fall 2021 iteration of the course, titled, “Century of Progress Homes Center,” emphasized “the integration of material, detail, structure, enclosure, technology, program, life safety, energy performance and universal design.” Facilitating these courses, faculty serve as a bridge between these values and students in the program. The required course, ARCH 501: Architectural Practice has been taught by Randall Deutsch, FAIA, who was awarded the 2018 inaugural NCARB Professional Practice Scholar in Washington DC and recognized by DesignBuild as the #1 Influencer in Construction Sustainability.

In addition to courses required for graduation, Program Areas address the values of environmental stewardship and professional responsibility. For instance, faculty and students in Building Performance courses address aspects of overall performance through the integrated design of structural, environmental, enclosure, and related systems. This work is grounded in a historical knowledge base of best practices while also promoting experimentation and innovation, focusing on sustainability, environmentally responsible use of energy and materials, human comfort, and constructability.

The Health and Wellbeing Program Area recognizes the link between environmental stewardship and professional responsibility by teaching how they are interdependent through human health and welfare. This area focuses on relationships among people, the environments they inhabit, and resulting physical and mental health consequences.

The Urbanism Program Area explores the impact of architectural design on variable transformations in cities and their effects on urban habitation. Accordingly, courses and research in the Area recognize and respond to salient, contemporary trends such as the fact that the United Nations estimates that over half of the world’s population lives in urban environments. That number will keep increasing. Areas of growth in urbanism reflect on the demands of these human settlement patterns and the resources to support the urban centers including: planetary urbanization, landscape urbanism, and climate change.

The Detail and Fabrication Program Area encourages students to make a positive and lasting contribution to the built environment by thinking about large and small-scale interventions simultaneously. Currently faculty in the dF Program Area are engaged in sponsored research with organizations such as the Army Corps of Engineers, multiple community groups in Central Illinois and Latin America, and our Campus’s Student Sustainability Committee. The Area is led by architect Mark Taylor, who is also in charge of our Solar Decathlon houses in Washington DC and our community outreach projects in Haiti after the earthquake.

Within these areas, faculty are active in upholding these values through their research, scholarship, and leadership. Kerbis Fellow Paul Fast, founder, Fast + Epp, won the inaugural 2022 ACSA Timber Education Prize, for the course ARCH 595 Mass Timber Building Systems. In this course, students learn structural design concepts using mass timber and integrate them with building systems. They also gain knowledge about sustainability aspects as well as mass timber systems.



Professor Mohamed Boubekri, Ph.D., has raised substantial interest in the intersection of health and sustainability by publishing the paper, *Impact of Building Design Parameters on Daylighting Metrics Using an Analysis, Prediction, and Optimization Approach Based on Statistical Learning Technique* in the journal *Sustainability*.

Three professors have been named 2022 Levenick Fellows of the Institute for Sustainability, Energy, and Environment at Illinois. Benjamin A. Bross, Assistant Professor of Architecture, will create a new 200-level course on regional and urban-scaled environmental, social, and economic sustainability; Niloufar Emami, Assistant Professor of Architecture, will create a new course, ARCH 571 “Additive Formwork for Complex Concrete,” to explore new, sustainable fabrication methods for designing and making concrete building components; Mark Taylor will create a new class, ARCH 576 *Solar Decathlon: Past, Present & Future* in which students will learn about sustainable affordable housing design.

The school demonstrates the embrace of Environmental Stewardship and Professional Responsibility through our dynamic Fall 2022 lecture series focused on sustainability, resiliency, climate change and global warming. This series, titled *Confronting Climate*, will feature 12 internationally renowned speakers who can convey these values to students, professionals, and the academic community.

Continuity of Values

Environmental Stewardship and Professional Responsibility values will continue to be emphasized in the program over the long term both as a way to align with Strategic Priorities outlined by the College, but also because it is imperative to society. The College prioritizes research and creativity to support just, equitable, and sustainable communities. These values are not about checkmarks, but a fundamental conviction of the School’s imperative role in the way knowledge is created, applied and divulged. Recent planning sessions mapped a series of Strategic Academic Priorities that will guide our mission as an operational framework for these shared values.

The Alumni Advisory Board, faculty, students and staff co-construct the School’s continuity of values. With the inaugural Alumni Advisory Board formed in 2021, the School is advantaged by experienced practitioners to advise our program to address society’s pressing needs. That same year, the School was also advised by External Visitors including Lance Jay Brown, Lars Lerup, James Williamson, and Carol Ross-Barney, who provided invaluable guidance and feedback to the School. Noteworthy to these values, they recommended the School study graduate program specializations for opportunities for combined educational initiatives. Tangibly, this means the program will direct an MArch learning outcome across Program Areas to foreground social, environmental, and economic justice in the design of the environment. The value of Professional Responsibility will be reinforced with the new position of Associate Director for Research and Communications to bridge the research needs of the School with the external community and members of the profession. In response to the Boards recommendation, the School is reinforcing this value by establishing new joint studios, such as the Gensler Studio and Kahler Slater



Studio, both initiated in the Fall of 2022, with other studios planned for the Spring of 2023.

Faculty committees are central to the execution of long-range planning at Illinois. The Executive Committee, the NAAB Assessment Committee, and the Curriculum Committee will meet regularly to steer values of Environmental Stewardship and Professional Responsibility. These committees, with the guidance of the student Architecture Student Advisory Council (ASAC) will direct the assessment process for these values. The School plans an end-of-semester assessment that will invite outside reviewers and members of the School to measure student work to learning outcomes and these particular values. Program Area faculty will be centrally involved in assessment to assure the relevance of this value at our core. Long term maintenance and calibration is essential because ongoing changes to the architectural discipline, and consequently the professional education of architects, are anticipated to follow technological advancements, growing concerns about health and the built environment, societal and historical re-examinations, global warming, and the demands of an increasingly urban population.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program 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 these efforts are neither sufficient nor complete. As we endeavor to continue and expand initiatives to increase equity across the breadth of race, ethnicity, gender, and abilities in our School community, we must address both systems and history within 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, elevated the visibility of the work being accomplished by our vast body of alumnae (<https://youtu.be/vFsmynlycxQ>), and received an ACSA Award.

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/offers 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; 4) supported a very racially/ethnically/gender group for the School's lecture series, framing important conversations that the School had not ventured into previously.



During the years of 2019-2020 and 2020-21, the School's Director charged an Ad Hoc Committee on Diversity and Inclusion. The committee met with the Justice and Equity Task Force resulting in the School's Statement on Anti-Racism, and the School's Diversity Plan. La Tanya Cobb, Associate Director of Student Services and Lynne Dearborn, Professor and Chair of Health and Wellbeing, were appointed to the College of Fine and Applied Arts Diversity, Equity and Inclusion Committee. As part of their work for this FAA committee, they conducted a study of School climate and preparation to address racial equity, reporting to the FAA dean in the Spring of 2021. These three working groups, along with the School's Curriculum Committee, 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 chapter also surveyed its 45 members and delivered a set of desires to improve the climate at the School that included: 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 are—and will continue to be—a fundamental component of the School's agenda on racial equity.

To carry out this work, the School undertook several direct and continuing actions which include colloquia between student organizations to discuss racism with our society and institution; town hall meetings organized by LaTanya Cobb, Associate Director of Student Services to hear from African-American students and their experiences; NOMAS president spoke at faculty meeting; and the Statement of Anti-Racism incorporated into the School's website.

Graduate studios and seminars were organized to more deeply examine issues of racism, colonialism and architecture. Graduate studios have focused on African design, colonial / post-colonial concerns in Africa, Central and South America, and addressed racism in design in seminars such as "From Black Box to Black Reason" which resulted in a publication of the same subject with Cruz Garcia and Nathalie Frankowski. These courses, organized after Spring 2020, follow course work developed for over 30 years in "Gender & Race in Contemporary Architecture" taught by ACSA Distinguished Professor Kathryn Anthony, winner of the 2021 AIA/ACSA Topaz Medallion for Excellence in Architectural Education. In the Spring semester, 2021 alone, talented and diverse visitors from Barcelona, Johannesburg, Paris, Boston, Chicago, Buenos Aires, New York, Santo Domingo and San Juan enriched our academic experience while we continued to expand our international footprint and relevance.

To inspire introspection on our own resources, in 2021 the Ricker Library held a panel discussion to critically analyze the library's collections in relation to the "architectural canon." A panel discussion, titled, "Decentering the Canon in the



Architectural Library” was held including experts from many disciplines within and adjacent to architecture. Invited speakers such as Charles L. Davis II, Assistant Professor of Architecture History and Criticism, University at Buffalo, SUNY focused scrutiny on the ways racism can be embedded within knowledge production and library collections.

The school supported NOMAS symposia and exhibitions in 2021 and 2022, which invited practitioners and educators from the United States and Africa. Additionally, the NOMAS organized an exhibition of African Art and Architecture, as seen here: <https://arch.illinois.edu/about-us/events/nomas-symposium-african-art-architecture-exhibit/> These events remain open to viewing, here: https://www.youtube.com/watch?v=J-KXE3tM_U0

In Spring 2022, the Hispanic Organization of Urban Studies and the Environment (HOUSE) curated the Latine/Latinx Art and Architecture exhibit in the School’s galleries, celebrating the work and experiences of students at the School.

The School’s Plym Distinguished Professorship, Pelli Lecturer, and Lecture Series have broadened the School’s perspectives, featuring inspiring lectures and talented design insight by architects, researchers, and scholars. Mark Raymond, teaching a Joint Studio with South African students was the first Plym Distinguished Lecturer from Africa. Solano Benítez was the first Plym from Latin America. Most recently, Spring 2022, Wanda dalla Costa is the First Native American Plym Distinguished Professor. Also during the Spring 2022 semester Germane Barnes, Rome Prize winner and Director of the Community Housing Identity Lab at the University of Miami is the Pelli Distinguished Lecturer, who is accompanied Spring 2022 by Andrés Mignucci, and preceded by Carol Ross Barney, FAIA, Sumayya Vally from South Africa, and Toshiko Mori.

The lecture series was organized with distinct themes, and for the first time the School had an all women lecture series. In the Fall of 2021 the Series focused on the Global South, including a lecture by Fernando Luiz Lara: “Five Concepts for Decolonizing Architectural Education” and earlier, Fall 2020, Julian Bonder, the architect for the Nantes Memorial to the Abolition of Slavery and the Clark University Center for Holocaust and Genocide Studies. In the Fall of 2022, the School is excited for the many lectures that intersect issues of climate and society, such as a lecture by Andrew Santa Lucia with an accompanying exhibit titled, “Altar for Anti-Fascist Architecture.”

In addition to studios, course instructors reexamined syllabi. For instance, recognizing that all graduate students enrolled in the required course ARCH 501: Professional Practice come from diverse backgrounds and locations, the course accentuated the importance of diversity in practice. Course content educates students to become skilled future contributors, addressing the needs of diverse clients and communities. Likewise, ARCH 417: Modern and Contemporary Architectural History, an elective available to graduate students, utilized a grant from the College of Fine and Applied Arts to broaden its scope of analysis to increasingly highlight the contributions of non-western knowledge to Modern Architecture.



The School recognizes the benefits these efforts have brought to the program. Diversifying review panels is one of the ways the School has changed its interaction with the professional community. Holding a Discover Architecture summer introduction course for underprivileged high school students in the Chicago area is another. The School, however, recognizes that these efforts must continue, not as tangential initiatives, but as a central component of our mission.

Continuity of Values

Working with the College of Fine and Applied Arts over the Summer of 2022, the College and School have committed to reinforce the values of Equity, Diversity, and Inclusion. The College aims to support teaching in ways that bring clear benefit to Black, Latinx, and Indigenous students. Accordingly, the School has committed to expand and redefine the discipline, ensuring access through who and how we teach. This also extends to increasing the diversity of faculty, and supporting the advancement of accomplished faculty such as Lynne Dearborn who was recently promoted to full Professor, but also our students, and therefore the body of work produced. We aim to evaluate and implement ways to recognize and increase diversity.

The School is committed to facilitate training for faculty and staff to increase diversity literacy. We aim to hire faculty with DEI work in practice, research, and service. Inspired by students like one of the program's recent graduates, Aaron deRoux, MArch. 2020, who was chosen as NOMAS first Class of Foundation Fellows, we will evaluate how we currently serve our students including first generation and underrepresented students.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Knowledge and Innovation, as values, are reinforced by the School's research activity, publications, awards, and community and professional engagement. Research at the Illinois School of Architecture is at the forefront of our mission. As a principal means of disseminating knowledge, research enables one of the School's priorities, which is the application of architectural inquiry to civic and community life. Research at the School aligns with the Program Areas: Building Performance, Detail and Fabrication, Health and Wellbeing, Urbanism, as well as knowledge produced by faculty and students within History and Theory.

The program fosters these values through the research output of faculty organized within the Program Areas and is supported by internal and external funding.

In the Building Performance Area, research generally explores and studies the tools, methods, and theories to improve our surroundings and the built environment. This



area presents a fertile field of research, which has a direct impact on design, management and construction, human comfort, energy consumption, economics, materials, and structural systems.

The Detail and Fabrication Area uses computational tools, fabrication techniques, and especially privileges hands-on material exploration to make a positive, sustainable contribution to the built environment by deeply considering large and small-scale interventions simultaneously.

Research in the Area of Health and Wellbeing focuses on the relationship between the built environment and human mental and physical health across a range of environment types from housing to education to commercial buildings, healthcare facilities as well as the public space. Recent research includes health equity and neighborhoods, housing and health, health and aging, experience, perception and identity, daylighting, circadian rhythm, and sleep disorders, and supportive environments for vulnerable populations.

Faculty conducting research in Urbanism focus on the city and its complex spatial productions at the intersection of social, political, cultural, technological, and economic realms. Investigations may encompass the historical or contemporary city in the global north and/or global south and employ a mix of qualitative and quantitative methods. Professors from the Urbanism Area coordinate our resident Studios in Chicago and Barcelona.

Faculty conducting research in Architectural History and Theory examine the built environment at all scales (buildings, urban landscapes, and monumental arts in space) and the conceptual and theoretical underpinnings of architecture over time and across geographies. Our historians investigate how the designed environment shapes and is shaped by its aesthetic, political, cultural, social, economic, religious, technological, and philosophical contexts. Faculty study architecture as the physical manifestation of making and use in its moments of creation, but also examine the long histories of the reception of works over time. Our historians are engaged in cross-cultural, transnational, and decolonial modes of analysis, and examine Modernist theoretical discourse and the intersections of materiality, technology, Modernism, and industry.

Maintaining values of Knowledge and Innovation necessarily involves disseminating research. A more detailed list of recent publications can be found in section 5.4.1. As just one example, a recent research endeavor is a paper by Professor Mohamed Boubekri and his team of co-authors, recognized as the top cited paper for 2020-2021 in the *Journal of Applied Social Psychology* for their article, "Economic Implications of Access to Daylight and Views in Office Buildings from Improved Productivity."

Upholding these values also involves participation and leadership. Section 5.4.1 illustrates the deep involvement of faculty in positions of leadership. For example, Marci S. Uihlein was the recent past executive editor of the journal *TAD, Technology | Architecture + Design*, and is now the vice-chair of the Construction History Society of America.



Awards and honors are one measure of Knowledge and Innovation as a value of the School. Section 5.4.1 contains a more extensive list of recent awards, but most recently, the school has been honored to announce that Abbas Aminmansour has been selected as a 2022 Fellow of the Council on Tall Buildings and Urban Habitat (CTBUH).

Furthermore, to apply our values of Knowledge and Innovation, the School has strengthened connections to communities and the profession. The School has reached strategic partnerships with Gensler, Kahler-Slater, HDR, and is currently in conversations with other firms to collaborate in our Chicago Studio. Gensler and Kahler-Slater already began their Sponsored Studios in Fall of 2022.

Student activity is an indicator of our values in Knowledge and Innovation, especially in areas where they demonstrate leadership. For example, the Ricker Report is an independent architecture publication produced by students at the Illinois School of Architecture. Since its inception in the 1950's, the production of the Ricker Report has served as a platform for voices and work that are often overlooked in architecture pedagogy. Each publication has resulted in a multitude of lectures, seminars, and installations that have challenged how architects may create and disseminate knowledge in the future. These contributions have not only helped the School better interface with the current discipline of architecture but also the turbulent nature of its future.

Students also reinforce the School's values through design awards. A more detailed list can be seen in Section 5.4.1, but the School is proud of recent accolades, such as Bella Scott winning First Place in the North Region for the 2022 ACSA Habitat Design Student Competition.

Continuity of Values

Knowledge and Innovation are fundamental values within the program, continuing the research output and community engagement of our School in the recent past. Over the long-term, the School holds that where the academic discipline serves the profession through preparation and training, the vitality of the discipline depends on students and faculty who test and refine its limits.

To support research over the long-term, the School recently established the position of Associate Director for Research, currently held by Marci Uihlein. This position supports faculty development, provides resources about research outlets and opportunities, and organizes sessions for the exchange of salient information and practices. Launched during the Fall 2022 semester is a weekly writing group, and planned for the future are research colloquia for faculty. At the beginning of the Fall 2022 semester, the Associate Director of Research organized a talk for the Specialized Faculty with the Center for Innovative Teaching and Learning to explain strategies for advancing teaching pedagogy.

Specific initiatives are underway which promise to engender the sharing of knowledge across disciplines and into communities. Currently being planned is I-CRAFT (Illinois Center for Research in Architectural Fabrication and Technology), a creative incubator as a multidisciplinary space for design innovation, digital



fabrication and social entrepreneurship that will collaborate with the Siebel Design Center and similar public or private sector incubators to develop immediate solutions to ongoing problems. Outside the University, the School aims to explore potential within the faculty for service/research partnerships within the East Central Illinois Communities, Chicago, and other locations. For instance, during the Fall of 2022, the Chicago Studio is producing original site research that engages the diverse cultures, morphologies, landscapes, and identities of emblematic neighborhoods on Chicago's south-side (Bronzeville), west-side (Little Village), and north-side (Albany Park).

Continuing the School's recent initiative to involve practitioners directly in studio education, in the Spring of 2023 the School aims to hold a Sponsored Graduate Studio with HDR exploring the intersection of health and Architecture.

The School is also supporting the direct dissemination of Faculty research in a publication, which will include the research and scholarship of over 35 School faculty in the areas of Building Performance, Detail & Fabrication, Health & Wellbeing, History & Theory, and Urbanism. This publication aims to highlight the innovation of the School's faculty.

Long range planning for these values will occur in concert with the College of Fine and Applied Arts. The School aligns Academic Priorities with the College's Strategic Priorities, which position research as a fundamental platform to support just, equitable, and sustainable communities.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

Values that link together Leadership, Collaboration, and Community engagement mirror the Schools Academic Priorities, one of which entails a focus on the promotion of strategic interactions with the profession, as well as other public/private stakeholders. A second priority directs the school to apply architectural inquiry to civic and community life. These priorities are resulting in tangible expressions of our values that connect students with solutions to pressing design issues in society.

The School has a valuable relationship with alumni and the profession. As a professional school, a significant number of our students are interested in professional practice; our geographic and social proximity to Chicago's architectural practice has also been significant in the School's identity. Architectural firms and other organizations are increasingly involved in innovative research on their own terms. The symbiotic needs for collaboration are thus reciprocal, even as the school and the profession move at distinctively different speeds.

The School has reinforced these values through community-oriented courses, Sponsored Professional Studios and Joint Studios, faculty leadership outside the



School, and collaborations with external organizations and the Alumni Advisory Board.

The Chicago Studio continues to promote collaboration, community engagement, and provide avenues for students to engage in leadership. Through mentoring opportunities, visits to firms, and the Studio's location adjacent to a working office, students observe and participate in the profession first-hand. Mentors visit the studio regularly and engage students on a personal level. For the Fall 2022 semester, the studio will research neighborhoods on Chicago's south-side (Bronzeville), west-side (Little Village), and north-side (Albany Park) and design a contemporary children's museum. Recently, recognizing excellence for their community-focused design work, students in the Chicago studio were awarded an Honorable Mention with the Healthcare Environment Awards 2020 organized by the Center of Health Design and the Healthcare Design Magazine, as well as a Second Place in the AIA Chicago Awards..

Likewise, the Landscape Urbanism Studio explores a multi-disciplinary approach to solving design problems, joining together teams of architecture and landscape architecture students. The studio collaborated with the Municipality of Barcelona and ESTAB, the Universitat Politècnica de Catalunya. The studio continues its collaborative mission during the Fall 2022 semester. The Landscape Urbanism Studio has earned AIA Chicago Awards three years in a row, including the First Prize in 2020.

Sponsored Studios constitute an innovative professional platform for the School, having reached strategic partnerships with Gensler, Kahler-Slater, HDR, and in discussions with other firms to collaborate with our Chicago Studio. The intent is to offer at least two of these studios every semester. Likewise, our Joint Studios offer the opportunity to collaborate with other universities in the US, Europe, Asia, Africa, Latin America and the Caribbean.

The Plym Studio is a crucial connection between students, through expert practitioners, to design for communities around the world. The last five Plym studios have also sought to compose a more diverse lineup of distinguished visiting faculty, including Gong Dong (China), Suchi Reddy (Indian-American), Mark Raymond (South Africa), Solano Benítez (Latin America) and Wanda dalla Costa (Native American). For example, Mark Raymond's studio collaborated with the GSA in Johannesburg, South Africa, while Wanda dalla Costa's works with Native American communities in Arizona.

Student Organizations are crucial to the culture of the School, as well as the professional development of our students. Through these organizations, they learn leadership and collaboration skills that are portable into future practice or creative work. Simultaneously, many student groups engage in direct service to the community. As just one example, the Society of Business Management in Architecture (SBMA) held their first annual Philanthropy Gallery in 2022. The event benefited the Chicago Mobile Makers, a non-profit organization run by Maya Bird-Murphy dedicated to creating workshops for youth in the Chicago area to become advocates and change-makers in their own communities through design-focused skills.



Faculty have been active as leaders of organizations outside the School. For example, Professors Francisco Rodríguez-Suárez and Lynne Dearborn recently finished serving as ACSA Presidents. Marci S. Uihlein was the past executive editor of the journal TAD, Technology | Architecture + Design and is now the vice-chair of the Construction History Society of America. Scott Murray is the Fall 2022 issue editor of TAD. Christina Bollo is an ARCC Board Member and Niloufar Emami is the Scientific Chair for the 2022 Symposium on Simulation for Architecture and Urban Design Conference. These are just a few examples of faculty leadership outside the School.

The School is honored to have among its faculty three who have been invested in the AIA College of Fellows: David Chasco, Randy Deutsch, and Director Francisco Rodríguez-Suárez. Each has been recognized for their outstanding work and contribution to architecture, academia and society.

Collaboration with the profession has been greatly enhanced with the formation of the Alumni Advisory Council. This group works to foster communication and networking between students, faculty, and alumni as well as within the broader professional community. The diverse membership is composed by Trina Sandschafer '06, Carol Ross-Barney '71, Eleanor Esser Gorski '95, Dina Griffin '86, Ralph Johnson '71, Patricia Saldana Natke '86, Ann Thompson '90, Michael Toolis '74, Jamie Torres Carmona '99, and Brian Vitale '93.

The value of collaborating with the leaders of collateral organizations was demonstrated with the first Faculty Retreat in the Fall of 2020 organized by Director Francisco Rodríguez-Suárez, FAIA. A colloquium was organized which engaged faculty in discussion with the AIA President, UIA President, NAAB President, ARCC President, and the ACSA President resulting in an inspiring conversation about both the current state and the future of our discipline and our profession.

Continuity of Values

The School's Academic Priorities direct attention toward the necessity to promote strategic interactions with the profession as well as other public/private stakeholders. This is an ongoing priority that guides the School's future actions toward the values of Leadership, Collaboration, and Community Engagement. As such, underway or, in the planning stages are projects which aspire to these values.

The Latin America Studio explores an area of a rich history and exemplary contemporary architectural production, with notable design cultures in Brazil, Chile, Peru, Colombia and Argentina. Recently, we have collaborated with the office of the Mayor of Buenos Aires to conduct a visiting studio focusing on architecture and urban anthropology. At the same time, Professor Benjamin Bross will be teaching a similar traveling studio in Santiago, Dominican Republic.

ABC Studio (Architecture in Barcelona and Chicago): The ABC Studio brings together the undergraduate and graduate studio locales outside our campus to provide a unique experience that benefits from arguably two of the best cities for architecture. We are discussing different scenarios ranging from a graduate studio



offering to a summer studio that could actually travel to both cities, and even a continuing education program for alumni or members of the professional community in Chicago.

To continue these values over the long term, the School, in response to the development of Academic Priorities during the Summer of 2022, aspires to Bring in R&D representatives from architectural firms, engineering firms, and other businesses for presentations and workshopping. Within the School, we are exploring potential research partnerships. As a bridge between the School and practice, we aim to identify firms/industries for strategic research partnerships and host these firms at the School for working sessions. Through these collaborations, bridges, and connections to community, the School and its faculty are accentuating meaningful contributions to redefining the agency and the discipline of architecture.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline’s body of knowledge, histories and theories, and architecture’s role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

The value of Lifelong Learning is reflected at the school in the support of the Culture Policy, in the depth of study offered in the Program Areas, the certificates and joint degrees available, and supplemental activities such as lectures and colloquia. Together, these opportunities set students on a path that can launch a career or direct creative output over the long term.

The School is committed to the goal of maintaining a healthy learning environment that encourages general health and wellbeing, work-school-life balance, and professional conduct, and that teaches students such skills as time management. Implementation of this goal is guided by our Culture Policy which was adopted in 2010 by a student-faculty task force and revised in 2014, 2016, 2021. The constant review and assessment of the culture policy is conducted by a committee of faculty and students (graduate students and two undergraduate students). The updated culture is posted on the College website, (<https://arch.illinois.edu/culture/expectations-and-policies/>), the link is sent to faculty and students via email, and a link to the site is included on each studio syllabus each semester.

Lifelong learning is an ongoing and self-motivated pursuit of knowledge the School is committed to and is always helping students to achieve this. Being a school that supports lifelong learners means that we are fully vested in our students, faculty, staff, and alumni's success. The School has a growth and innovative mindset and an innate curiosity about the world. The students, faculty, and staff are constantly pushing to find new ways to tackle the challenges of tomorrow with innovative ideas, and experiences.



The school takes the following steps to promote an environment in support of life-long learners.

- Make a commitment. Becoming a lifelong learner takes dedication, discipline, and focus. The first step in becoming one is committing to doing so. The School encourages all its students to be constantly learning and improving their knowledge and skills. One way we help them stay true to this commitment is by bringing new forms of teaching, innovative studios, partnerships with professional firms, seminars that challenge the status quo, faculty who bring lessons that break the white canon and setting high standards for all of our initiatives.
- Be efficient. The School understands that the best learning occurs in periods where the students can have periods of focus followed by periods of mind wandering – the oscillation brings creative solutions to the challenges at hand. It may sound counterintuitive but incorporating relaxation into learning will help you retain more information.
- Organize your learning. The school continues to create a schedule that promotes a good balance for students' day-to-day schedules that balances their design studios, core courses, seminars, and electives.
- Focus. Experiment with different levels of background sounds and settings to find the perfect combination to help you get in the zone without distraction.

The School understands that lifelong learning varies from person to person. There are many ways for each student to find, with the guidance of the faculty and staff, the best process that fits them. The School hopes that our students have:

1. A renewed self-motivation about Architecture Design, the built environment, and how to best approach a sustainable and equitable future.
2. They understand and recognize personal interests and goals that are of their interest and own pursuit
3. It is important to improve in other personal and professional skills that will allow them to grow as individuals and professionals.
4. They develop and improve self-confidence in their work and position about architecture and their approach to it.

Program Area Concentrations: The Program Areas themselves provide a depth of education in an area of specialty. These areas are Building Performance, Detail and Fabrication, Health and Wellbeing, and Urbanism. Allowing students to choose a concentration in one area gives them a depth of knowledge and the seeds of expertise that can grow their career over the long term. Optional to students is the possibility of declaring a concentration in one of the Program Areas. Each one consists of a specific curriculum and is supported by a faculty advisor in the corresponding area. The M.Arch Concentration in Health and Wellbeing, for instance, sets students on a path supported by a series of required and elective courses. Information about this concentration can be found here:

<https://web.faa.illinois.edu/app/uploads/sites/3/2021/08/HWB-Concentration-2021.pdf>

Professional Education: In addition to area concentrations, The school offers a certificate for students and professionals. The Certificate in Design of Tall Buildings, offered by faculty in the Building Performance Program Area, supports the growth potential of students and the development needs of academics and professionals. Information can be found here:



<https://web.faa.illinois.edu/app/uploads/sites/3/2022/04/Certificate-in-Design-of-Tall-Buildings-1.pdf>

Joint Degrees: Offering the possibility of a breadth of education by pursuing two majors, graduate students may choose one of the joint degree offerings at the School. The Joint MArch + Master of Science in AS degree with Structures Concentration, the Joint MArch + MSCEE Degree in Structures, and the Joint MArch + MSCEE Degree in Construction all offer students the possibility of deeper understanding of the contexts that shape the built environment while expanding their expertise. More information about these joint degrees can be found here: <https://arch.illinois.edu/programs-applying/program-areas/building-performance/>

Elementary and youth education: To foster learning before higher education, the School is proud of the summer Discover Architecture program, aimed toward increasing design literacy of high school children and introducing them to architecture as a cultural value. Faculty and students have made connections to elementary education, too. For instance, graduate students in ARCH 417: Modern and Contemporary Architectural History carried out Project:HERITAGE, which introduced school children to the work of African American architects through LEGO models. These included models of the Colonel Wolfe School, one of the first projects undertaken by the first Black graduate of the program, Walter T. Bailey, and a LEGO model of the Bruce D. Nesbitt African American Cultural Center by Dina Griffin and Interactive Design Architects.

Lecture Series: The School's exciting Lecture Series provides every semester the opportunity for students to learn about the cultural, social, environmental, economic, and built contexts that influence architecture. Beginning in the Fall of 2022, the School is offering AIA Continuing Education Credit in HSW for registered professionals in attendance. This offering strengthens the School's Academic Priorities and promotes valuable interactions with the profession. The lecture series invites distinguished speakers oriented around a theme which promise to expand attendee's perspectives of architecture's role in society. Recent Lecture Series have featured the first all women lecture series, a series focused on the Global South, and for the Fall 2022 semester, a lecture series that examines sustainability, resiliency, climate change and global warming.

Colloquia: The public, academics, students, and professionals were invited to the Building Performance Symposium in 2021 and 2022. The most recent was titled, State of the Art in Design of Tall Buildings, featuring presentations by leaders in tall building design and construction, including James Pawlikowski, the Gertrude Lempp Kerbis Fellow, UIUC School of Architecture, Principal, REX Engineering Group.

Before becoming Director at the School, Francisco Rodríguez-Suárez organized a series of international academic symposia to examine architectural pedagogy. This project produced an award-winning publication titled, Chronologies of an Architectural Pedagogy. Based on its findings, he tasked Prof. Alejandro Lapunzina to create an international symposium to debate the future of our discipline and its relationship to the university.



These roundtables were titled, On Architectural Education, and involved the participation of representatives from three organizing institutions – the Schools of Architecture of the Universidad Nacional de La Plata (Argentina), Universitat Politècnica de Catalunya (ETSA-Vallès, Spain), and the University of Illinois at Urbana-Champaign, with specially invited guests from three prestigious international institutions: UDELAR (Montevideo, Uruguay), Universidad CEU San Pablo (Madrid, Espania) and Universidade Presbiteriana Mackenzie (São Paulo, Brasil). The resulting knowledge produced and shared suggested the potential of architectural education to effect lifelong change in students trajectories as well as the profession.

This past summer, as part of the ABC Studio (Architecture in Barcelona and Chicago), Director Rodríguez organized a cultural and professional visit to our partners in Barcelona. The group was composed by our Alumni Board members and some of the faculty. The intense 10 day seminar visited universities, innovative projects and provided exchanges with professors and practitioners. The AIA approved 14 HSW credits, and next summer it is our intention to open it to our Alumni and the professional community in general. We are committed to providing avenues for Lifelong Learning, in a global classroom that transcends our physical frontiers in Urbana-Champaign or Chicago.

Continuity of Values

The value of Lifelong Learning is a reflection of the School's Academic Priorities, one of which is to sustain and facilitate a culture of curiosity and discovery. To continue this work, the school aims to continue research colloquia for faculty and external guests. Likewise, the School plans to hold design workshops for students, with partnerships between internal faculty and external guests, hosting charrettes, material explorations, architectural photography sessions, and the like. As this work continues, School faculty and staff believe that lifelong learning can be supported through targeted educational events dedicated to expanding critical thinking for our faculty, students, and alumni community.



3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

Program Response:

School Approach

Among the academic priorities for the School are to promote interactions with the profession and ensure equitable access to the discipline. The program exposes graduate students to career paths through education about career opportunities in courses, supplemental experiences, and direct engagement with practitioners.

Additionally, the program offers coherent and innovative transcriptable M.ARCH concentrations providing a range of career paths, including concentrations in Building Performance, Health and Wellbeing, and Urbanism.

Courses and Curriculum

Students learn about career options in ARCH 501: Architectural Practice and ARCH 517: Architectural History 1850-Present.

ARCH 501: Architectural Practice, required for graduate students, explores the role of the architect in the building enterprise, professional ethics, and the conduct of professional practice. Coursework, readings, and guest presentations show legal aspects of architectural practice and building construction, introduce business management, marketing, operational procedures, and engage students in financial planning, cost control of architectural practice, and the administration of construction contracts. Recently, the course was re-designed to incorporate practice models around the world, as well as scales of practice from the sole-owner to the corporate office.

ARCH 517: Modern Architectural History 1850 - Present. The course addresses the importance of professional practice, and the multiple forms that professional practice can take, especially in view of the discipline’s required skill sets and imparted knowledge. To begin with, ARCH 517, as a History of Modern Architecture and Urbanism, not only looks at the buildings and projects themselves, but also at the designers, their contexts, and equally importantly, their relationships with clients. At



intervals in the course, students explore the role of the client-architect interaction in the development of an idea. Students are also exposed to how architects, because of their skills and knowledge, have deeply influenced other fields, thereby affording them the opportunity to value their education as more than simply a career path checkmark. These lessons amplify the idea that architects can help address pressing challenges in an holistic community-centered manner.

Concentrations: Each of the three available concentrations in 1. Building Performance, 2. Health and Wellbeing, and 3. Urbanism can be declared by students of the program. They require a specific number of credits, courses, and electives, overseen by the Program Area Chairs, providing graduates with innovative career opportunities through demonstration of specialization.

Supplementary Experiences

Website: The School helps students understand the path to licensure and their career options in the Careers in Architecture section of the School website. It can be seen here: <https://arch.illinois.edu/about/careers-in-architecture/>

The paths to licensure are discussed from the undergraduate Introduction to Architecture course to the graduate Professional Practice course.

Career Fair: The School's annual Career Xpo centers on three major areas: soliciting and publicizing job openings for students and graduates, facilitating on-campus interviews between prospective employers and our students, and providing resume and job search assistance counseling and programming.

Over 70 firms from across the country representing the fields of Architecture and Urban and Regional Planning and Municipal Government came to campus to showcase their particular professional cultures, build relationships with the School of Architecture, and interview potential candidates for both summer and full-time positions.

To prepare students for success in their job interviews, the Career XPO comprises several learning opportunities throughout the Spring semester. The School offers a Resume Writing workshop and subsequent resume review, a Business Etiquette workshop, and a Portfolio workshop. XPO also supports the Illinois chapter of the Gargoyle Architecture Honor Society's "Mock Interviews". Held on the Wednesday preceding the XPO, the mock interview is a practice interview that will result in valuable feedback from professionals representing local and national firms. Students receive a 15–20-minute interview followed by a 10–15-minute feedback period for interviewers to discuss your performance. The two-day ISoA XPO begins the following day with student opportunities to plan and administer the event as Student Ambassadors.

The Portfolio Presentation and Review sequence offered through Gargoyle provides students with a unique opportunity to witness high-quality examples of portfolio design, follow along with a software tutorial that demonstrates page layout techniques, receive recommendations about references for further study, and ask questions about their portfolios in a group setting. This general overview is followed



up by individualized portfolio reviews, where students receive detailed feedback from faculty about their portfolios in preparation for our School's spring semester career fair. Students carry these presentation skills forward into their internships and other professional settings. Multiple opportunities for portfolio feedback during their time as students prepare them to enter the workforce and discuss their personal work confidently after graduation.

Chicago Studio: The Chicago Studio provides: 1. mentoring opportunities; 2. visits to firms- students must first create an analytique of one of the designs which ensures they are informed about the office they are visiting; 3. The studio is located adjacent to a working office which also provides an individual mentor per student. These mentors visit the studio regularly and engage students on a personal level. Each professional mentor and firm that is visited is selected to provide an understanding of the breadth of the profession. The students and faculty visit firms of various sizes and expertise. At students' requests, students can be matched to mentors of specific demographic: gender, race, etc. or area of interest, such as real estate, forensics, high rise design or community based design, to mention a few. The instructor provides background to clarify questions and give additional insight. Currently, Kahler Slater and Gensler are offering our Chicago Studios.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Students at the School take Design Studio classes that are built upon the previous studio, allowing students to apply the abilities they have learned. This process a) facilitates a stronger incremental pedagogical design sequence that builds upon previous gained skills and knowledge; b) brings together a holistic approach to teaching design studios; and c) provides flexibility and minimizes complexity on faculty staffing. In ARCH 171 students learn fundamental design skills and decision-making and are introduced to the principles of architectural composition including form, space, and order. Students explore architectural precedents and design conceptualization. Students will apply two- and three-dimensional analog representation through sketching, drawing, analytical diagramming, and physical modeling. In ARCH 172 students explore the principles, concepts and theories of architectural design and their spatial experience. Students are introduced to methods of observation and documentation of the environment and associated activities and behaviors. Students develop techniques for analyzing and designing relationships between programs, people, and places. As they progress through the curriculum ARCH 273 presents context as a key influence in architectural design. Students expand on the methods of documentation and analysis of social, physical, and ecological factors to formulate design strategies and processes using analog and digital tools. In ARCH 274 students are introduced to urban systems and conditions. Students expand their knowledge of social, political, economic, and environmental characteristics and are introduced to cartographic methods of urban analysis. Students investigate urban experience and use environmentally aware design processes to formulate design interventions. ARCH 371 investigates individual and



collective architectural habitats. Students examine the effects of environmental context, cultural perspectives, and multi-sensory perceptions in living conditions. Students design livable, integrated, and inclusive habitats considering universal design, accessibility, and life safety. ARCH 372 integrates building systems into the architectural design process. Students apply technical aspects, such as structural, environmental, energy, and enclosure systems, as well as qualitative performance parameters related to human experience to a building. By the time they reach ARCH 473 the studio integrates principles of building construction into the architectural design process. Students integrate materiality, fabrication, constructability, and detailing into their projects. Explorations increase in both program and context complexity. The investigations include both technical and theoretical aspects of design. In ARCH 474 students are introduced to basic theories of architecture. It creates awareness of design concepts. Course content is arranged in three topical areas: Architecture and People, Architecture and Place, and Making Architecture. Each topical area addresses roles of designers and architects in contemporary and historical perspectives. Although these take place at the undergraduate level, it is in these studios where the students progressively introduce design skills centered on making and on inquiries about form, transformation, composition, spatial modulation, integrations of building elements; all in the context of the site, infrastructure, land use, program, structures, system technologies, ecological devices, enclosure, building details, with emphasis on life safety, accessibility, and building codes. These are fundamental lessons needed as a solid background for the M.Arch Program that brings all these lessons into each of the four design studios they are required to take.

Once in the Professional Program, students take Integrative Design Studio (ARCH 575). This studio focuses on a comprehensive architectural project based on a building program and site that includes the understanding of structures, systems, environment, assembly, sustainability and building codes and regulations but with fundamental factors driven by the design process. These studios are also taught by practicing architects who are currently working on projects in Chicago or other cities, and who understand first-hand how to approach design through a process at all stages of the project. Furthermore, it is crucial that the students apply all of their skills from design to critical thinking to craft to the project, as in this process is where the interdisciplinary nature of designing buildings and creating spaces is acknowledged. In these studios, the students will visit with engineers and consultants who will be engaging regularly upon graduation. This gives them a better understanding of the individual roles within the design studio. Furthermore, the integrative design studio engages directly with key stakeholders and community members, a client, that rings a perspective an often times a studio in the academic setting doesn't bring. Through this process, students learn how to communicate with the many different people they will encounter in their chosen career.

Further, students take three design option studios (ARCH 57X) where they do extensive research on specific topics related to their project. These studios require the students to apply their architecture knowledge and do high-level thinking that generates strategies to create innovative designs. These topical studios are also, topic-driven where the students can take specific concentrations such as Building Performance, Detail & Fabrication, Health & Wellbeing, and Urbanism. The Program Areas fundamentally address the multiple factors that constitute architectural design.



Bellow each program area that offers a studio briefly explains their optionality regarding design:

- Building Performance Area: Faculty and students in the Building Performance Program Area address aspects of overall performance through the integrated design of structural, environmental, enclosure, and related systems.
- Health and Wellbeing: Faculty and Students in this area focus on relationships among people, the environment they inhabit, and resulting physical and mental health consequences. Armed with this knowledge and how different environments--from small-scale interior spaces to architectural spaces to large-scale urban environments--contribute to health and wellbeing at different scales, students are prepared to enter the design professions with the ability to improve wellbeing for the US and around the world.
- Detail & Fabrication Area: Faculty and students explore architecture as a creative process of making, with an emphasis on experimentation with materials and contemporary methods of fabrication. It includes, but is not limited to computation and digital fabrication.
- Urbanism Program Area: Faculty and students explore the impact of architectural design on the historical, social, cultural, political, economic, technological, and physical transformations in cities and their effects on urban habitation.

Overall, and most importantly, the School fosters the iterative design process, where students are encouraged to cycle through the process of design, prototype, and evaluation. This process allows students to make refinements to their projects throughout the course of the studio, always addressing the complex problems that arise in the process.

Studios are organized within these overarching areas. They are unified by a common direction, reiterated by director Rodríguez-Suárez's commitment to building on our tradition of excellence by strengthening local bridges, expanding our international footprint, and designing avenues of collaboration between our institution and a world that is more connected than ever. This commitment has focused design studios into recognizable entities that build upon faculty expertise and expose students to pressing concerns with an international reach.

Supplementary Experiences

Students can choose to partake in the Chicago Studio as part of their M.Arch degree. The Chicago studio engages in multiple scales of design research, civic life, and the city. At the urban scale, students produce original site research that engages the diverse cultures, morphologies, landscapes, and identities of emblematic neighborhoods on Chicago's south-side (Bronzeville), west-side (Little Village), and north-side (Albany Park). At the architectural scale, students design a contemporary children's museum building situated within a specific community. At the personal scale, students delve into exhibition design for interactive galleries within the museum. As such, this course requires students to integrate urban design, architectural design, and exhibition design. At every scale, the students synthesize design strategies for building form with culturally-relevant programming geared at families and youth, informed by real-world conversations with local stakeholders.



Also in Chicago, the The Kahler Slater sponsored studio will explore the built environment at multiple scales – from city, to neighborhood, to street, to building. Within the building, students will explore how spaces scale from places for one, to comfortably hosting many. Multiple methodologies will be used – from physical modeling to digital modeling and drawings.

Option studios on campus also prepare these students to explore a variety of topics and design approaches. The School offers a variety of themed studios. Last academic cycle we have offered the following themes studios: Tokyo Studio, The South African Studio, The Buenos Aires Studio, The Santo Domingo Studio (also a traveling studio), The Barcelona Studio (Joint with Landscape Architecture), The Voltera Studio, The ACSA Competition Studio, Plym Studio, High-rise Studio, History Conservation Studio, The Sustainable Design Studio, The Ethical Resourcing of Materials, Fabrication Studio, and the Building Performance Studio. All these studios are taught by faculty who have extensive knowledge of the topic or place at hand. However, they are not faculty specific, as oftentimes different faculty collaborate to teach one studio, or different faculty teach studios in their personal interest.

Overall the design studio is an important component of architectural education. The school strives to create an interactive studio environment where students learn from each other as well as their professors.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response: School of Architecture Approach

The program addresses climate change directly, operating with the belief that we can no longer treat the city, the urban scale, and its sustainable development as tangential complements or elective interests that contextualize the architectural object. As such, the School provides students with the knowledge and experience needed to develop proficiency in applying strategies of healthy design for a diverse range of environment types.

The curriculum enables students to demonstrate a solid understanding of the application of architectural / environmental design content to address the world's complex environmental and societal challenges. Furthermore, our 2022-23 lecture series will be exclusively dedicated to this important topic.

Courses and Curriculum

Students learn about ecological knowledge and responsibility in ARCH 537: Architectural Control Systems, ARCH 575: Integrative Design Studio, as well as electives.



ARCH 537: Architectural Control Systems foundationally focuses on the minimization of environmental control systems on the environment. This entails instruction related to the efficiency of HVAC systems and an understanding of energy impacts of lighting, building positioning, and shading. Students learn the general principles of building science and physics related to sound, light and heat within the context of building, the manner in which these phenomena relate to and impact each other, the natural environment as well as building users' comfort, safety and wellbeing.

ARCH 575: Integrative Design Studio teaches students to use energy and daylighting analysis software as a design tool from the earliest phases of design, to better understand how the design decisions they make will impact a building's energy use over its lifespan and to help limit the carbon footprint of the buildings they design. In 2022, the studio examines an urban setting (downtown Chicago), which requires students to address issues of density and transit in addition to architectural-scale questions of embodied energy and building performance. Students learn about building skins and issues such as daylighting and material selection as integral elements of the overall design process.

ARCH 594.DDH: Special Problems in Building Performance teaches students about the various ways in which light impacts various aspects of human health such as circadian rhythm, sleep disorders, vitamin D and the various related ailments. emphasizes the optical principles of simple and advanced daylighting systems that deliver energy-saving solutions that emphasize the health, safety and wellbeing of building occupants.

Supplementary Experiences

Lecture Series: The 2022 School Lecture Series, titled, "Confronting Climate," is focused squarely on climate change. Over the course of the semester, students will learn from approximately nine distinguished speakers about the way design thinking and practice addresses the many challenges presented by climate changes, from responsible and resilient design to the reduction of waste and more efficient energy consumption.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

School of Architecture Approach

The first line of the School's Vision Statement, "Learn from the Past," focuses the program on the diverse historical and theoretical contexts that shape architecture. Graduate student learning outcomes for the program seek to produce an understanding of the complex intersections between design and environmental, social, economic, political, and cultural phenomena in historical and contemporary contexts. After the 2015 VTR, the School added a required architectural history course, ARCH 517: Architectural History 1850-Present which complements the



required ARCH 577: Architectural Theory course. Guidance is provided by the History Area Coordinator, who is a member of the Program Chairs Committee.

Director Francisco Javier Rodríguez-Suárez aims to further reinforce history for students by establishing it as a Program Area, because architectural history has long been a strength at the School. This endeavor is bolstered recently not only by the addition of ARCH 517 above, but also at the undergraduate level by adding another required history course. In the graduate program, history faculty teach topics with a diverse and global scope. For instance, Benjamin Bross and Tait Johnson teach the influence of the non-west on architectural modernism. Dede Ruggles teaches students about Islamic architecture. Heather Grossman's graduate seminar shows the relationship between architecture and memory in monuments and notions of place. John Stallmeyer teaches students to understand the influence of architectural theory on the built environment. Tom Leslie brings expertise in construction history, as does Marci Uihlein, who serves on the Management Committee of the Construction History Society of America.

Courses and Curriculum

ARCH 517: Architectural History 1850-Present delivers content through modules bound by thematic relevance in order to address histories and theories of architecture and urbanism, across various time frames and around the world. While attention is placed on the birth of Modernism and its impact on architecture and urbanism in 19th century Europe, the course also reveals Modernism's often detrimental influence throughout the world: from Argentina to Southeast Asia. Moreover, because of this thematic, modular approach, specific modules address social, cultural, economic, and political factors in design since the mid-19th century. Finally, the course emphasizes that plurality of ideas in the last 170 years. Rather than present Modernity and Modernism as monolithic concepts, students understand how Western and Non-western influences co-constituted architecture of the twentieth century. The purpose of this approach is to help students understand that because of their emergent role as the next generation of designers, scholars, and policy makers that will shape the built environment, their success will depend as much on their skills sets as in their capacity to think in non-traditional ways to overcome current and future challenges.

ARCH 577: Architectural Theory contributes to student understanding of the histories and theories of architecture and urbanism focused on the period 1850 – present. It presents a thematic survey of dominant architectural discourses and ideas that shaped the production of architecture and urbanism during this period. Furthermore, it explicitly situates these ideas within the social, cultural, political, economic and technological milieu of the time in which it developed and held sway within architectural discourse. The course shows that architectural production, rather than operating in vacuo, is a product of the context in which it is produced.

Seminars



ARCH 591HG: Special Problems in Architectural History and Theory Seminar explores thematic and topical issues in architectural history and urbanism in transnational and multitemporal settings, such as “Architecture and Identity,” “Architecture and Memory,” and topics in urbanism.

Supplementary Experiences

Chicago Studio: The Chicago Studio is contextually based. As such, it relies heavily on the history of the city. Students study Chicago history and contextualize it with studio consultants and participants such as Chicago Alderpersons or their representatives, community groups, and professionals in architecture and allied disciplines. The insights they provide are bolstered by selected theory readings which can then be critiqued as they apply to their understanding of Chicago and the world. When producing a sector of the Chicago Nolli Map and Model, the students make first hand observations on approximately 8 blocks of the city and learn specifically about its history and context. The same can be said about our Barcelona Studio.

Lecture Series: Each semester the lecture series endeavors to invite lecturers who show students significant historical research, such as timely accounts of Ukrainian architecture explained by Christina Crawford’s Spring 2022 lecture, “Spatial Revolution in Soviet Ukraine: Kharkiv, 1930,” or the Fall 2020 lecture by Esra Akcan titled, “Open Architecture as Radical Democracy.” Students meet lecturers beforehand, and the lecturer organizers provide time for students to ask questions after the lecture is given.

Ricker Library of Art and Architecture: As one of the oldest architecture libraries in the US, the Ricker library holds an extensive and invaluable collection of resources that has served generations of architecture students. Encouraging them to critically analyze the historical knowledge production, the library in 2021 invited analysis of its relationship to the “architectural canon.” A panel discussion, titled, “Decentering the Canon in the Architectural Library” was held including experts from a broad range of disciplines within architecture, including architectural history, museums, and practice, such as Charles L. Davis II, Assistant Professor of Architecture History and Criticism, University at Buffalo, SUNY from outside the School, and Aneesha Dharwadker, Assistant Professor Illinois School of Architecture + Department of Landscape Architecture University of Illinois at Urbana-Champaign from within the School.

Aside from offering two Sponsored Professional Studios, and two Joint Studios every semester, the School is offering two traveling studios. This semester students will be going to Barcelona and Santiago, while next semester, they will travel to Buenos Aires and Tokyo, providing students with the unique opportunity to experience architecture in its own context and culture. Asides from insurance, none of these studios require extra monetary investments by the students.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.



Program Response:

School of Architecture Approach

Classified as an “R1: Doctoral University - Very high research activity,” the University of Illinois at Urbana-Champaign maintains significant focus on research outcomes for faculty and provides robust avenues of research for students. In the School of Architecture, the program prepares students with opportunities to do research and learn from faculty research activities. Among School goals articulated in a 2022 self-assessment process is the aim to be leaders in architectural education and design. The research focus of faculty in each program area fundamentally reinforces this goal. Students benefit from faculty research study and publication, program partnerships with external guests, and colloquia and workshops for faculty and students.

For example, the School of Architecture is engaged in new research in the area of building smart technologies such as smart glazing systems and the optimization of the health of building occupants through improvement of circadian rhythm, sleep and cognitive performance. The area of the impact of the built environment on the health, wellbeing and performance of building occupants is becoming one of the most salient areas of research in sustainable architecture. Software for building performance analysis, such as energy performance, is being implemented into teaching and research.

Courses and Curriculum

Arch 576 High Performance and Design Introduces students to theoretical and analytical approaches to evaluate building performance through computational simulation. A final project for the Fall 2021 semester was an Energy Retrofit for a children’s research center, whereby students learned how to utilize computational tools at an advanced level, and utilize them as applications to examine an existing building.

ARCH 593 - Section 539: Design and Construction Futures asks students to reflect on research and innovations in the fields of design and construction, resulting in a written synthesis of their reflections with educated, informed speculations about the future of design and construction. These assignments are prompted by virtual and in-person visits from a diverse range of design professionals, practitioners, scholars and researchers from Europe, Africa, Latin America and throughout the United States who teach students to speculate about the future of design and construction practice.

ARCH 571 Design: Detail and Architectonics emphasizes approaches to research grounded in architectural techniques. Students are expected to analyze and apply architectural precedents within complex architectural interiors, and to read and apply information from architectural theory on interior architecture and innovative programming techniques.

Supplementary Experiences



Research Lab: The Responsive Architecture Lab provides graduate students the opportunity to participate in research as part of a team led by faculty founder Yun Kyu Yi and co-founder Scott Murray. This lab investigates environmental architecture and sustainable technology in the area of computational building modeling and simulation, building performance evaluation, and indoor occupant’s behavior.

Student research activity with Professor Yi has yielded papers such as “Multi-Objective Optimization (MOO) of a Skylight Roof System for Structure Integrity, Daylight, and Material Cost,” in the Journal of Building Engineering (2021).

Research Lab: The Digital Technologies in Architecture (DiTA) Research Lab, led by Niloufar Emami involves graduate students as team members to research ideas at the intersection of computational design, advanced manufacturing, and materiality.

Symposia: For the last two years, faculty in the program’s Building Performance Program Area have organized the “Building Performance Symposium,” inviting renowned researchers and practitioners to share practices and findings with students, practitioners, and the wider academic community. The symposium for Spring 2022 was titled, “State of the Art in Design of Tall Buildings,” featuring presentations by leaders in tall building design and construction.

<https://arch.illinois.edu/about-us/events/2022-building-performance-symposium/>

Program Area Research Agendas:

Faculty in the individual Program Areas of the graduate school establish research agendas that are contributing to cutting-edge conversations nationally and internationally through research, publications, presentations and leadership in numerous professional organizations. Being part of these networks offers the potential for members of the School to become representatives for particular areas of expertise, bolstering students’ education. As evidence of support, the College and School have received a Provost’s Investment for Growth grant that will support faculty to develop more innovative curricular offerings for our graduate students as well as for post-professional education.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

School of Architecture Approach

Academic priorities for the School aim to promote strategic interactions with the profession and other public / private stakeholders, while applying inquiry to civic and community life. Necessarily, this involves leadership of the School, but also collaboration with stakeholders. Over the last two years, the School has expanded engagement with civic and community groups within and outside the United States, continuing a tradition that has long been our focus. The program ensures students



understand approaches to leadership through opportunities to practice leadership and lessons learned by studio, field trip, seminar, and lecture courses.

Courses and Curriculum

To emphasize the necessity of collaboration for effective leadership, the School has established platforms and academic spaces that allow students, architects, and other groups to discuss and define positions which encourage them to become leaders and bring change to our communities. Such spaces include the studios, lecture courses, and seminars listed below. Required studios offer team-produced research and final design projects, as well as collaboration with external stakeholders such as municipal officers and community leaders.

ARCH 574: Studio Africa: Mange Negotiations showed students how designing for spaces outside the scope of the profession's Western, Global-North orientation - in this case, the mangroves near Lagos, Nigeria, teaches that leadership first involves careful listening and learning from local expertise, an openness to challenging preconceived notions, and a deeper study of context such as ecology. Advantaged by the use of an online studio setting during Covid restrictions, this studio was one among others within the last two years that purposefully sited studio projects in Africa, collaborating and learning from experts who can help students become leaders in a future profession to embrace perspectives beyond the United States. This studio has been selected for presentation in three national and international conferences.

ARCH 575: Reclaiming Forgotten Identities offers leadership opportunities to students through its multidisciplinary structure. This Spring 2022 studio was a joint design studio with UIUC Landscape Architecture and the Barcelona Metropolitan Area Public Body (AMB.) Likewise, the Fall 2022 studio returns to examine similar themes in Barcelona. As such the studios require students to work in mixed teams of 2-3, connecting Landscape and Architecture students together. In 2022, students plan to travel to Barcelona to meet local constituents and develop design proposals for underserved neighborhoods.

ARCH 571 Design: Detail and Architectonics expects students to work as a collaborative studio throughout the semester by supporting and engaging in each other's work, by working in consistent project teams of 2 to 3 students to complete collaborative design proposals, and by reflecting on how they developed collaborative skills at important milestones. A final course project, which created a children's play structure that was put on display at the Chicago Design Museum during the Spring and Summer of 2022, brings together all the students to simulate working as a collective "office" on a single project.

Sponsored Studios

ARCH 57X: Kahler Slater Studio will expose students to leadership skills by collaborating with stakeholders, including landowners, community organizations, and



city officials on a project in Chicago. To learn leadership skills from practitioners, each student in the Kahler Slater Studio will be matched with a one-on-one professional mentor. Furthermore, as a cross collaboration with the University of Wisconsin, Milwaukee, the exposure to professional groups will be across two offices and states.

ARCH 574 Design: Architecture and Urban Design allows students to collaborate in a sponsored studio with Gensler. Several professionals from the firm are teaching students in this Fall, 2022 graduate studio.

Supplementary Experiences

Women's Reunion + Symposium: Held in 2019, this event showed students the leadership, advancement and accomplishments of women in architecture. Students met leaders in the profession, networked with other students and professionals, and participated in panel discussions with others. The event and exhibit received a 2021 Diversity Achievement Honorable Mention from the Association of Collegiate Schools of Architecture (ACSA).

Lecture Series: Through exposure to the School's lecture series each semester, students have the opportunity to meet leaders in the profession, academia, and affiliated civic / community groups. For instance, the Fall 2022 lecture Series, titled, "Confronting Climate," invited Trent Ford, Illinois State Climatologist, to share insights about how architects can play a role in building sustainable practices and resilience.

Student Organizations: The School maintains some of the most active student organizations of any architecture program in the country. Through participation in these organizations, students learn leadership skills that are applicable to their future creative and professional practices. The Architecture Student Advisory Council (ASAC) has graduate representatives who seek to improve communication between students, staff, faculty and School administration. The Hispanic Organization of Urban Studies (HOUSE) has an organizational structure that elects students to leadership positions. The National Organization of Minority Student Architects (NOMAS) likewise has an elected leadership structure. It was crucial as a catalyst putting forth demands and working with School administration to counteract racism and foster the development of the Schools Statement on Anti-racism.

<https://arch.illinois.edu/about/statements/>

Ricker Report: Named after the School's first graduate, Nathan Ricker, this periodical (Oldest student-run architecture publication in the US) provides students with a high-visibility platform to assume positions of leadership in writing, editing, and publishing. Through this experience, students learn leadership skills and ways to serve as part of an effective team. <https://arch.illinois.edu/about/ricker-report/>

Teaching Assistantships: For the Fall 2022 semester, the program offered over 60 teaching assistantships to graduate students. These experiences allow students to develop leadership skills, for instance, teaching beginning design undergraduate architecture students or coordinating lecture courses.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

School of Architecture Approach

The School has a commitment to a positive and respectful environment to produce a culture of curiosity and discovery. As the program welcomes new generations of students, we aim to build critical thinking as central and fundamental to our discipline. The School's culture, composed by students, faculty, and staff, must be regularly nurtured and supported through both what the School does (programs/activities/investments) and how we do it together (norms/practices/habits). The School fosters a culture for our students, faculty, staff, and alumni that encourages exploration and iterations throughout coursework, extracurricular activities, and engagement.

Central to these efforts has been the co-creation, with students, staff, and faculty, of the School's Statement on Anti-racism. <https://arch.illinois.edu/about/statements/> Supporting this work is the School's Statement on Diversity, Equity, and Respect, pronouncing our commitment to a departmental culture wherein all people are able to learn, teach, and work to their fullest potential. Graduate students are encouraged to take elective courses across campus to further the needs of special populations. Design studios highlight the specific needs of a wide range of user groups. Community-focused studios let students engage with residents of economically distressed communities and confront difficult societal problems. The program's teaching culture accentuates an international scope to allow students to gain wider perspectives on non-US cultures, promoting global conversations about the place of architecture in various societies around the world.

A healthy learning and teaching culture necessarily requires day-to-day support of our School environment. To achieve standards of safety, comfort, and efficiency, the School maintains respect for equipment, providing training and seeking to keep equipment up-to-date to the best of the School's ability. The School aims to keep the environment clean as a healthy working venue. The School strives to provide security by encouraging respect for the property of others within shared spaces.

To reinforce positive relationships between students and School administration, students are members of the Curriculum Committee, the Faculty Grievance / Student Concerns Committee, and advise the School through the Architecture Student Advisory Committee (ASAC.)

During the past decade, director Rodríguez-Suárez organized a series of international academic symposia to discuss the subject of architectural pedagogy. The research project was documented in an award-winning publication titled *Chronologies of an Architectural Pedagogy*. Based on its findings, he tasked Prof. Alejandro Lapunzina to convene an international symposium to discuss and debate



the future of our discipline and its relationship to the university. The successful initiative was divided into two events with five discussion panels, resulting in the publication of a book which shows the relationship between learning, teaching, and collaboration in various countries and education systems.

Courses and Curriculum

Considerable effort has been directed towards providing students dynamic studios with an international footprint which foreground respect for a culture of learning and teaching. For example, distinguished practitioners and educators, through the Plym Studio and sponsored studios that mentor students with practitioners, expose students to a range of innovative ideas and design theories. Likewise, the lessons students learn from cultures that give context to their assigned studio projects strengthen bridges to those communities, offering routes to question assumptions and deepen critical thinking. The following studios illustrate this approach.

ARCH 574 Plym Studio: Analog Studio teamed students at Illinois with students at the University of Johannesburg GSA. Taught by Mark Raymond, Plym Distinguished Professor for Spring 2021, this Joint Studio urged students to focus less on the final deliverable, and more on the process, bringing insights from their lived experiences into the work. Working in teams composed of members from both schools, students speculated and investigated a reflective domain of creative practice which operates at both the level of technique but also at the level of the imaginary -analogously. This allowed students to set aside the habitual preoccupation with the physical production of the physical artifact or object and to explore the invaluable and nuanced differences reflected in our individual motivations, spatial histories, experiences and desires.

ARCH 574 Plym Studio: Re-viewing the Architectural Heritage: The Erlanger House taught by Plym Distinguished Professor Solano Benitez, Spring 2022, focused on a house dedicated to learning and teaching: The Erlanger House, designed by Professor Emeritus Jack Baker. While the house historically served as a space to teach dance, in addition to its residential purpose, today it is used as a space for educational forums, gatherings, and seminars. Students in this studio were asked to propose an intervention to this house focused on materiality and constructability, to deliberate on a proposal that responds to and enhances the experience of the house.

ARCH 57X: Kahler Slater Studio, held Fall 2022 and led by Trina Sandschafer, design principal of the firm, will bring together practitioners in the firm with students over the course of the semester, showing the learning opportunities afforded by working directly with members of an operating firm. As a cross collaboration with the University of Wisconsin, Milwaukee, the exposure to professional groups will be across two offices and states.

Supplementary Experiences



NOMAS: The School supports many student organizations which provide the opportunity for students to create learning experiences such as symposia and lectures. Significantly, the National Organization of Minority Architecture Students (NOMAS) has held symposia during 2021 and 2022 which attracted renowned practitioners and educators from the United States and Africa, including Nnamdi Elleh, Head of School of Architecture and Planning at the University of Witwatersrand, Johannesburg, South Africa and Dwayne Smith Alexander, with Urban Architectural Initiatives, New York speaking as an educator and practitioner, respectively. Additionally, the NOMAS organized an exhibition of African Art and Architecture, explained here: <https://arch.illinois.edu/about-us/events/nomas-symposium-african-art-architecture-exhibit/> These events remain open to viewing, here: https://www.youtube.com/watch?v=J-KXE3tM_U0

Gargoyle Architecture Honor Society: Students in this organization, founded in 1918, facilitate a portfolio review every year to help students learn ways to produce successful portfolios. Gargoyle recognizes academic excellence and proficiency in Architecture and promotes an attitude of responsibility, professionalism, and service. Although membership is by invitation only, Gargoyle sponsors and encourages activities that promote and reflect the ideals of the organization throughout the School.

Society for Business and Management in Architecture (SBMA): This student organization regularly invites speakers and holds seminars as an example of students taking the lead in teaching other students. The primary goal of the SBMA is to inform and educate architecture students about the vast array of opportunities available to them in the fields of firm management, real estate, construction management, development, and law.

Teaching Assistantships: With more than 60 teaching assistantships in the Fall of 2022, graduate students have the opportunity to practice and develop teaching skills, observe and participate first hand in teaching. This fosters a robust reciprocal culture of teaching and learning, whereby students can learn from other students, and likewise, professors can learn from students.

TBH Cafe, Pin Up Spaces: TBH Cafe opened in 2021 and has quickly become a favorite social gathering space for students. Occupying a central location adjacent to the atrium, this space features work tables, comfortable lounge chairs, and tables. Additionally, the space hosts pin up space for student projects, exhibitions, and lecture posters, creating a dynamic and active place for the School. Likewise, in 2021 the hallways were reformatted with pin up space and model stands to keep a persistent presence of great student work, showcasing for students their talents and achievements.



Social Media and Architecture School Website “Culture” page:

The School celebrates student work, profiles student approaches to learning, and provides information about School culture and resources on the “Culture” section of the website. Providing an outlet to show the work of students and their unique approaches forms the backbone of the website so that the School and other students are reminded and informed about the diversity of contributions to School culture.

Likewise, School social media, through outlets such as Facebook, Instagram, and Twitter, celebrate the work of students and faculty throughout the year. These platforms can be seen here: <https://arch.illinois.edu/culture/>

<https://www.instagram.com/archatillinois/>

<https://twitter.com/ARCHatIllinois>

<https://www.facebook.com/IllinoisArchitecture>

Associate Director of Research: The School has established this position to not only provide resources about research opportunities, but also encourage faculty development. For instance, meeting with the Center for Innovative Teaching and Learning helped Specialized Faculty learn about advancement opportunities, and weekly writing groups are organized for faculty to gather, discuss their research, and write together, learning from each other’s work and unique approaches.

School Research Publication: Editing is under way on an exciting publication that includes the research and scholarship of over 35 School faculty in the areas of Building Performance, Detail & Fabrication, Health & Wellbeing, History & Theory, and Urbanism. This publication aims to highlight the innovation of the School’s faculty.

Student, Professional, and Faculty Awards: A positive and respectful environment is reinforced with the many awards available to celebrate and highlight the work and approaches of people in the School. Through the generous gifts of alumni and sponsors, the School of Architecture provides nearly \$1,000,000 each year to enrich and support undergraduates and graduate students, professionals, and faculty.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

School of Architecture Approach

As a unit within the College of Fine and Applied Arts, the School is focused on contributing to the strategic priorities of the College. The School and the College aim to work together to teach in ways that bring clear benefit to Black, Latinx, and Indigenous students. Through courses and supplemental experiences, the School has expanded the diversity of perspectives in courses, striving to hire more female, Black, international, and Latino/Spanish/Hispanic educators. Since the Spring of 2020, graduate studios have focused on African design, colonial / post-colonial concerns in Africa, Central and South America, and addressed racism in design in



seminars such as “From Black Box to Black Reason” and the School’s longstanding, important course work developed in “Gender & Race in Contemporary Architecture.”

The School acknowledges that while its students, faculty, and staff may be at different stages in unlearning racism, it is imperative that the School’s community actively work towards addressing racism within its halls. Strides have been made in exposing students to focused topics on race and gender. For instance, the Spring 2022 Lecture series invited all women educators, practitioners, and researchers. The School held the Women’s Reunion + Symposium, which showed the accomplishments of women in architecture. The event and exhibit received a 2021 Diversity Achievement Honorable Mention from the Association of Collegiate Schools of Architecture (ACSA).

During the Fall 2021 semester, the School offered thirty design studios and only five of them were taught by women. In the Spring 2022 semester that number grew to 13, including Brígida Hogan, Natalie Ballinger, Isabella Hillman and Lisandra Pérez, who joined Silvana Herrera from Colombia and Nmadili Okwumabua from Nigeria.

The School aims for diversity of reviewers during mid- and final reviews, inviting people of color in architecture and allied professions from within the state of Illinois and beyond. Knowledge from diverse practitioners and educators is a visible, tangible engagement with expert knowledge and student learning.

The School is committed to providing and facilitating more of these unique experiences, in line with the conditions that shape the contemporary practice of architecture within a global context that is increasingly interconnected.

Courses and Curriculum

Courses in the program aim to either include a component which centers issues of diversity, social equity and inclusion, or which focus exclusively on these areas of inquiry. These courses include the studios, Plym Studios, César Pelli Distinguished Visitors, and other seminars below.

ARCH 571: Plym Studio during the Fall 2022 semester: Wanda Dalla Costa is the Plym Distinguished Visiting Professor teaching a course with Professor Mark Taylor, dedicating the studio to a collaboration with Native American communities in Arizona. This course will expose students to people groups who can engender design knowledge while at the same time, provide a setting for students to hone design skill with a community focus.

Studios:

ARCH 571: Studio Historic Preservation and Barrier-Free/Universal Design taught students during the Spring 2022 semester to restore a historic building to strict standards while negotiating such prescriptions with the necessity for barrier-free and universal design outcomes. This project focused on “aging in place” to help students familiarize themselves with this growing demographic.



ARCH 574: Studio Ark challenged students during the Spring 2022 semester to advance issues of inclusion for transient, distressed populations. With a site located in the Afro-Caribbean community of Loiza, Puerto Rico, this studio designed a community shelter for environmental refugees, seeking to alleviate homelessness and social distress in the wake of environmental disaster.

ARCH 574: Studio Africa: Mange Negotiations: The studio exposed students to knowledge rooted in the particular design practices of people who live around the mangroves near Lagos, Nigeria. Students learned about notions of place and site-specific design for this dynamic locale, incorporating the practices of local inhabitants.

ARCH 574: Studio Innovating and Reconnecting the Underserved City during the Fall 2020 semester focused student's attention on underserved communities in Buenos Aires. In doing so, students took as comparison and contrasting case studies the cities of Caracas, Medellin, and new planned cities in China to design networked nodes of services to the rapidly growing city.

Lecture Courses and Seminars:

ARCH/GWS 424: Gender and Race in Contemporary Architecture, has taught students about social equity and inclusion for over 30 years and was one of the first in the nation to do so in an architectural curriculum. This course calls attention to the work of women architects and architects of color as consumers, critics, and creators of the environment--as clients and users, writers and researchers, design practitioners, educators, and students. Students learn how certain spaces and places advantage some while disadvantaging others.

ARCH 517: Architectural History 1850-Present requires students to engage the history of twentieth century architecture as an outcome of western and non-western influences co-constituting modernism. In the course, students challenge outdated notions that modern architecture is a distinctly western outcome, examining architecture of the Global South and Eurasia in addition to Western centers of art and architecture.

ARCH 576: Architectural Design Seminar: Black Square to Black Reason during the Fall 2020 semester explored the role of media in the generation of alternative and subversive architectural imaginaries. Reflecting on recent world events, this seminar/workshop oscillates between the 'Becoming Black of Objects' and the 'Becoming Black of the World.'

ARCH 577: Architectural Theory contains distinct lectures and readings that center race and gender. "Race and the Built Environment" and "Gender and the Built Environment" present readings and contextualize them in lectures that show the influence of women and people of color on contemporary architectural theory.

Supplementary Experiences



Plym Distinguished Professors: Students in the program can attend lectures and benefit from studios offered by Plym Distinguished Professors. The School invited the first Plym from Africa (Mark Raymond,) the first Plym from Latin America (Solano Benítez,) and the first Native American Plym (Wanda dalla Costa) all of whom, in addition to the Plym program, inspire students with viewpoints that strengthen their knowledge of diverse contexts.

Lecture Series: The lecture series invites a range of speakers oriented around particular approaches or topics. Accordingly, the School has sought to highlight equity and inclusion. Recent lecture series include an all-women lineup, and the Fall 2021 lecture series featured over 18 speakers from the southern hemisphere. For example, Sumayya Vally, Principal and Director of Johannesburg Based architectural practice Counterspace Studio, was the Pelli Distinguished Lecturer, Spring 2022. Valley’s architectural practice was established to, as Time magazine put it, “celebrate Africa.” The firm highlights inclusivity, exploring hybrid identities and contested territories. Other Pelli Distinguished Lecturers have brought messages centering diversity and inclusion, such as Toshiko Mori, Carol Ross Barney, Andrés Mignucci, and Germane Barnes.

Student Organizations

ARCHChina: ARCHChina was established as a platform to advance education and professional networking as well as to provide career guidance for the community of Chinese Architecture and Landscape Architecture students at large. The primary goal of the organization is to help Chinese students become better involved in the University’ s environment and to attend School activities. ARCHChina is welcoming all students who are interested in Chinese history, culture, and architecture. The organization holds culture communication events, an annual studio tour, software program tutorials, and an art supply used market.

Global Architecture Brigades: Students from the School can join the Global Architecture Brigades (GAB), which designs and constructs socially responsible and sustainable architecture solutions in developing nations. A think tank design approach that utilizes extensive community dialogue and independent research to create efficient, appropriate, and elegant structures to be embraced and utilized by the communities we serve.

Hispanic Organization of Urban Studies and the Environment: HOUSE is a Hispanic and Afro-Latinx involvement in the development of environmental professionals in the fields of Architecture, Landscape Architecture, Urban Planning and the Arts, and acts as a support network that helps students with their day to day academic challenges and addresses ways that students can play a role as future professionals.



NOMAS: The School supports the National Organization of Minority Architecture Students (NOMAS), which has held symposia during 2021 and 2022 attracting renowned practitioners and educators from the United States and Africa, including Nnamdi Elleh, Head of School of Architecture and Planning at the University of Witwatersrand, Johannesburg, South Africa and Dwayne Smith Alexander, with Urban Architectural Initiatives, New York speaking as an educator and practitioner, respectively. Additionally, the NOMAS organized an exhibition of African Art and Architecture, explained here: <https://arch.illinois.edu/about-us/events/nomas-symposium-african-art-architecture-exhibit/> These events remain open to viewing, here: https://www.youtube.com/watch?v=J-KXE3tM_U0

Women in Architecture: The mission of Women in Architecture (WIA) is to cultivate and promote the development and leadership of women design professionals by providing a forum for empowering, networking, and mentoring to enhance the architectural community. Though we are a student organization, we also connect with the larger organization in Chicago to present different networking opportunities with working professionals.

Diversity, Equity & Inclusion Committee: The responsibility of the DEI committee is to promote training and events to bring awareness to DEI in the School by engaging the faculty, student leader, and the staff from the School and in conversation with the FAA and University offices of DEI. This committee reviews and develops policies and procedures that will promote workplace DEI and access to students and faculty. During the 2020-2021 academic year, students in the Justice and Equity Committee co-wrote the School's Statement on Anti-Racism. Students also participate on the Curriculum Committee.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

School of Architecture Approach

Fundamental to licensure requirements and central to the School's teaching of architecture is the creation of spaces that protect the health, safety and welfare of occupants. Social justice and equity is advanced with a focus on wellbeing. Convinced that Health, Safety and Welfare in the Built Environment should be a central offering, and not a tangential elective, the School developed a Health and



Wellbeing Program Area, together with a certificate. Furthermore, SC.1 criteria span across various studios and courses in the program.

Courses and Curriculum

ARCH 57X: Graduate students apply the concepts of human health, safety, and welfare through project learning in their design studios. Students are required to take multiple types of design studios that vary in scale and focus. Topics range from small-scale architectural construction, and technological needs for human health to urban and cultural interventions in urban habitats to life safety.

ARCH 571: Design: Detail and Architectonics.

Design studio investigations of multiple techniques and methodologies addressing the design and fabrication of small-scale architectural constructions, explorations of specific sites and places, and interdisciplinary projects.

ARCH 572: Design: Health and Wellbeing.

Design studio explorations responding to social, economic, political and behavioral dimensions of human existence and settlement. Projects investigate the experience of physical environments at the human scale and socially sustaining design strategies addressing diverse human needs

ARCH 573: Design: Technology and Performance.

Design studio investigations of buildings and systems focusing on structure, enclosure, technology and performance. Integration of building materials, components and systems and their impact on the design, construction, and sustainability of buildings

ARCH 574: Design: Architecture and Urban Design.

Design studio investigations of issues that impact urban habitats, buildings and people. Architecture and urban design, preservation, and adaptation of new and existing buildings, cities, districts, public realms and urban environments. Designing and preserving buildings and communities in a sustainable manner

ARCH 575: Integrative 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.

ARCH 536: Planning and Design of Structural Systems.

The public responsibility of structural designers as architects and/or their partnership with architects is emphasized in ARCH 536. Students learn about how to design structures that are safe and ensure occupants' comfort through standards and codes published by American Society of Civil Engineers (ASCE), American Concrete Institute (ACI), American Institute of Steel Construction (AISC), American Wood Council (AWC) and others.

Supplementary Experiences



ARCH 521: Advanced Application in the Built Environment, Architecture and Global Health and Wellbeing.

This elective surveys current research at the intersection of the built environment, health, and Wellbeing. It emphasizes relationships among people and multiple scales of the environments they inhabit and the health and wellbeing consequences of these relationships. It comparatively examines these relationships within a broad range of Western and Non-Western cultures and contexts by introducing significant historical and contemporary theories, data of relevance, research processes, and applications in environmental design and planning processes. To improve person-environment fit, the roles of social groups, institutions, and organizations in the person-environment-health/wellbeing nexus within various cultural and geographic contexts are examined and compared.

Health and Wellbeing Program Concentration: For those students who chose to pursue a University recognized concentration in the Health and Wellbeing Program Area, they will interact with a group of acknowledged experts who conduct and publish high-profile research addressing daylighting and health; healthy affordable housing policy; design and innovation in permanent supporting housing; student mental health and design of Schools; public restroom design, code, and policy innovation; and designing for diversity—gender, race, ethnicity, age, physical ability, and sexual orientation.

<https://web.faa.illinois.edu/app/uploads/sites/3/2021/01/Concentration-in-HWB.pdf>

Lecture Series: The School of Architecture has a robust, donor-funded lecture series each semester. The series brings in ample opportunities for students to be exposed to a range of work and design challenges. The Fall 2022 series is entirely dedicated to issues of environment and sustainability to ensure our academic community is absorbing some of the largest issues impacting global health and welfare as well as those found at the local level.

Design Reviews: In the Spring 2021, the School strengthened its midterm and final design reviews by increasing the number of external reviewers, to almost 80 visitors. These reviewers brought their expertise in the synthesis of code, accessibility, life safety, design, and context to the graduate studios as their projects and processes were explored.

Assessment of our work

The School assesses student understanding of Health, Safety, and Welfare in the Built Environment through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of courses ARCH 575: Integrative Design Studio, ARCH 536: Planning and Design of Structural Systems, and invited outside reviewers. As described in more detail in section 5.3, the end of



semester assessment of student work initiates the periodic evaluation of learning objectives and learning outcomes.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

School of Architecture Approach

The program enjoys a strong connection to communities of architectural practice. As a professional school, a great number of our students are interested in professional practice as a career goal. Our geographic and social proximity to Chicago, as well as our central Illinois location with proximity to urban centers in adjacent states like St. Louis and Indianapolis has also been salient to the School's identity. The program's approach is animated by these relationships, meaning students in the program are introduced to, and study more deeply contemporary best practices and speculate about the rapidly changing field.

Courses and Curriculum

ARCH 501: Architectural Practice.

This course addressed the role of the architect in the building enterprise, professional ethics, and the conduct of professional practice; legal aspects of architectural practice and building construction; introduction of business management, marketing, operational procedures, financial planning, and cost control of architectural practices; and the administration of construction contracts. Upon successful completion of ARCH 501 Architectural Practice, students will be able to understand professional ethics and the conduct of the self in professional practice; understand legal impacts of architectural practice and building construction; and become familiar with business management, marketing, operational procedures, financial planning, and cost control of architectural practices; the administration of construction contracts; and the impact of digital technologies, collaborative work processes, and other forces bringing about change in society, the profession and industry.

ARCH 536: Planning and Design of Structural Systems.

The public responsibility of structural designers as architects and/or their partnership with architects is emphasized in ARCH 536. Students learn about how to design structures that are safe and ensure occupants' comfort through standards and codes published by American Society of Civil Engineers (ASCE), American Concrete Institute (ACI), American Institute of Steel Construction (AISC), American Wood Council (AWC) and others.

ARCH 593: Design & Construction Futures.

In this course aims to prepare soon-to-be-graduating students to enter practice from an informed position with the ability to productively speculate about the future, not



only in terms of emerging technologies but their implications on professional ethics, regulation, and economics. Students are asked to reflect on and discuss the ethical, regulatory and economic implications brought about by change – including implications for the future of professionalism.

Supplementary Experiences

Architectural Student Organizations: Every fall the School of Architecture hosts an welcoming event held by the robust group of student organizations. Among the organizations, NOMAS, AIAS, Hispanic Organization of Urban Studies and the Environment (HOUSE), Women in Architecture (WIA), Gargoyle and Society for Business and Management in Architecture (SBMA) organize events to bring practitioners to the students and trips to Chicago for firm tours.

Career Fair: The School's annual Career Xpo centers on three major areas: soliciting and publicizing job openings for students and graduates, facilitating on-campus interviews between prospective employers and our students, and providing resume and job search assistance counseling and programming. It has attracted over 70 firms from across the country. To prepare students to enter practice as an intern or graduating student for success in their job interviews, the Career XPO comprises several learning opportunities throughout the Spring semester. The School offers a Resume Writing workshop and subsequent resume review, a Business Etiquette workshop, and a Portfolio workshop.

Chicago Studio: The Chicago Studio is an opportunity open to all graduate students. While participating in this studio, the experience also provides: 1. mentoring opportunities; 2. visits to firms; 3. The studio is located adjacent to a working office which also provides an individual mentor per student. These mentors visit the studio regularly and engage students on a personal level. Each professional mentor and firm that is visited is selected to provide an understanding of the breadth of the profession.

Assessment of our work

The School assesses student understanding of Professional Practice Student Criteria through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of courses ARCH 501: Architectural Practice, ARCH 536: Planning and Design of Structural Systems, AARCH 593: Design & Construction Futures, and invited outside reviewers. Section 5.3.1 describes the process in more detail, wherein the end of semester assessment process begins the periodic evaluation of student work for SC.2 criteria.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

School of Architecture Approach

As a professional school, the program imbeds knowledge of and reaction to regulatory contexts within courses, optional studios, and required studios. The program's students graduate and pursue licensure or professional practice in architecture and allied professions. Where the academic discipline serves the profession through preparation and training, the vitality of the discipline depends on students and faculty who test and refine its limits. Students learn about regulations as a necessary preparation to their career, but also as a means of bringing new approaches.

Courses and Curriculum

ARCH 501: Architectural Practice.

Required for graduate students, this course explores the role of the architect in the building enterprise, professional ethics, and the conduct of professional practice. Students obtain an understanding of the legal responsibilities of practice as it relates to society, the business, the client, and the individual professional and its relationship to design in practice.

ARCH 536: Planning and Design of Structural Systems.

Students learn about structural design criteria for life safety through standards and codes adopted by the IBC such as those published by ASCE, ACI, AISC, AWC and others. Additionally, there are dedicated lectures on incorporating code regulations regarding building height, square footage, and fire rating requirements.

ARCH 57X: Graduate Design Studios.

Land Use, Site regulations and Environmental Policies are integral part of the information the students have to deal with in their site analysis and considerations when designing in a specific site. Students are asked to address projects in their regulatory context including understanding any local zoning requirement, applicable building codes and compliance with applicable accessibility standards. Code research and its application included (but not limited to): Zoning types, Floor Area and Open space ratio calculations, Setbacks and height limitations, and easements.

Supplementary Experiences

Chicago Studio: The School and College have invested in the Chicago Studio (began in 2014 and moved to 333 S. Desplaines, Chicago, IL in 2019) which explores problems identified by either the Chicago Mayor's Office (through the Department of



Planning and Development) or the Chicago Health Care community. Many of these offerings are interdisciplinary in nature. With these real-world projects, the students understand land use by meeting with city officials and stakeholders. With practicing architects as professors, students are made aware of required life safety in a manner similar to professional working systems.

Assessment of our work

The School assesses student understanding of Regulatory Context Student Criteria through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of courses ARCH 501: Architectural Practice, ARCH 536: Planning and Design of Structural Systems, ARCH 57X: Design Studio, and invited outside reviewers. This process is described comprehensively in Section 5.3, initiated by the end of semester assessment process for periodic evaluation of student work for SC.3 criteria.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

School of Architecture Approach

This School intends for architectural graduates to have a strong, comprehensive, and integrated technical knowledge in building performance and allied subjects. The history of the school is rooted in robust technical knowledge. The schools' first Head of the Department of Architecture, Nathan Ricker, organized the school in alignment with the German polytechnic method and less subservient to the French system being taught in Paris at the Ecole des Beaux Arts. He later established the first four-year curriculum in Architectural Engineering in the country. Faculty in the school today hold expertise in the integration of structures, enclosures, the environment, and related building systems. The School maintains that changes to the architectural discipline and consequently the professional education of architects are anticipated to follow technological advancements, growing concerns about health and the built environment, societal and historical re-examinations, climate change, and the demands of an increasingly urban population. Because of these extremely rapid changes, the school integrates technical knowledge into a range of specific courses as well as the elective and required studios. The School boasts an internationally renowned Building Performance group, whose faculty leads the publication of the TAD journal, as well as the only architecture school structures program with the possibility of licensure.

Courses and Curriculum

ARCH 536: Planning and Design of Structural Systems.

The core content of ARCH 536 discusses the criteria and rationale for selection/creation of structural systems and materials. Students learn about classical and contemporary structural systems, construction materials, and construction methods/technologies. An accompanying objective is to learn about how the selections/decisions affect the costs and scheduling of a project.

ARCH 537: Architectural Control Systems II.

This course investigates the control of thermal and luminous environments with an emphasis on active means of controls and building envelope design. Specific topics include: heating and cooling load and energy calculations; primary (boilers, chillers, etc.) and secondary (comfort delivery) mechanical systems; indoor air quality; energy, lighting, and daylighting codes and metrics; electric lighting properties, selection, design, and calculations; advanced daylighting strategies and calculations; visual comfort assessment; curtain wall and masonry systems; and rain screen principles.

Arch 573: Design: Technology and Performance.

Design studio investigations of buildings and systems focusing on structure, enclosure, technology and performance. Integration of building materials, components and systems and their impact on the design, construction, and sustainability of buildings

ARCH 575: Integrative Design Studio

Student design projects require integrated design of structural systems, envelope systems, and environmental systems, and the graphic representation of each through diagrams, modeling, and detailed drawings. This work requires a clear understanding of the materials of each system, how they are fabricated, and how they work together to achieve the desired outcomes.

ARCH 593: Design and Construction Futures.

Design and Construction Futures provides an opportunity for students to enter professional practice prepared for the rapid change in architectural production and the social, political, economic, technological, and ecological contexts in which it operates. Specifically, students are asked to research and present on emerging technologies impacting design and construction today.

Supplementary Experiences

Regular Seminars such as ARCH 594 and ARCH 595:

These seminars provide in-depth investigation of emerging issues and specific areas of research interest beyond what is covered in graduate courses of regular offering in the area



of building performance. Students, as individuals or in groups, are expected to propose a research plan and methods for a specific topic of research interest in consultation with the instructor, and execute it under the guidance of the instructor through consultation on a regular basis. In Arch 594 DDH, for example, students learn about advanced daylighting systems that provide potent daylighting solutions, the economies of energy related to such solutions, as well the existing metrics to quantify the impact of such solutions.

Lectures and Symposia: The lecture series often includes speakers speaking about technical issues and their integration into architectural projects. The Building Performance Program Area holds an annual symposium open to all students. In Spring 2021, the symposium was the State of the Art in Design of Tall Buildings. <https://arch.illinois.edu/about-us/events/2022-building-performance-symposium/>

Joint Structural Degrees: The School of Architecture was the first program to have an Architectural Engineering degree in the United States (1899). Since this time, this School has had a dedicated set of courses in structural design with an architectural focus. Should a student choose, there are 10 advanced structural courses available including advanced material design (Mass Timber and Steel) as well Seismic Design of Structures. Should the student desire to pursue the topic more formally, there is an option combine the architectural students with an MS in AS Degree with a structural concentration (<https://web.faa.illinois.edu/app/uploads/sites/3/2021/01/Concentration-in-Building-Performance.pdf>) or a joint degree with Civil Engineering, Structural Engineering M.S.C.E. (<https://arch.illinois.edu/programs-applying/graduate-degrees/joint-degrees/>)

Building Performance Program Concentration: For those students who chose to pursue this University recognized concentration in Building Performance, students will complete 21 credit hours of coursework with a focus on building performance include design, seminars with such topics as Climate Design and High Performance Building Design, and classes offered in other departments across the university such as Engineering and Urban and Regional Planning. <https://web.faa.illinois.edu/app/uploads/sites/3/2021/01/Concentration-in-Building-Performance.pdf>

Assessment of our work

The School assesses student understanding of Technical Knowledge Student Criteria through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of courses ARCH 536: Planning and Design of Structural Systems, ARCH 537: Architectural Control Systems II, Arch 573: Design: Technology and Performance, ARCH 575: Integrative Design Studio, ARCH

593: Design and Construction Futures, and invited outside reviewers. As described in Section 5.3.1, the end of semester assessment process begins the assessment of learning objectives and learning outcomes, as a periodic evaluation of student work for SC.4 criteria.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

School of Architecture Approach

The organization of the Program Areas fundamentally addresses the necessity of Design Synthesis as program criteria. Through courses in Building Performance, Detail and Fabrication, Health and Wellbeing, History and Theory, and Urbanism, students synthesize the factors that constitute architecture so that they can be prepared for futures in professional design practice, research, consultancy, academia, and beyond.

Courses and Curriculum

ARCH 57X:

The graduate students apply regulatory requirements, environmental impacts, and site demands through project learning in their design studios. Students are required to take multiple types of design studios that vary in scale and focus. Requirements addressed may include code requirements or other influential standards such as the Secretary of the Interior's Standards for Historic Preservation. Site issues may include stormwater removal and design responses to the physical, social, and cultural contexts of their project's sites. Students are required to analyze such requirements as climatic conditions, orientation, then consider and implement energy-saving measures, get familiar with buildable floor/site ratio, accessibility, gender equity, and relationships between private and public domains. Students are required to both "problem solve" and to sculpt these solutions into convincing architectural statements.

Arch 571: Design: Detail and Architectonics.

Design studio investigations of multiple techniques and methodologies addressing the design and fabrication of small-scale architectural constructions, explorations of specific sites and places, and interdisciplinary projects.

Arch 572: Design: Health and Wellbeing.



Design studio explorations responding to social, economic, political and behavioral dimensions of human existence and settlement. Projects investigate the experience of physical environments at the human scale and socially sustaining design strategies addressing diverse human needs

Arch 573: Design: Technology and Performance.

Design studio investigations of buildings and systems focusing on structure, enclosure, technology and performance. Integration of building materials, components and systems and their impact on the design, construction, and sustainability of buildings

Arch 574: Design: Architecture and Urban Design.

Design studio investigations of issues that impact urban habitats, buildings and people. Architecture and urban design, preservation, and adaptation of new and existing buildings, cities, districts, public realms and urban environments. Designing and preserving buildings and communities in a sustainable manner

Arch 575: Integrative 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. The studio devotes time to each of these aspects of design synthesis in a phased approach, but a clear expectation is set for these to be synthesized in the final project. Final project presentations are expected to demonstrate this synthesis both verbally and graphically, through drawings, modeling, and diagrams.

ARCH 517: Architectural History, 1850-Present.

This course presents case studies of how architecture in the modern world affects and responds to human interaction with the built environment through social, cultural, political, technological, economic, religious, regulatory/legalistic, and health circumstances from the object to the urbanistic scale. For example, studying the development of cities from the nineteenth-century forward necessarily involves thinking through the histories of social and physical organization according to class, race, gender, culture, and religion, technological change in structure, materials, and construction as well as in infrastructure, the genesis and effects of regulations and codes, the aesthetics of urban design as well as multiple architectural programmatic types, and the impact of urbanism on the physical and mental health and stability of varying communities. Detailed studies of particular urban entities as well as of single monuments leads to better comprehension of design synthesis in past buildings, challenging our students in how they will apply these lessons and modes of critical and design thinking to their own work in the future.

Supplementary Experiences



ARCH 536: Planning and Design of Structural Systems.

Students learn about how site conditions, building type, scale, building codes, constructability, and cost influence structural decisions.

Chicago Studio: The School engages with problems identified by either the Chicago Mayor's Office (through the Department of Planning and Development) or the Chicago Health Care community. Many of these offerings are interdisciplinary in nature. With these real-world projects, the students meet with city officials and stakeholders and practicing architects who guide students through the regulations and designed responses. Students are made aware of required life safety in a manner similar to professional working systems. This studio engages in multiple scales of design research, civic life, and the city. At the urban scale, students produce original site research that engages the diverse cultures, morphologies, landscapes, and identities emblematic of Chicago's neighborhoods.

Program Area Concentrations: The School of Architecture offers three graduate level concentrations open to all students: Health and Wellbeing, Building Performance, and Urbanism. Each offers students a chance to study and engage with one area and apply those disciplinary specializations to problem-solving in seminars, workshops, and design studios for a minimum of 21 credit hours. This level of study provides students with the ability to synthesize this knowledge into sophisticated design responses.

Lecture Series: Our semester-themed lecture series provides students an opportunity to see built design work that has addressed many issues of design synthesis. Frequently, our speakers present not only the completed project, but walk students through their processes and decision-making path. Challenges as well as insights are shared and the students are given the opportunity to see a wide-range of work and designers and speak with the lecturers before at a reception, after, or during the question and answer period.

Assessment of our work

The School assesses student ability of Design Synthesis Student Criteria through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of courses Arch 571: Design: Detail and Architectonics, Arch 572: Design: Health and Wellbeing, Arch 573: Design: Technology and Performance, Arch 574: Design: Architecture and Urban Design, Arch 575: Integrative Design Studio, and invited outside reviewers. This process is described more deeply in Section 5.3.1, explaining the end of semester assessment process which begins the assessment of learning objectives and learning outcomes as a periodic evaluation of student work for SC.5 criteria.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

School of Architecture Approach

The School approaches Building Integration as a means to designing for the environmental, social, political, cultural, and economic challenges of society. To undertake this work, the integration of systems, building components, and site factors are to be designed in concert to form a purposeful response. Education for this outcome is a concerted effort between courses in systems and performance, elective studios, and the studio required for all graduates - Integrative Design Studio. While addressing the criteria of Building Integration is ultimately a concern with addressing social, functional, and aesthetic aspirations, the courses that SC.6 is fulfilled by require both the technical knowledge and the design process of integration.

Courses and Curriculum

Arch 575: Integrative 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. The studio experience is focused on developing the students' design process, in which each aspect of integrated design is addressed, considered, and represented as an integral part of the overall design. This work requires clear understanding of each system, how they are implemented, and how they work together to achieve the desired outcomes.

Supplementary Experiences

ARCH 536: Planning and Design of Structural Systems.

The core content of ARCH 536 discusses the criteria and rationale for selection/creation of structural systems and materials. Students learn about classical and contemporary structural systems, construction materials, and construction methods/technologies.

ARCH 537: Architectural Control Systems II.

This course investigates the control of thermal and luminous environments with an emphasis on active means of controls and building envelope design. Students are to understand and implement the trade offs associated with building systems. Each



system discussed is presented through the lens of understanding not only its upsides and downsides, but also how the decision to use such a system might relate and change other adjacent systems with the building performance picture.

Arch 573: Design: Technology and Performance.

Design studio investigations of buildings and systems focusing on structure, enclosure, technology and performance. Integration of building materials, components and systems and their impact on the design, construction, and sustainability of buildings

Regular Seminars such as ARCH 576: Architectural Design Seminar and ARCH 594 and ARCH 595.

These courses include Presentations and discussions relative to various areas of architectural and environmental design concerns. In ARCH 576 EXP: Experimental Envelopes, for example, focuses on the theory, design, and analysis of building-envelope systems, with an emphasis on experimental approaches in the realms of energy performance, geometry, fabrication, and user experience. How have architects advanced the field of building envelope design over the last century, and where is the potential for future development? These seminars provide in-depth investigation of emerging issues and specific areas of research interest beyond what is covered in graduate courses of regular offering in the area of building performance and design

Assessment of our work

The School assesses student ability of Building Integration Student Criteria through oversight of the Curriculum Committee, coordination with the School's NAAB Assessment Committee, faculty of course Arch 575: Integrative Design Studio, and invited outside reviewers. Section 5.3.1 describes this process which begins the assessment of learning objectives and learning outcomes as a periodic evaluation of student work for SC.6 criteria.



4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The University of Illinois Urbana-Champaign has been continuously accredited since 1913. The University seeks a voluntary reaccreditation every 10 years from the Higher Learning Commission. The comprehensive review process evaluates the university mission, ethical and responsible conduct, teaching and learning environments and quality, and the university's resources, planning and effectiveness. The most recent reaccreditation process was completed in 2019-2020. As of December 18, 2020, the university accreditation has been reaffirmed.

A letter dated December 18, 2020, served as a formal notification and official record of actions taken concerning the University by the Higher Learning Commission at its member's meeting on December 14, 2020, and it came into effect on September 1, 2020. The University Next reaffirmation of accreditation will be in 2029 – 2030.

For University's Accreditation letter visit:

https://www.hlcommission.org/download/_BoardActionLetters/University%20of%20Illinois%20at%20Urbana-Champaign%20Action%20Letter%2012-18-20.pdf

For detail information about the Accreditation Process visit:

<https://reaccreditation.illinois.edu>

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.



Program Response:

Master of Architecture: 182 hrs
[Pre-professional degree + 62 graduate credit hours]

The Illinois School of Architecture offers a 62-credit-hour, NAAB-accredited, two-year professional M. Arch. degree program for students holding a Bachelor of Science degree in Architecture or its equivalent, (<https://arch.illinois.edu/programs-applying/graduate-degrees/master-of-architecture/>)

Integrating design, theory, and technical competencies, the program nurtures future professionals through a concise but comprehensive core curriculum. Students learn to analyze and synthesize complex conditions and environments and propose innovative design solutions to the world's most urgent problems.

Core courses include four graduate architectural design studios, with all students taking ARCH 575, Integrative Design Studio, and three Advanced Design Studios (student select from ARCH 571, ARCH 572, ARCH 573, ARCH 574), Planning and Design of Structural System (ARCH 536), Architectural Theory (ARCH 577), Contemporary Architectural History (ARCH 571), Architectural Control System (ARCH 537), Professional Practice (ARCH 501), and Design and Construction Futures (ARCH 539). These electives are supplemented with 16 hours of electives that include seminars in Architectural Design, Architectural History, Health and Wellbeing, Digital Fabrication, Robotics, Human Behavior, Structural, Building Systems, Sustainability, Urban Design, and Professional Issues, as well as Urban Planning and Landscape Architecture. Elective offerings often complement the Advance Studio offerings.

The flexibility provided by the graduate program gives students a strong knowledge and skills to apply design, theory, and practice to the architectural process and affords them the opportunity to work with faculty members in an atmosphere of innovation allowing students to develop both general and specialized professional knowledge that pushes architecture and the profession forward.

As part of the M.Arch Program, students can focus their studies in one of the School's Program Areas: Building Performance, Health and Wellbeing, Urbanism, and Detail and Fabrication. (<https://arch.illinois.edu/programs-applying/program-areas/>) or to craft their own focus through courses within our School, college, and across campus. Students may also elect to enroll in one of the School's joint degree programs. Joint degrees include M. Arch. + Master of Urban Planning, M. Arch. + M.S. Civil and Environmental Engineering, M. Arch. + Construction Management, M. Arch. + M.S., M. Arch. + M.S. in Structures (<https://arch.illinois.edu/programs-applying/graduate-degrees/joint-degrees/>)

Master of Architecture 2+: 103-122 hrs
[Undergraduate degree + up to 68 prerequisite background credit hours + 54 graduate credit hours]



The Illinois School of Architecture offers an NAAB accredited professional M. Arch. 2+ degree program designed for students holding a bachelor's degree in a field other than architecture, or in architecture but not equivalent to a Bachelor of Science in Architecture (<https://arch.illinois.edu/programs-applying/graduate-degrees/master-of-architecture-2-plus/>)

Students develop an individualized curriculum in consultation with their advisor resulting in a program that varies in length from three to four years. Upon completion of prerequisite background coursework lasting between one to three semesters, students continue into the graduate portion of the M.Arch curriculum. The M. Arch. 2+ program brings together students with diverse backgrounds to explore the complexities of the environment and innovate through the design process.

Prerequisite background courses include three foundation design studios (ARCH 471, 472, 475), Anatomy of Buildings (ARCH 231), Intro to History of World Architecture (ARCH 210), Concepts and Theories of Architecture Design (ARCH 481), Strategies of Architecture Design (ARCH 483), Structural Fundamentals (ARCH 2323), Drawing and Modeling (ARCH 482), Representation (ARCH 484), and History Elective (ARCH 400+). Students often articulate credits to fulfill prerequisite courses with courses taken in their undergraduate degree as part of their admissions process to the M.Arch 2+ program.

Following the completion of their Prerequisite Background Courses, Students transition into the M.Arch graduate curriculum. Core courses include four graduate architectural design studios, with all students taking ARCH 575, Integrative Design Studio, and three Advanced Design Studios (student select from ARCH 571, ARCH 572, ARCH 573, ARCH 574), Planning and Design of Structural System (ARCH 536), Architectural Theory (ARCH 577), Contemporary Architectural History (ARCH 571), Architectural Control System (ARCH 537), Professional Practice (ARCH 501), Advance Environmental, Architecture, and Global Health (ARCH 521), and Design and Construction Futures (ARCH 539). These electives are supplemented with nine hours of electives that include seminars in Architectural Design, Architectural History, Health and Wellbeing, Digital Fabrication, Robotics, Human Behavior, Structural, Building Systems, Sustainability, Urban Design, and Professional Issues, as well as Urban Planning and Landscape Architecture. Elective offerings often complement the Advance Studio offerings.

The flexibility provided by the M.Arch 2+ graduate program allows students with diverse backgrounds to receive a professional degree that is strengthened by their previous education outside architecture and that enriches their studies and abilities. Upon completion of the degree, students possess strong knowledge and skills to apply design, theory, and practice to the architectural process. It also affords them the opportunity to work with faculty members in an atmosphere of innovation allowing students to develop both general and specialized professional knowledge that pushes architecture and the profession forward.

Once the students have entered the graduate portion of their M.Arch 2+ Program, students can focus their studies in one of the School's program areas: Building



Performance, Health and Wellbeing, Urbanism, and Detail and Fabrication. (<https://arch.illinois.edu/programs-applying/program-areas/>) or to craft their own focus through courses within our School, college, and across campus. Students may also elect to enroll in one of the School's joint degree programs. Joint degrees include M. Arch. + Master of Urban Planning, M. Arch. + M.S. Civil and Environmental Engineering, M. Arch. + Construction Management, M. Arch. + M.S., M. Arch. + M.S. in Structures (<https://arch.illinois.edu/programs-applying/graduate-degrees/joint-degrees/>)

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

At the Illinois School of Architecture, students participate in a comprehensive design education where they learn to address and solve tomorrow's complex problems at the intersection of design with pressing social, political, economic, and environmental challenges.

Students wanting to pursue a professional degree in Architecture can start at the undergraduate level by registering in the four-year Bachelor of Science in Architecture Studies (BSAS) program. In this program, students receive a rounded education and a strong foundation in architecture design in two- and three-dimensions, technology, structures, systems, history and theory that prepare them to enter a two-year NAAB- accredited Master of Architecture degree program, or to pursue graduate degrees or careers in allied disciplines. Their undergraduate curriculum provides students with a broad-based education that balances architectural design with technology and the liberal arts, and affords the opportunity of cross-disciplinary courses, such as Urban Planning 101, to introduce students to allied professions.

The BSAS curriculum requires a total of 120 credit hours, with 42 - 44 hours of general education as established by the University Senate Committee on Educational Policy. (<https://arch.illinois.edu/programs-applying/undergraduate-degrees/bachelor-of-science/>)



All undergraduate students take General Education - or "Gen Ed" - courses to gain and use broad knowledge beyond the specialized learning they will do in their Architecture Studies. These Gen Ed requirements cover a range of topics and provide skills and knowledge all students should have. The topics for Gen Ed courses include The Humanities and Arts, Social and Behavioral Sciences, Natural Sciences and Technology, Quantitative Reasoning, Composition/writing, and Cultural Studies.

Gen Ed courses at Illinois are mindful of the students' diverse backgrounds, needs, and interests, and are an essential component of the transformative learning that prepares them to enter the workforce or continue to their graduates in Architecture. These courses build students' abilities to think critically, solve problems, generate new ideas and create knowledge, make connections between academic disciplines, respect and understand differences, and develop as citizens and leaders.

Courses are noted as fulfilling one or more of the following categories: Composition I, Advanced Composition, Humanities and the Arts: Literature & the Arts or Historical & Philosophical Perspectives, Natural Sciences and Technology: Life Science or Physical Science, Quantitative Reasoning, Social and Behavioral Sciences, Cultural Studies: Western/Comparative Cultures, Non-Western Cultures, and US Minority Cultures. (<https://courses.illinois.edu/gened/DEFAULT/DEFAULT>)

The Gen Ed courses as part of the BSAS curriculum complement and build upon each other to form a solid foundation that allows the students to be well-rounded citizens and future architects. The BSAS prepares students to work in the architecture field, pursue a professional degree, or seek opportunities in allied creative and technical fields with a solid foundation regarding the needs of today's citizens.

Students who transfer into the BSAS curriculum follow the College of Fine and Applied Arts policy for transfer students. Students have the opportunity to fulfill the Gen Ed courses during their time in the BSAS program, and they are encouraged to complete either through the second level (2 years) of one language other than English in high school or through the second level (2 semesters) of one language other than English in college prior to the desired term of entry. (https://www.admissions.illinois.edu/content/docs/handbook_faa.pdf)

All students entering the M.Arch 2+ program are evaluated by the Graduate College to have fulfilled a recognized equivalent accredited undergraduate degree.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.



The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Students in the M.Arch and M.Arch 2+ degrees have the flexibility to explore specific areas within the Architecture realm or outside the program.

As part of the graduate programs students can focus their studies on one of the School's Program Areas: Building Performance, Health and Wellbeing, Urbanism, and Detail and Fabrication. (<https://arch.illinois.edu/programs-applying/program-areas/>) or to craft their own focus through courses within our School, college, and across campus. Working with their academic advisor, students are encouraged to identify a specialization by the end of their first semester or at the start of their second semester in the graduate program. This allows the students to plan appropriately and fulfill all concentration requirements. Students who select a concentration will work closely with the Program Area Chair of a specific concentration and have a faculty advisor. Credit requirements for each specialization are met by a combination of required courses, advanced studio, and Architecture electives.

The elective courses that are part of the graduate curriculum (16hrs for M.Arch & 9hrs for M.Arch 2+) are opportunities for students to explore beyond the core requirements of Architecture. Students are allowed to take courses outside the department and college.

Students may also elect to enroll in one of the School's joint degree programs. Joint degrees include M. Arch. + Master of Urban Planning, M. Arch. + M.S. Civil and Environmental Engineering, M. Arch. + Construction Management, M. Arch. + M.S., M. Arch. + M.S. in Structures. (<https://arch.illinois.edu/programs-applying/graduate-degrees/joint-degrees/>)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

Degree programs offered by UIUC School of Architecture

- Bachelor of Science in Architectural Studies
- Master of Architecture
- Master of Architecture 2+
- M. Arch. + Master of Urban Planning (joint degree)
- M. Arch. + M.S. Civil and Environmental Engineering (joint degree)
- M. Arch. + Construction Management (joint degree)



- Master of Science in Architectural Studies
- Master of Science in Architectural Studies in Structures
- PhD in Architecture

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution’s regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not Applicable.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

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

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

Required Professional Studies Courses

These are the courses required to fulfill the Architecture program at the Undergraduate and Graduate levels.

	UG	G
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Design Studio		
ARCH 171 – Concepts and Theories of Architecture Design	3	
ARCH 172 – Drawing and Modeling	3	
ARCH 273 – Strategies of Architectural Design	3	
ARCH 274 – Representation	3	
ARCH 371 – Architecture Design and Urbanism	6	
ARCH 372 – Designing for Human Well-being	6	
ARCH 473 – Architectural Design and Performance	6	
ARCH 474 – Architectural Design and Making	6	
ARCH 575 – Integrative Design Studio		6
ARCH 57X – Advance Option Studio		6
ARCH 57X – Advance Option Studio		6
ARCH 57X – Advance Option Studio		6
(NOTE: students are allowed to choose from ARCH 571, 572, 573, 574)		
History & Theory		
ARCH 210 – Introduction to the History of World Architecture	3	
ARCH 41X – Architecture History Elective		
(NOTE: students are allowed to choose from ARCH 222, 402, 403, 407, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418)		
ARCH 577 – Theories of Architecture		4
ARCH 517 – Contemporary Architectural History		3
Structures		
ARCH 231 – Anatomy of Building	4	
ARCH 232 – Structural Fundamentals	4	
ARCH 433 – Design of Steel and Reinforced Concrete Structures	4	
ARCH 435 – Structure Systems and Construction Methods	4	
ARCH 536 – Planning and Design of Structural Systems		4
ARCH 539 - Design and Construction Futures		4
Building Systems		
ARCH 434 – Environmental Control Systems	5	
ARCH 537 – Architectural Control System		4



Professional Practice		
ARCH 501 – Professional Practice		3
Environment and Health		
UP 101 – Introduction to Urban Planning ARCH 321 – Environment, Architecture, and Global Health	3 3	
Total / Program Level	69	46
TOTAL	115	

Elective Professional Studies Courses

Students are required to take 16 hrs of electives for the M.Arch Degree and 9 hrs of electives at the M.Arch 2+. Any course 400 level and above counts toward the elective completion. 400 level courses can be taken by undergraduate and graduate students. Courses fulfilling one degree cannot be counted toward a second degree.

	UG	G
Electives		
ARCH 401 – Architecture & Graphic Design	3	3
ARCH 401 – Construction History	3	3
ARCH 401 – Ethical Materials Sourcing	3	3
ARCH 401 – African-Centered Architecture	3	3
ARCH 401 – Architecture and New Media	3	3
ARCH 401 – Architecture of LeCorbusier	3	3
ARCH 401 – NOMAS Design Competition Seminar	3	3
ARCH 401 – Lecture Series	1	3
ARCH 424 – Gender & Race in Contemporary Architecture	3	3
ARCH 519 – Conservation of Building Materials		3
ARCH 521 – Applications Built Environment, Global Health		3
ARCH 522 – Adv Res in Environment, Arch & Global Health		3
ARCH 550 – Design of Steel and Reinforced Structures II		3
ARCH 551 – Structural Analysis		3
ARCH 552 – Soil Mechanics and Foundations		3
ARCH 554 – Adv Steel Design		3



ARCH 556 – Advanced Structural Planning		4
ARCH 557 – Seismic Analysis and Design		3
ARCH 560 – Advance Structural Analysis		3
ARCH 563 – Human-centric Research for Environments		4
ARCH 576 – Architectural Programming		3
ARCH 576 – Arch, Cinema, Environ Behavior		3
ARCH 591 – Memory and Architecture		3
ARCH 592 – Urban ZED		3
ARCH 593 – Computed Geometry		3
ARCH 593 – Age of Digital Reproduction		3
ARCH 593 – Solar Decathlon Past_Present_Future		3
ARCH 593 – Solar Decathlon Past_Present_Future		3
ARCH 594 – Building Energy Research		3
ARCH 594 – Experimental Envelopes		3
ARCH 594 – High Performance Bldg Design		3
ARCH 595 – Spec Prob Structural Theory & Design		3
ARCH 595 – Integrated Design and Construction of Buildings		4
ARCH 595 – Design of Tall Buildings		4
ARCH 597 – Special Problems in Architectural Design		3

Required General Education Courses

General education courses are taken and fulfilled by the undergraduate curriculum. Students at the graduate level are able to take electives, as listed above, or courses outside the School to explore other areas of interest as part of the M.Arch degree.

	Undergraduate	Graduate
Composition I RHET 105 – Writing and Research	4	
Advanced Composition NOTE: Students are allowed to choose from a campus-wide list of courses that fill this requirement. Some common courses may include: RHET 233 – Advanced Rhetoric & Composition (3) EDUC 202 – Social Justice, School and Society (3) CWL 271 – The Holocaust in Context – ACP (3)	3	



<p>Social/Behavioral Sciences NOTE: Students are allowed to choose from a campus-wide list of courses that fill this requirement. Some common courses may include: HDFS 140 – Into Gender & Women Studies (3) UP 185 – Cities in Global Perspective (3) PS 100 – Introduction to Political Science (3)</p>	<p>6</p>	
<p>Humanities and the Arts NOTE: Students are allowed to choose from a campus-wide list of courses that fill this requirement. Some common courses may include: ENGL 104 – Introduction to Film (3) FAA 110 – Exploring Arts and Creativity (3) MACS 117 – Shakespeare on Film (3)</p>	<p>6</p>	
<p>Cultural Studies NOTE: Students are allowed to choose from a campus-wide list of courses that fill this requirement. Some common courses may include: Western Comparative Culture (3) ANTH 101 – Introduction to Anthropology (3) CLCV 115 – Mythology of Greece and Rome (3) ENGL 266 – Grimm’s Fairy Tales in Context (3) ARCH 314 – History of World Landscapes (4) Non-Western Comparative Culture (3) ANTH 210 – Families in Global Perspective (3) ASST 104 – Asian Mythology (3) UP 185 – Cities in Global Perspective (3) ARCH 222 – Islamic Gardens & Architecture (3) US Minority Culture (3) AAS 100 – Intro to Asian American Studies (3) AAS 275 – Politics of Fashion (3) AFRO 134 – Religion, Race, and Resistance (3)</p>	<p>9</p>	



<p>Natural Sciences/Technology NOTE: Students are allowed to choose from a campus-wide list of courses that fill this requirement. Some common courses may include: ESE 100 – Sustainable Earth (3) ESE 104 – Geology of the National Parks (3) ACES 102 – Intro Sustainable Food Systems (3) PHYS 101 – College Physics: Mech & Heat (5)</p> <p>If student takes PHYS 101 as part of Architecture Supporting Coursework and QR2, one additional NST course is needed to satisfy requirement</p>	6	
<p>Quantitative Reasoning I Satisfied by Architecture Required Courses: MATH 220 -Calculus OR MATH 221 -Calculus I</p>	5	
<p>Quantitative Reasoning II Satisfied by Architecture Required Courses: PHYS 101 – College Physics: Mech & Heat (5) OR MATH 231 – Calculus II (3)</p>	3-5	
TOTA	42-44	
Language Other than English	0-12	

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
 Not Applicable.



4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

The ISoA follows the Minimum Requirements for Admission policy set forth by the Graduate College. An initial review of these minimum requirements has already been performed by the Graduate College. This review includes GPA, undergraduate degree validation and compliance, transcripts, language proficiency, and international requirements (e.g., TOFEL, IELTS, etc.).

The ISoA also set forth additional requirements for admission to each of their degrees as stipulated below:

M.Arch: Students who have earned an undergraduate degree in Architecture or its equivalent meet all requirements to advance to the two-year M.Arch Program..

M.Arch 2+: Students who have completed a Bachelor's degree but have no undergraduate degree in Architecture meet all the requirements for the three-year M.Arch Program.

It is encouraged by the Graduate College to admit students who meet all Graduate College and ISoA minimum requirements as "Full Status". Students who do not meet one or more of the admission requirements may be approved for limited status by the ISoA. Students with Limited Status will require a Letter of Justification. The three types of Limited status are:

1. Lack of demonstrated English language proficiency.
2. Limited status due to low GPA or no comparable bachelor's degree.
3. Limited status due to departmental deficiencies.

Holistic Admission Process:



The ISoA assessed the admission process in Fall 2021, by evaluating newly admitted and current student feedback by holding open forums as well as surveys sent out prior to admission committee members. Associate Director of Academic Affairs & Director of Graduate Studies also worked with the University Graduate College Office of Admissions and the Office for International Scholars and Student Services to understand the profiles of graduate applicants and their backgrounds. There was also a study to learn what the best graduate admission practices are from a cross-section of different graduate Architecture programs from the US. The evaluation yielded results that prompted the admission process to be updated to become more holistic and less based on a scoring system of individual application items.

The School moved to implement a holistic admission process that considers the whole student and touches all aspects of the application to best evaluate and select the admitted students. Typically, holistic admissions augment the consideration of traditional measures of academic achievement (e.g., portfolio, GPA, GRE) with rigorous consideration of an applicant's unique experiences and non-cognitive factors associated with success in graduate School. In addition, this process considers the academic success and potential of the student, their commitment, motivation, and leadership, and their life experiences and background.

The Holistic Admissions Process is designed using best practices at UIUC, UI System, UIUC Graduate College, and other admission practices from Architecture programs in the US. The rubrics contain eight (8) criteria with a 1-5 scoring system. The rubric-driven review process list criteria that would predict graduate academic success at one of the ISoA graduate programs (i.e., M.Arch or M.Arch 2+) This process does not evaluate each individual application piece (i.e., portfolio, letters of recommendation, Statement, etc.) on its own. Rather, the review process integrates all these elements to answer a series of criteria. GPA is initially omitted from the review process, but it will be part of the consideration for admission to the ISoA graduate programs. GRE scores are no longer required.

Each criterion includes information on where a reviewer can find information in the application materials to determine a score. However, this does not mean the committee members cannot consider other application materials to make a holistic evaluation of each criterion.

The committee is composed of two to three faculty members who can bring expertise and a variety of outlooks to the evaluation process. The final admission decision is made by the Associate Director of Academic Affairs & Director of Graduate Studies in consultation with the Admissions Committee.



M.ARCH | M.ARCH 2+

CRITERION	Potential Resources of Information	Scores					
		<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Design: Clearly demonstrates a high level of mastery of design, representation, and making skills with great potential to succeed in a thoughtful and critical environment.	§ Portfolio § Letters of Recommendation § Resume/CV § Personal Statement	<u>Indicated with detail potential and vision; outstanding.</u>		<u>Indicated with some detail, potential and vision; sufficient.</u>		<u>Little indication with vague details of potential and vision; insufficient.</u>	
Technical: Clearly demonstrates a high level or mastery in technical concepts and understanding of current and future trends.	§ Portfolio § Letters of Recommendation § Resume/CV § Personal Statement	<u>Indicated with detail potential and vision; outstanding.</u>		<u>Indicated with some detail potential and vision; sufficient.</u>		<u>Little indication with vague details of potential and vision; insufficient.</u>	
Skills: Clear demonstration of academic preparation and high level of competency in digital and analog tools, techniques, and processes, along with good writing and communication skills.	§ Portfolio § Resume/CV § Letter of Recommendation	<u>Well-prepared or high potential for preparation.</u>		<u>Some preparation or potential for preparation.</u>		<u>Little or no preparation or potential for preparation.</u>	
Problem Solving: Clear goals and interest in solving complex problems as part of the design, technical, and historical/theoretical processes.	§ Portfolio § Letters of Recommendation § Personal Statement	<u>Expression of goals and interests clearly articulated and align with the expectations of the ISoA.</u>		<u>Expression of goals and interests evident, but not well-articulated or do not align with faculty expertise.</u>		<u>Little evidence of goals or interests indicated.</u>	



<p>Motivation: <u>Clear evidence of applicant's motivation, persistence, ability to overcome obstacles.</u></p>	<p>§ <u>Letters of evaluation</u> § <u>Resume/CV</u> § <u>Personal Statement</u></p>	<p><u>Indicated with detail and clearly articulated.</u></p>	<p><u>Indicated with some detail and are not well-articulated.</u></p>	<p><u>Little indication or vague details; indicated potential insufficient.</u></p>
<p>Engagement: <u>Evidence of enthusiasm or commitment to fully engage in the academic/learning process of the ISoA Graduate Program</u></p>	<p>§ <u>Letters of Evaluation</u> § <u>Resume/CV</u> § <u>Personal Statement</u></p>	<p><u>Work shows enthusiasm or commitment clearly articulated through demonstration academic engagement, extracurricular activities, and experience beyond academic projects.</u></p>	<p><u>Work shows some enthusiasm or commitment articulated through demonstration of interest in their academic journey with little extracurricular or research beyond the studio/academic setting.</u></p>	<p><u>Little or no expression of enthusiasm or commitment.</u></p>
<p>Leadership: <u>Clear potential for leadership & engagement in academic and beyond.</u></p>	<p>§ <u>Letters of Recommendation</u> § <u>Resume/CV</u> § <u>Personal Statement</u></p>	<p><u>Indicated with detail and potential is outstanding.</u></p>	<p><u>Indicated with some detail and potential is good.</u></p>	<p><u>Little indication or vague details; indicated potential insufficient.</u></p>
<p>Contributions: <u>Potential to contribute new ideas to ISoA as part of the graduate program.</u></p>	<p>§ <u>Portfolio</u> § <u>Letters of Recommendation</u> § <u>Resume/CV</u> § <u>Personal Statement</u></p>	<p><u>Indicated with detail, potential and vision are outstanding.</u></p>	<p><u>Indicated with some detail, potential and vision are good.</u></p>	<p><u>Not indicated or vague details; indicated potential and vision insufficient.</u></p>

The data show this increase: In 2017, 401 students applied to the M.Arch programs, 110 were accepted, and 93 enrolled. In 2018, 362 students applied to the M.Arch programs, 100 were accepted, and 86 enrolled. In 2019, 306 students applied to the M.Arch programs, 173 were accepted, and 49 enrolled. In 2020, 288 students applied to the M.Arch Programs, 239 were accepted, and 60 enrolled. In 2021, 227 students applied to the M.Arch Programs, 156 were accepted, and 69 enrolled. This current academic year, 2022, 305 students applied to the M.Arch Program, 201 were accepted, and 89 enrolled.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the

program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

The ISoA follows the Minimum Requirements for Admission policy set forth by the Graduate College. An initial review of these minimum requirements has already been performed by the Graduate College. This review includes GPA, undergraduate degree validation and compliance, transcripts, language proficiency, and international requirements (e.g., TOFEL, IELTS, etc.).

Internal student applicants who apply with a Bachelor of Science in Architecture Studies from the University are admitted with full status as part of the M.Arch program. Applicants who come from outside the Bachelor of Science in Architecture Studies from the ISoA, but hold a four-year B.S. or B.A in Architecture or International five-year professional degree are also admitted to the M.Arch program. These students demonstrate the following: a clear understanding and ability to design, represent, and make design decisions with great potential to succeed in a thoughtful and critical environment. Clearly demonstrates a high level of mastery in technical concepts, with the basic mathematical principle (algebra, geometry, trigonometry, calculus, etc.) and analytical procedures. An understanding and/or awareness of current and future trends. A high level of competency in digital and analogue tools, techniques, and processes, along with good writing and communication skills.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

The University Graduate College set forth the minimum requirements for admissions for all graduate programs clearly articulating the process used to evaluate bachelor's degrees from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. Detailed information on the admissions process is listed by the Graduate College (<https://grad.illinois.edu/admissions/apply/requirements>). In addition, the School of Architecture website (<https://arch.illinois.edu/programs-applying/admissions/>) makes available a comprehensive listing of requirements for the submission of portfolio, transcripts, letters of recommendation and Statement of Intent. Students work directly with the ISoA Graduate Advisor and Director of Graduate who manages the admissions process.



5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and School, college, and institution.

Program Response:

University of Illinois Urbana Champaign:

President:	Timothy L. Killeen
Chancellor:	Robert J. Jones
Interim Vice Chancellor for Academic Affairs and Provost:	William Bernhard
Vice Chancellor for Advancement:	Barry Benson
Vice Chancellor for Administration and Operation:	Mike deLorenzo
Associate Vice Chancellor for Alumni Relations:	Jennifer Dillavou
Vice Chancellor for Diversity, Equity and Inclusion:	Sean Garrick
Assoc. Chancellor and Vice Provost for Budget and Resources:	Vicky Gress
Associate Chancellor for Public Affairs:	Robin Kaler
Associate Chancellor for Strategic Partnerships and Initiatives:	Kim Kidwell
Vice Chancellor for Research and Innovation:	Susan Martinis
Senior Associate Chancellor for Human Resources:	Shari Mickey-Boggs
Chief of Staff, Associate Chancellor for Administration:	Chris Span
Vice Chancellor for Student Affairs:	Danita Brown Young
Executive Associate Chancellor for Public Engagement:	Wanda E. Ward

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

College of Fine and Applied Arts:

Dean:	Kevin Hamilton
Associate Dean for Undergraduate Academic Affairs:	Mary Edwards
Senior Assistant Dean for Undergraduate Academic Affairs:	Zelda Gardner
Assistant Dean for Academic Programs: Nicole Turner	
Associate Director for International Programs:	Rebecca Páez-Rodríguez
Assistant Dean for Admissions and Recruitment:	Kristi Martin-Hoss
Associate Dean for Diversity, Equity, and Inclusion:	Rochelle Sennet
Assistant Dean of Budget and Resource Administration:	Greg Anderson
Director of Business Services:	Kendra Shaffer



Director of Communications and Marketing: **Andy Blacker**
Assistant Dean for Advancement:

Jon Salvani

Assistant Director of Career Services:

Julie Rundell

FAA Unit Head and Directors

Landscape Architecture:

David Hays

Urban and Regional Planning:

Rolf Pendall

Theater:

Valleri Robinson

Music:

Jeffrey Sposato

Dance:

Sara Hook

Krannert Center for Performing Arts:

Mike Ross

Krannert Art Museum:

Jon Seydi

Japan House:

Lisa Akins

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

School of Architecture

Director:

Francisco Rodriguez-Suarez

Associate Director for Academic Affairs:

David J Isern

Associate Director for Student Services:

La Tanay Cobb

Associate Director for Research and Faculty Development:

Marci Uihlein

Associate Director of Advancement:

Josh Hall

Health and Wellbeing co-Chairs:

Christina Bollo & Kathy Anthony

Urbanism Chair:

Sara Bartumeus

Building Performance Chair:

Abbas Aminmansour

Detail and Fabrication Chair:

Mark Taylor

History and Theory Coordinator:

Heather Grossman

Director of the Barcelona Program:

Alejandro Lapunzina

Director of Chicago Studio:

Kevin Hinders

Architecture Student Advisory Council:

Shravan Arun

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:



The University of Illinois at Urbana -Champaign has a long and proud tradition of strong shared governance. Faculty members and faculty leaders in administrative roles are committed to ensuring that shared governance is practiced throughout academic programs, departments, Schools, colleges, and the campus. In a shared governance system, decisions are made through a process that rests upon collegial and collaborative consultation. The University of Illinois Statutes express the centrality of the decision-making power of the faculty to the functioning of the University:

As the responsible body in the teaching, research, and scholarly activities of the University, the faculty has inherent interests and rights in academic policy and governance. Each college or other academic unit shall be governed in its internal administration by its faculty. . . Governance of each academic unit shall be based on unit bylaws established and amended by the faculty of that unit (University Statutes II.3.b).

The chief executive officer of the Illinois School of Architecture is the Director. Associate and Assistant Directors of the School may assist the Director in the administration of the School. The Director, in consultation with the Executive Committee, determines the duties of Associate and Assistant Directors. Currently the School has three Associate Directors for Academic Affairs, Student Services, and Research + Faculty Development.

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

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

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

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



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

Curriculum Committee: this committee is responsible for development and oversight of the core components of the BSAS and M. Arch. degree curricula and evaluation of any proposals for any graduate concentrations forwarded from Programs. This committee has Admin, Faculty, and Student representation from all levels of the programs.

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

Program Chairs Committee: The Program Chairs Committee will consist of all current elected chairs of the programs in The School. The School Director and Associate Director for Graduate Studies will serve as ex-officio non-voting members of the Program Chairs Committee.

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

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

Awards Committee: The committee is responsible for soliciting nominations for the various annual awards given by the School and for deciding awardees from among nominees. This committee has administration, faculty, and student representation.

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

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

PhD Committee: This committee assists the PhD Chair with recruitment of students to the PhD programs; assists and advises the Chair on program admissions each spring including the identification of potential advisors for prospective PhD students and reviews and advises the Chair on student funding each spring. The committee



assists and advises the Chair program policies and procedures. It annually reviews the progress reports of all PhD students in the Architecture and Landscape Architecture programs and provides the chair with commentary on the progress of each student and also annually reviews the proposed programs of study for students in years 1 and 2 of the PhD programs and provides the chair with commentary on the progress of each student.

Admissions, Recruitment & Yield Committee: consist of three faculty members in addition to both the Director of Graduate Studies and Administrator for Undergraduate Student Services. Members shall serve one-year terms. Its responsibility is to articulate and execute the strategic recruitment plan for the undergraduate and graduate programs of the School of Architecture, including the BSAS, MARCH and MS degree programs. Also, review and recommend applicants for admission to the MARCH and MS programs each year with input of program area chairs and/or faculty

Lectures & Exhibits Committee: Their responsibility is to propose and coordinate lectures and exhibitions in consultation with the Director. Contact, schedule and confirm lecturers and dates. Contact, schedule and confirm exhibitions and dates. Coordinate schedule lectures and exhibitions with the School of Architecture master calendar. Plan and coordinate all lecture dinners including reservations and invitation for faculty participation. This committee has administration, faculty, and student representation.

Diversity, Equity & Inclusion Committee: The responsibility of the DEI committee is to promote training and events to bring awareness to DEI in the School by engaging the faculty, student leader, and the staff from the School and in conversation with the FAA and University offices of DEI. This committee reviews and develops policies and procedures that will promote workplace DEI and access to students and faculty.

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

The School holds regular meetings with the faculty, staff and students, who provide comments, concerns and feedback regarding the progress of the School and the initiatives at hand. These comments are taken to the appropriate committee and the executive board, who then approves it to be sent out to the School's faculty and then the FAA college. The School also holds regular meetings, forums, discussion with different student groups and cohorts to actively hear the student perspective. The Architecture Student Advisory Council (ASAC) also collects feedback from students from GroupMe chats that students are welcome to sign up for. These chats are open at each education level (first, second, third, fourth year and graduate level). ASAC meets regularly with the faculty and administration to bring these feedback and concerns. The leaders of our student organizations also provide feedback about the School's objectives and projects.

Fine and Applied Arts College



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

Committees of the College

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

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

Specialized Faculty Advisory Committee: The Specialized Faculty Advisory Committee consists of up to one member elected by the specialized faculty from each state-funded budgetary unit of the College. Members shall hold specialized faculty titles as defined by Communication #25, except those modified by the terms "adjunct" or "visiting."

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

Diversity, Equity, Inclusion, and Access Committee: The committee shall work to advance diversity, inclusion, equity, and access and oppose racism, sexism, homophobia, ableism, and prejudice in all its forms, in all aspects of the college mission. The committee includes, but is not limited to, one or two faculty or staff from each academic and administrative unit, appointed by the Dean based on recommendations from the unit executive officers. The Dean may also appoint student representatives to the committee. The committee also includes the Associate Dean for DEI, who will serve as the representative for the Dean's Office. In addition, the committee will invite input from FAA students during at least one meeting per semester.

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

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Since our last NAAB visit in 2015, the School of Architecture has had a period of substantial leadership change at both the University, College and School. At the University level we saw four provost changes (Edward Feser 2015-2016, John P. Wikin 2016-2018, Andreas Cangellaris, 2018-2022, and William Bernhard 2022-Present). Provost Cangellaris was a supporter of the School and of innovative initiatives, pushing the university to engage in cutting edge technology. In January 2020, the School hired a new Director, Francisco Rodriguez Suarez, FAIA, after a period with several interim directors. This addition was much sought after by the College and the School. In this same year, the global pandemic started affecting our School, like many others, as we gravitated between virtual platforms and re-evaluated our modes of operating. The accommodations due to the pandemic inevitably slowed some of the long-term goals and planning sessions efforts for the School.

Nonetheless, this period allowed for innovative initiatives to take place, which included diversifying our curriculum, and assessing progress of new opportunities that are now part of the long-term goals for the School. Early steps initiated by the Director were the four Faculty Searches conducted during Spring Semester of 2021, two of which were tenure-track positions, and two Specialized Fellows. The School hired a new Associate Director for Academic Affairs and Graduate Programs, initiated the Pelli Distinguished Visiting Lecturer position, and broadened the Plym Distinguished Visiting Professor Role. In 2022 the School submitted a Three-Year Hiring Plan to Dean Hamilton, announced the search for Randall J. Biallas Professorship in American Architectural History and Historic Preservation, continued the diversification of the Plym Distinguished Visiting Professorship and the Pelli Distinguished Visiting Lecturer. Curricularly, as outlined in Section 5.3, there was steadfast progress made in the undergraduate curriculum as a way to better transition students into the graduate M.Arch program and better meet all NAAB and professional requirements. The Curriculum Revision included:

1. Added Fourth year Design Studio
2. Revised first two years of Design Studio
3. Added Introduction to Architecture Course taught by Director Rodríguez
4. Added one Required History Class of student's choice.

(See section 5.3 for Curricular timeline and objectives).

Through this process we saw a steady pool of applicants at both the undergraduate and graduate levels, and a steady cohort of students registering for the M.Arch and M.Arch 2+ programs.



In the Summer and Spring 2022 the School working with the College set a Strategic Plan, establishing a set of three long term goals for the School in correlation to the College Goals.

Strategic Planning:

The School developed a strategic plan, “*Building the Future: 2022-2025*” following the guidance of the College under their new strategic priorities, and working with the Vision and Mission established by the College.

College of Fine and Applied Arts (FAA)

(Newly implemented - Fall 2022)

- Teach in ways that bring clear benefit to Black, Latinx, and Indigenous students.
- Research and create to support life-centered, equitable, and sustainable communities.
- Invest in the advancement and wealth of publics who struggle to meet basic needs.
- Enact and maintain a culture of care and repair for students, staff, and faculty.

For this process the School also took into consideration the External Reviewer Recommendations that took place in 2020:

- Recruitment, Branding and marketing
- Alumni Relations
- Curricular Integration
- Research Initiatives
- Human/Financial Resources

“Building the Future: 2022-2025” Is a three-year strategic plan that will allow the School to evaluate, root itself and keep looking for ways to better serve our students and academic community. The strategic plan was presented to the Faculty at the first faculty meeting of the Fall 2022 semester.

The ISoA Strategic Priorities

- Promote strategic interactions with the profession, as well as other public/private stakeholders.
 - *As a professional school, a significant number of our students are interested in professional practice; our geographic and social proximity to Chicago’s architectural practice has also been significant in the School’s identity, if not always with intention. Architectural firms and other organizations are increasingly involved in innovative research on their own terms without academia. The needs for interaction are thus reciprocal, even as the school and the profession move at distinctively different speeds. We need to regularly invite the profession into a shared platform and conversation to ensure relevant teaching and meaningfully partnered research.*
- Sustain and facilitate a culture of curiosity and discovery.

- *As we welcome new generations of students we need to build [restore/reinforce] critical thinking as a central and fundamental to our discipline, and that requires a commitment at the level of the school's culture. The school's culture, as comprised and created by students, faculty, and staff, must be regularly nurtured and supported through both what we do (programs/activities/investments) and how we do it together (norms/practices/habits). We need to foster the School's culture for our students, faculty, staff, and alumni that encourages exploration and iterations throughout the coursework, extracurricular activities, and engagement.*
- Expand and redefine the discipline, ensuring access through who and how we teach.
 - *Where the academic discipline serves the profession through preparation and training, the vitality of the discipline depends on students and faculty who test and refine its limits. In removing barriers to access to architectural education, we ensure the presence of those who bring new approaches. In addition to increasing the diversity of our faculty and student and therefore the body of work produced, we need to evaluate and implement critical ways to recognize and celebrate the diversity of ideas.*
- Apply architectural inquiry to all civic and community life.
 - *Architecture education provides a unifying paradigm between the sciences and the arts. Recognizing this unique condition, the School will create platforms and academic spaces that encourage students and Architects to discuss, debate and formulate positions that allow them to become leaders and catalysts for change in our communities*

To act on this strategic plan, the School relies on its Program Areas to better pair faculty with similar specializations in teaching and research and deliver content with an expert knowledge and ability to the students. Each Program Area contributes to the core curriculum and fully participates in the development of this document, including the learning outcomes, the minimum assessment metrics, the progress towards meeting NAAB and professional requirements. Like the discipline of architecture itself, there is a wide range of expertise within the Program Areas. The four areas (Building Performance, Urbanism, Health and Wellbeing, Detail and Fabrication) were officially adopted by the Faculty.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

In order for the School to understand and monitor its success, the School will continue to use the following key performance indicators (KPIs) as part of the goal setting and assessment of the School:

1. Student Recruitment, Retention, and Performance: Monitor the numbers of newly incoming undergraduate and graduate students, and track how many of our

undergraduate students transition to the M.Arch program. Also, track the percentage of continuing students at each level to know who returns each Fall (attrition rate).

2. **Funding and Donations:** The School will work with the College to set goals and bring a constant stream of funding to support students activities, education, events, and outreach efforts. The funding types will be set in coordination with UIUC foundation, FAA, and the developing officers
3. **Graduation Rate:** Determine the percent of the number of students who completed their education at the undergraduate and graduate (professional degree). Set a percent standard to better relate to each cohort of students within the normal time frame as established for the degree.
4. **Student Satisfaction and Fulfillment:** Monitor and work with faculty to measure the Students' satisfaction for each of their studios, lectures, seminars, and discussions courses through the use of Instructor and Course Evaluation System (ICES) forms.
5. **Student to Faculty Ratio:** Monitor this metric (ration) for Studio, Lecture, and Seminar/discussion sections to faculty (and TAs) to ensure all undergraduate and graduate students are receiving the proper attention in their course.
6. **Student, Faculty, and Staff Awards:** Track the number of awards students, faculty and staff receive during each academic calendar year.
7. **Media and Outreach:** Audit our media presence and outreach efforts to evaluate effectiveness and long lasting influence in reaching students, parents, potential faculty, staff, and alumni in regards to the School needs and commitment to the profession.
8. **Research and Creative Activity:** Monitor all faculty research and creative activity in relations to the faculty needs and expectations, as well as to the needs of our students and the pedagogy of the courses taught.
9. **Finances:** Track and maintain in collaboration with the College a balanced budget and develop projections for the near and long term funding needed with the expectation to find new sources of funding.
10. **Diversity:** Appraise improvements in the diversity of the schools by monitoring and measuring incoming and current student cohorts at the undergraduate and graduate levels, faculty and staff.
11. **Facilities and Technology:** monitor the needs of our students, faculty and staff, with regard to the facility improvements and technological needs for the school.
12. **Tuition Costs:** Although tuition is set by the Board of Regents and the School does not have a hand in determining this, measuring the satisfaction of the students response to the tuition cost in relation to the experience received would allow the school to understand how to return the investment made by the students. It is worth mentioning that the State of Illinois offers free tuition at UIUC to any student whose family income is less than \$65,000 per year.

An annual review will be conducted to evaluate the sustainability of the School's KPI in relation to the previous Academic Year.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:



In order to accomplish and progress the multi year objectives the School relies on the Administrative structure as set and approved by the Executive Committee.

Since the arrival of the new Director, the School has seen the following progress:

Administration: The reorganization of the Administrative team with the addition of the Associate Director for Academic Affairs, the Director of Graduate Programs, and the reclassification of the Associate Director for Student Services, and the Associate Director for Research and Faculty Development, provides the School with a solid foundation to accomplish the goals and objectives we have planned.

Although this is not an exhaustive list, the administration has assisted in the progress of the multiyear objectives in these ways:

1. Serve as a guide, facilitator, and mentor for students through their program.
2. Facilitate student growth and development.
3. Assist faculty to create curricular concentrations that reflected the trans-disciplinary strengths of faculty collaborations.
4. Respond to the desire of M. Arch. and M.Arch 2+ students to find and register for a program and concentration.
5. Respond to faculty and student desires and college initiatives to engage across units of the college .
6. Help implement a stronger M. Arch. core that provides a holistic education to the student.
7. Respond to surveys and assessment of curriculums for the University, State, and Accrediting bodies.
8. Assisting newly admitted graduate students from non-UIUC programs to understand the curriculum, classes and enrollment needs for their program.
9. Help prepare students for the diversity of opportunities and specializations in the contemporary professional context
10. Respond to faculty research and specializations.
11. Develop fundraising initiatives and work with the College and University to accomplish them.
12. Respond to student desires to work more closely with faculty on common research interests
13. Assist faculty to better prepare student for a globalizing professional climate
14. Assist all of our international student profiles.
15. Responding to a notable change in geographic location for our domestic students.
16. Improve connections with professional and governmental entities in Chicago
17. Respond to the School's geographic distance from major metropolitan areas
18. Responding to global populations movements from rural to primarily urban centers

All administrators work directly with students, with the majority of them teaching classes or studios at the graduate and undergraduate programs. Also, they serve in committees to better assist and implement decisions. The administration functions as the support structure for the shared governance operation within our School, College, and University.



At a curricular level, the faculty are part of one of five faculty cohorts (currently with four Program Areas and one program area—History and Theory—that will become a program area in the near future). The progress made to redefine each Program Area has helped establish how each area and the faculty affiliated to them work together to develop, implement, and assess courses, content, pedagogy, and outcomes of all the courses in the professional Master degrees.

The following are the four established Program Areas and how they address the curricular and strategic plan of the School:

Building Performance: Faculty and students in the Building Performance courses address aspects of overall performance through the integrated design of structural, environmental, enclosure, and related systems. This work is grounded in a historical knowledge base of best practices while also promoting experimentation and innovation, focusing on sustainability, environmentally responsible use of energy and materials, human comfort, and constructability. Building Performance Program faculty offer core courses and studios in subjects such as structures, environmental systems, and comprehensive design, as well as specialized elective courses in energy modeling and simulation, building-envelope design, daylighting, advanced structural design and analysis, and integrated design processes. These courses give students a strong foundation and expertise in the various principles and technologies that contribute to the design of high-performance buildings.

Detail and Fabrication: Faculty and students in the Detail and Fabrication courses explore architecture as a creative process of making, with emphasis on experimentation and theory of contemporary methods and materials. The ultimate goal of an architectural education is to prepare students to make a positive and lasting contribution to the built environment. To this end, Detail and Fabrication courses combine knowledge of the conceptual development of detail with hands-on experimentation with materials. Students are introduced to methods that contribute to the resolution of the total design environment, especially the design of human scale elements and the spaces they can inspire.

Health and Wellbeing: Faculty and students in the Health and Wellbeing courses focus on relationships among people, the environments they inhabit, and resulting health consequences. Research and teaching of Health and Wellbeing program area faculty promotes design outcomes that improve the fit between people and environment. Applying the World Health Organization’s definition of health as “a state of complete physical, mental and social wellbeing...” faculty incorporate state-of-the-art research about diversity (age, gender, race/ethnicity/culture, sexual orientation, and physical ability), environment-behavior, human sensory systems, medicine, and public health to ensure that, armed with knowledge, students become tomorrow’s professional leaders who design spaces that can improve wellbeing for all people.

Urbanism: Faculty and students in the Urbanism courses explore social, cultural, political, economic, technological and physical transformations in cities and their effects on urban habitation. Studios investigate and propose design solutions that respond to changing urban conditions, while seminars and lecture courses provide a theoretical and practical foundation for identification, analysis and communication of urban design and research problems. Faculty expertise includes urban morphology,



cities in the developing world, urban history, informationalism, urban design, and media.

History and Theory: Since its foundation by Nathan Clifford Ricker, the School has had an illustrious past within the field of architectural history and theory. Alumni still speak about what a valuable education experience the history courses were. Our current H&T group consists of four faculty members. Although it currently is not a program area, a revision of the History and Theory Program has support within the School and will be listed among the Program Areas.

The clarity of each program area allows the Program Area Chairs to have a better understanding of their work in committees such as curriculum, admissions, awards, tenure and promotion, recruitment, and assessment. This progress has helped develop a clear understanding of the strengths, weaknesses, and opportunities of the program.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths:

- The history and prominence of the School.
- The Proximity to Chicago, St. Louis, and Indianapolis, major hubs of growth, urban and community development, and innovation.
- Chicago Studio and its affiliations with Architecture Firms (Sponsor Studios, Mentorship Program)
- The Extensive Alumni network that allows us to inquire about the profession and the particular needs of our graduates.
- Educate and train graduates that continue to become leaders in architectural firms, academies, or an allied field.
- International Reach through study abroad programs, faculty, and research.
- Provide all students with the knowledge and experience needed to develop proficiency in applying strategies of healthy design for a diverse range of environment types. Future architects will improve quality of life and health through human-centered environmental design across the lifespan.
- A group of faculty who have active research and publication agendas as well as connections to other units on campus with which they collaborate.
- Faculty who are leaders in national and international organizations on the cutting edge of key topics in this area: International Union of Architects (UIA), Association of Collegiate Schools of Architecture (ACSA), Architectural Research Centers Consortium (ARCC)World Toilet Association (WTA), American Restroom Association (ARA), International Code Council (ICC), and the Academy of Neuroscience for Architecture (ANFA).
- Coherent and innovative transcriptable M.ARCH concentrations. The combination of these would reinforce the School's position as a leader in this area in professional and post-professional education.

- An accomplished group of alumni at some of the leading US and International firms who are seeking active connections and possible sponsorship of our graduate studios.
- The School's administrative structure has been re-designed to better serve the changing nature of our academic community. The changes included the creation of an Associate Director of Academic Affairs, the addition of Equity, Diversity and Inclusion to the Associate Director of Student Services, hiring a Undergraduate Advisor, the rehiring of a Graduate Student Coordinator and Advisor, and the Coordinator of Career Services and NCARB Representative.
- The desire among the faculty to rethink the profession, the discipline and the School.
- Architectural graduates will have a strong, comprehensive, and integrated technical knowledge in building performance and allied subjects.
- The extensive network of alumni and firms who hire our students during the Career Xpo and before graduation.

Challenges:

The Challenges that face the School of Architecture range from the economic situation of State budgets and the rising costs of in-state tuition to the geographic location of the ISoA and its recruiting difficulties for both students and faculty.

- Redefinition of Architecture as a Profession. The key challenge that faces the ISoA is to develop an evolved understanding of what architecture is and the agency of the discipline in the twenty-first century.
- The Need for More Tenure-Stream Faculty. We believe there should be continuous support to take full advantage of the opportunities the current trends offer.
 - Since 2010, the tenure-stream faculty has decreased from 33 to 25, while the total number of specialized faculty (part-time and full-time) has increased from 5 to 18. Though total FTE positions dedicated to teaching have remained the same since 2010 at ~35.5, the school's dependence on specialized faculty has grown out of proportion to any other unit in the college.
- With the shifting student demographics within the State predicting an 8% drop in the number of available students in the next seven years, there is an added need to recruit students.
- Changing Student Profile. Students are facing more challenges and their general profile has also changed.
- New Technologies: There is an urgent need to upgrade our infrastructure in the realm of digital fabrication. Having had interim directors with limited decision making capacity and constrained budgets during the past 5 years put the School behind and not able to keep up with the leading trends in the field of contemporary methods of fabrication.
 - Software and other hardware are sorely needed as well. This is especially important in a University recognized for its commitment to technology and innovation.
- The Lack of Marketing/Communication support. At the moment, the School has a graduate assistant at 10 hours a week and access to an overburdened College Communications Team to promote the school.

- There is little continuity as the graduate students change regularly and are managing the entire graphics needs for the School.
- Many of our competitors have several full-time dedicated staff for the task. The School is seen as having a lack of media presence externally and even within the School and College.
- The promotion of the accomplishments of the School (faculty and students) and the creation of marketing and recruitment material are current needs in attracting new students, but also in communicating the good work of the faculty.
- Program Area Structure. While representing a remarkable depth of expertise, the Program Areas are also perceived as potential barriers. Resources are fought for between the areas and reinforce a separation between faculty.
- Difficulty hiring practitioners as Adjunct Professors.
- Our pay scale for Adjunct Professors teaching Design Studio is also a limitation.

Opportunities:

Below are some opportunities the School has set. Although these are not exhaustive as they are continuously being evaluated and assessed to ensure they are relevant and needed, these opportunities would position the School as a leader in the academy and sustain its reputation as a design and technical school. Many of these opportunities have already started to take place as part of the “Building the Future: 2022-2025” Strategic Plan.

- Be leaders in architectural education and design through the incorporation of more digital and material technologies and providing opportunities to attract top designers.
- Develop and deliver a curriculum that enables students to demonstrate a solid understanding of the application of architectural/environmental design content to address the world’s complex environmental and societal challenges.
- Our curriculum will address climate change directly. The School can no longer treat the city, the urban scale, and its sustainable development as tangential complements or elective interests that contextualize the architectural object.
- Formally establish a History and Theory Program Area and hire tenure-stream faculty to support it.
- Hire tenure-stream faculty to support the stability of the Health + Well-being and Detail + Fabrication Program Areas.
- Create an atmosphere within the School where all students and faculty are welcomed and thrive.
- Formally establish a Historic Preservation concentration that can grow into a degree offering.
- Increase graduate and undergraduate applications, as well as revenue sources.
- Design a future that is as compelling as our School’s history.
- Develop a recognition as one of the top architecture programs in the world.
- Measures of success for goals include both tangible and less easily, qualitative measures. Each indicator adds to each other and will demonstrate a positive direction for the School:
- Increase in awards, design publications, research publications, and students winning national design competitions.
- Significant improvement in rankings: nationally, internationally and vis a vis our peers.



- Increase enrollment, especially in our Graduate programs, such as the 2+ MArch
- Increase in funding for PhD students, research, and design studios with the advice of the committee established to advise the PhD program.
- Achieve administrative stability in the leadership and staff of the School.
- Improvement of Faculty morale and cohesiveness.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The School receives outside input from various perspectives. This is part of the School's assessment process and a way to understand holistically how it is positioned, viewed, and contributing to the University Academic Standing, and the Profession.

The Schools External Input Program Review process aligns with the campus strategic goal of ensuring excellence in the academic programs, allowing us to:

- Guide the future direction and priorities for the programs and the institution
- Identify areas for improvement and development.
- Promote goal setting within the academic levels, programs (M.Arch, M.Arch 2+, MS, and PhD), as well as across program areas.
- Identify potential opportunities to redirect existing resources.
- Identify potential opportunities to generate and use incremental resources.
- Fulfill NAAB accreditation and other state requirements
- Assure institutional quality to students, faculty, parents, alumni, and other stakeholders

This process is monitored by the UIUC Office of the Provost who provides ongoing input for deans and unit heads.

Since our last NAAB visit the following assessment and external input about the School's programs have taken place:

Campus wide:

- Over the 2016-2017 academic year, the campus community engaged in a systematic collection of assessment information for every undergraduate academic program.
- In 2017-2018, the focus was on graduate degree programs.
- All updates from the 2019-2020 assessment activities were due to the provost office on October 1, 2020.
- Architecture's program review, which included a visit by external evaluators, occurred in spring 2021.

Continuous Assessment and outside input:

Ongoing feedback of the curriculum is also requested from more than 150 invited academics and professionals who participate in individual course reviews and studio design mid-term and final reviews. Each semester, the School selects individuals who collectively assess each year level and provide feedback to the school. This process allows the curriculum committee and the program areas to get outside



perspective to better organize and plan for future course progress. Dissemination of our students' work is also made through publication in our Ricker Report that allows for external individuals to see the work done in the School, and oftentimes provide feedback regarding initiatives and student work. The Administration, Executive Committee, Program Area Chairs, and Curriculum Committee also ask for external individuals to review the work and provide expert input regarding specific material.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Upon the arrival of the new School Director, he initiated a process to assess and evaluate the school from different key performing criteria, including student enrollment, curricularly, outreach, development, marketing, and retention of faculty, student and staff. Admittedly, the COVID 19 pandemic inevitably slowed some of these assessment processes and implementations. However, in June 2021, the program went through an Academic Program Review in a two part process: 1) a Self-Assessment of the School and 2) an Assessment for the program from External Reviewers.

The Self-assessment reports on four specific areas regarding the school: the overall goals, trends, and challenges for the School; the academic/student experience for Architecture students at the undergraduate and graduate programs; the research vitality of the School; and the human, physical and financial resources. This report was then sent to four external reviewers that included a prestigious team composed of Topaz Award Winner Lance Jay Brown, Rice University, Dean Emeritus Lars Lerup, Texas Tech Dean Jim Williamson, and Alumna and Architect Carol Ross Barney. The assessment from the external reviewers served as a major assessment milestone that revealed many of the strengths, weaknesses, and opportunities of the School.

The External Reviewers identified 5 recommendations:

1. Recruitment, Branding & Marketing	ISoA will need to broaden its recruitment platforms to compensate for a decreasing number of in-state candidates in Illinois.
2. Alumni Relations:	The ISoA needs to work on a major campaign to reach out to the alumni community.
3. Curricular integration:	The ISoA needs to work to integrate its undergraduate curriculum and graduate curriculum by reevaluating the presence of the Program Areas and their involvement.



4. Research initiatives:	The ISoA needs to encourage and help faculty start and achieve research initiatives more consistently.
5. Human, Physical and Financial Resources	The School needs to assess its needs and ask for resources to address them.

The Final Report was submitted to the Provost Office. The Director in consultation with the Executive Committee also used this report to establish the goals for the 2021-2022 academic year, as well as the Charge for the Curriculum Committee, NAAB Assessment Committee, and the Program Area Chair Committee.

Since 2021, the Director has strived to frame a cohesive branding for the School. The approval of a new ISoA logo, and a marketing strategy was developed, and this was decided through social media platforms (i.e., Instagram, Facebook, Twitter, Youtube). As well as in some of the School's recruitment materials and communications. The School pioneered the redesign of its website, setting the example for all other units on the FAA college. We also hired two student assistants in 2021 to help the School with graphic design needs. And in AY 2022 we introduced two faculty members to work on graphics needs as part of their service to the School. They will work closely with the lecture series, and the Associate Directors to create and update the marketing materials for the programs. This starts to cover Recommendation 1.

In anticipation of the External Review, the School established its first Alumni Advisory Board with 10 renowned architects from Chicago. This board is the start of working on Recommendation 2. They assist and advise the School with regards to the profession and our students need to enter a career in Architecture.

For Academic Year 2021-2022, the Curriculum Committee started to work on initiatives relating to Recommendation 3. See section 5.3 for detailed AY 21-22 work.

In AY 2021-2022 the Director with the approval of the Executive Committee appointed Marci Uihlein as the inaugural Associate Director for Research and Faculty Development. This was part of the Director's vision to re-organized the Administrative Team of the School. Also, the School is working on a Faculty Research publication that showcases the best of the faculty research in the last few years. This is the start to addressing Recommendation 4.

Since AY 2021-2022 the school has had the ability to hire three tenure-track faculty, 5 specialized faculty, 2 Kerbis fellows, and over 10 adjunct faculty. The School also saw capital remodels in TBH in the Summer of 2021 and 2022 with the model to bring a Cafe to the School, and new Student Services Offices. Part of the Strategic Plan is to reevaluate the financial needs of the School, and the director in collaboration with the Developing Officers have raised funds to cover many new innovative initiatives. This starts to cover Recommendation 5.

As shown here, the process of self-assessment and external reviews has taken place, and will continue as the academic year starts. Also, the School has established an open



door policy for faculty to recommend and voice their concerns regarding the curriculum. Faculty are free to bring up concerns regarding students' outcomes in their classes, and assess the outcomes of these concerns. These will then go to the Director of the School and passed on to the appropriate Committee. In 2020 the faculty in both the Curriculum and Executive committees voiced their concern regarding the curriculum. This parallel the recommendation of the external reviews. This together with the new NAAB conditions for accreditation, the Director uses this to shape the charge for the Curriculum Committee.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program 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 tasked with implementing the changes, observing the new curriculum, and the results from these changes. The committee is regularly charged by the Director to review portions of the curriculum or the success of the curricular sequence. Beyond annual review of the curriculum at the Undergraduate and graduate levels within the School, academic curricula is subjected 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 program review, which included a visit by external evaluators, occurred in spring 2021.

Some of the early changes since our last visit was the implementation of a new curriculum at the Bachelor of Architecture Studies and Master of Architecture (in 2016). In 2017 the introduction of a new M.Arch 2+ curriculum and the introduction of an Architecture minor. Particularly, at the Master of Architecture programs (M.Arch and M.Arch 2+) the major pedagogical changes were in the design studio sequence - the core of the M.Arch curriculum- and the Architecture Pro-Practice courses. Other courses like ARCH 538/539, 521, 575, 59X saw cataloging/structure changes to follow correct nomenclature and fit within the University requirement system.

The changes to the design studio options provide real-world projects into the studio setting. These changes work to address pressing issues of society, the built environment, social causes, globality, sustainability, and health and wellbeing. For example, now students are able to work and consult with practicing architects who represent the leading firms in the region (e.i., Gensler, Khaler Slater, Urban Works, HDR, BoothHansen, etc.) through sponsored studios or mentoring practicums by looking at sustainable practices and materials, underrepresented communities, and digital technologies, project management, amongst other architectural needs by welcoming leading architects from around the world into the classroom via Zoom and in-person lectures, panels, and reviews. Also, the design studios are now organized with more culture/society-specific projects that address issues relating to community health, walkability, sustainable materials, low-income, high/mid-density housing, transportation



and infrastructure initiatives to create a more equitable, accessible, and sustainable built environment. The changes in the studio sequence have brought innovative solutions that have been reflected in the positive feedback from the architecture industry and by the substantial amount of awards won by our students. The pro-practice course has also experienced a redevelopment by opening the class to presentations and discussions regarding the global south, diversity, equity, innovation, young initiatives, entrepreneurship, and worldliness as part of the practice; a change from the limited US corporate perspective it used to have. The studio and pro-practice courses are more aligned to the School's program areas, bringing a new synergy and creating new initiatives for design innovation. This also aligns with the faculty's research and experience as the foundation that leads this pedagogical change.

Since the last review, and since Spring 2020 (upon the arrival of the new permanent Director), the School evaluated its curricular sequence through a self assessment and external program assessment in Spring 2021 where it was identified that the implementation of new studio sequence and options were needed to add a more diverse range of faculty, pedagogies, and methodologies to each the studio offerings. This change also increased how studio pedagogy is tied to faculty research and added new discourses as part of other core courses that reflect the diversity of our students and the changes in the profession. We have increased the engagement with the program areas and how these areas now focus their courses for the M.Arch curriculum, providing greater options for our students and great diversity in pedagogy and methodologies in teaching. The School implemented a two-day (instead of three-day) studio week, to allow students to have more time to work on their School work and have a better School-life balance. This had a good response and did not negatively affect the outcome of the work produced in the studio courses.

Since 2017 the School's curriculum has been assessed each academic year:

2017 - 2018:

Reviewed and provided input on syllabi for courses to be rolled out in Fall 18 and Spring 19 - ARCH 231, 232, 273, 274 and ensure that integration between these is taking place as appropriate. Reviewed and provided input on 90% Syllabi for courses rolling out in Spring 18 ARCH 172, ARCH 537, ARCH 517. Ensure integration between studio and non-studio courses including ARCH 210. Devise a method for managing the implementation and ongoing delivery of ARCH 538 - Design Building Futures and ARCH 575 - Integrative Design Studio to graduate students. Review and revise the UG Architecture Minor. Design a M.ARCH 2+ curriculum that is compatible with the new curriculum and serves the needs of this cohort. Devise and articulate curriculum for junior colleges transfers. Devise and articulate the curriculum for Internal Transfers.

2018-2019:

Review Curricular Implications of Barcelona move to senior year. Assessment future work for Undergraduate and Graduate classes. Revise History Sequence courses new titles. Revise ARCH 5xx Special Problems Titles Proposal to align with Program Areas. Implementation progress for the M.ARCH 2+ curriculum.

2019 - 2020

Review upcoming 2020 Conditions for Accreditation and 2020 Procedures for Accreditation for a 75-day public comment period. How to accommodate the growing



number of students in ARCH 171 & 481 (pedagogically and infrastructural). Align 59x course descriptions with Program Areas. Review and revise independent study rules for graduate students. Consider renumbering ARCH 232 to 332 to facilitate the use of this course in the minor. Assess the effectiveness of the new curriculum, include: 1) A survey of each cohort in the new curriculum; 2) Interviews with a selection of students; 3) A comparison with peer institutions; 4) Discussions with faculty members. Structure Courses: Arch 433 / 451 & 452 by doing faculty assessment of the course content.

2020 - 2021

Review and Approve Program Goals statements for the Bachelor of Science in Architecture Degree and the M.Arch Two-Year Program. Assess the implementation of the M.Arch 2+ program. *UPDATES* due to COVID 19 Pandemic: Assist faculty with any adjustment to courses to make sure content is provided accordingly.

2021-2022

Consider decoupling the undergraduate design courses from specific program areas. Further consideration and recommendations for the four years of the undergraduate design sequence, including: 1) Establishing an ISoA Curricular framework. 2) Revising university Academic Catalog course titles and course descriptions; 3) Increasing the studio contact hours in proportion to the lecture-based contact hours; and 4) Broad outlines of the learning outcomes for each course. Explore the addition of two required, core courses in the undergraduate curriculum: 1) Introduction to Architecture (ARCH 101): course for incoming students that broadly introduces the field and our faculty; 2) The addition of a second required, upper-level course in the history of architecture requirement beyond the introductory ARCH 210 course.

This list is not exhaustive, and discussion pertaining individual courses, core requirements, and adjustment to address specific Student Performing Criteria and then Student and Program Criteria were addressed through this process. Also, as listed on Section 5.2.5 the school gathered outside perspectives to ensure the curricular changes are aligned to all aspects of the University and the Profession.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Course assessment is undertaken by faculty and outside reviewers at the School's end of semester review event. This event formalizes assessment and purposefully engages invited alumni, academics and professionals in the process to widen the scope of identifying how learning objectives compare to resultant learning outcomes. Learning objectives are identified by each professor teaching the specific course, advised by the Curriculum Committee and the Chair of the Program Area for the course, if any. In turn, those learning objectives correspond to overarching Learning Outcomes: Architecture, MARCH, required by students for the degree of Master in Architecture. In addition to outside reviewers, faculty from the Program Areas assess outcomes in comparison with learning objectives.



The 2020-Conditions-PC-SC-Matrix for all required courses of the program map Program Criteria and Student Criteria onto corresponding courses, which identify for the end of semester reviewers the courses to be assessed. Work is collected in a digital format and organized according to the NAAB guidelines for the Use of Digital Content in Accreditation Visits.

Prior to the end of semester event, and at intervals specified by the University, the School undertakes a wider scope of assessment that begins with a School-wide Academic Program Review Self Assessment, issued by the Office of the Provost. (Last undertaken October 15, 2020.) In this assessment, the School articulates our Shared Values, Program Criteria, and Student Criteria. This global assessment addresses four areas: 1. The overall goals, trends, and challenges for the department; 2. The academic/student experience for graduate students in the department; 3. The research vitality of the department; 4. The human, physical, and financial resources of the department.

Following the Academic Program Review Self Assessment, the School has engaged External Reviewers to make recommendations (last review, Spring, 2021, including Lance Jay Brown, Lars Lerup, James Williamson, and Carol Ross Barney.) These Recommendations from External Reviewers are given a formal response in the report, Academic Program Review Response to External Reviewers. (Last response, June, 2021.)

The School responds to the External Reviewers recommendations with Academic Priorities. This process was last undertaken in the Summer of 2022. This process further coordinates the School's Academic Priorities with Strategic Priorities of the College of Fine and Applied Arts.

Assessment of the School and program is informed by a Faculty Retreat (last held August, 2022) that responds to the School's Academic Priorities with assessment of strengths and areas for improvement.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The personnel involved in curricular agenda and initiatives are the following:

1. Tenure-system faculty: The primary responsibilities of the tenure-system faculty are to conduct research, to teach and mentor graduate and undergraduate students, and to render service to the academic community and the public in accordance with current campus guidelines for promotion and tenure
2. Specialized Faculty are non-tenure system faculty who hold modified professorial titles such as teaching, research, and clinical professors (assistant, associate and full); visiting unmodified professorial titles (assistant, associate and full);



lecturer, senior lecturer; instructor; senior instructor; and teaching, research and clinical associate.

As the responsible body in the teaching and scholarly activities of the School, the faculty has inherent interests and rights in establishing academic policy, curricular changes, pedagogical initiatives, and are responsible for the governance of these items. Therefore, all faculty members (as defined above) who are not on leave are expected to attend meetings of the School faculty where discussion and votes regarding any curricular change takes place. . Each member of the tenure-system faculty as well as each Specialized Faculty with a 0.5 FTE or more has one vote in any and all voting matters that come before the faculty during meetings of the School.

The Director of the School in conversation with the Associate Directors and in close consultation with Executive Committee and Program Chairs, make annual written reports on the curricular achievements, successes, weakness, and opportunities of the School. They have general oversight of student work within The School through observation and discussion with faculty, program chairs, and external reviewers. Annual reports of the Program Areas, and the minutes of the Curriculum Committee are sent to the director who then shares them with the Executive Committee and the faculty. With all of this at hand the Director recommends and charges, with the Executive Committee approval, the Curriculum Committee Charge.

The Academic Programs, Chairs and Faculty, are subunits of the School whose faculty and students share similar research interests, curricular and professional goals. Programs comprise specializations that offer coursework to fulfill and augment core curricular content. Programs are responsible for offering courses that contribute to the required core curricula of the BSAS and M.Arch degree programs, as directed and overseen by the Curriculum Committee, as well as elective coursework. They also provide assessment of the courses and curriculum to the Curriculum Committee, the Director and the Executive Committee.

The following committees have oversight or directly works on Curricular changes:

1. **The Executive Committee** advises the Director on School curricula with the feedback they receive from faculty participation. They also serve as the School's Committee on Committees and make nominations for members and chairs of all standing and search committees unless otherwise noted in these Bylaws. They conduct yearly reviews of program area reports and their curricular offerings
2. **The Curriculum Committee** develops and reviews all undergraduate and graduate curriculum and general degree requirements. Review all graduate courses and concentration proposals for both appropriateness of content and coordination with other approved aspects of core and other concentrations curricula before forwarding to the Executive Committee for presentation and ratification by a vote of all eligible faculty. Each year reviews and prepares a written comment on all Annual Program Reports regarding core curricula components for each of the School's degree programs and programs of study and submit to the Executive Committee outlining the potential curricular conflicts. Proposes and approves modifications to the core curricula as necessary and forward to the Executive Committee for a ratification vote by all eligible faculty.

3. **The Program Chairs Committee** considers issues of common interest among all Programs including but not limited to curriculum, pedagogy, scheduling of courses, hiring faculty, and makes recommendations to the School Director.
4. **The International Programs Committee** oversees and approves all exchange credit as to whether it fulfills core or elective credit requirements for the undergraduate and graduate degree programs, including BSAS, M.Arch and MS programs.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

The School of Architecture has a total of 34 full-time faculty members and 13 visiting faculty. Each faculty member divides their time between teaching, research and service. The typical faculty load for College of Architecture faculty is approximately 60% teaching, 30% research, scholarship, and/or creative activity; and 30% service. These loads are flexible and periodically adjusted. An assessment of the division of each faculty member's effort is filed with the University annually. New tenure track faculty members receive a light teaching load and a Student Assistant to help them acculturate into the School and University as well as develop a strong body of research and creative activity at the beginning of their appointments. Licensure is an important goal. Most of our faculty are also involved and provide service in professional organizations, and the Schools allows for these types of opportunities to be part of the work the faculty perform. Also, 60% of the faculty are licensed as architects, engineers, or in a related field.

The School is a very diverse community with faculty coming from about 10 different countries bringing their cultural and professional backgrounds into a level of invaluable contribution and knowledge that enriches our pedagogical goals and vision.

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The School tries to average the ratio of student to faculty in the studio setting to 11-13 students per each faculty member. This ratio of students has been challenging to keep with the uncertainty of the COVID 19 pandemic and the return to in-person teaching. The School has tried to provide the best accommodations for our students and faculty in this regard.

the School provides opportunities for the faculty to work with students further their knowledge and their involvement with the discipline and practice of architecture:

- The School encourages and supports faculty development leaves, which are competitive and determined by a University.

- Faculty members are encouraged to develop courses that strengthen their expertise and connections with academia, the profession and the industry, and respond to the students' needs and asks.
- Full-time faculty are supported with offices, access to all college and university resources such as the library, shops, training and development workshops, research and travel funding, and teaching or research assistants.
- The graduate program encourages members of the design faculty to work with some of the most prestigious firms in the country on experience-rich projects that would benefit the students' knowledge and portfolios.
- Specialized graduate concentrations work with professionals, industry, researchers and designers.
- Advanced Architectural design studios specialized in Detail and Fabrication, Health and Wellbeing, Building Performance, Historic Preservation, Material Explorations, Urbanism, and Community Design are exposed to workshops and collaborations with professionals and researchers on their speciality.
- Integrative Design Studio is run with practicing architects who bring leading industry professionals from firms, including the contribution of consultants specialized in sustainability, codes and regulations, and mechanical systems.
- The exhibition spaces support faculty scholarship interests by giving faculty an opportunity for public review of their work.
- The School supports faculty travel with small grants of money to help fund travel expenses related to Conference attendance and presentations.
- The School supports annual faculty initiatives such as Symposia related to their expertise or program specializations.
- The School would like to have more funds to support international conference presentations and participation (presenting papers, chairing a session, moderators).
- Faculty serve as advisors on a number of student organizations and non-academic projects.
- All full-time faculty advise students in formal and informal structures through gatherings, in one-to-one sessions, or in specialized forums.
- The School sponsors the Lecture Series and other guest lecturers visit the School for workshops or special events every semester;
- The School invites 3 to 4 Visiting Critics at the end of each studio and faculty each semester for studio final reviews.
- The School supports community-related projects often led by students and their initiatives.
- The School supports faculty teaching large classes providing Teaching or Student Assistants.
- Each semester the College organizes Continuing Education sessions with the participation of Alumni and professionals, to help our faculty and students.
- A dialogue with the Alumni Advisory Council is always open and the College values suggestions and insights as the majority of our graduates have interactions with firms represented in the Advisory Council.

For the benefit of students and faculty alike the School endeavors to find new ways to fund projects and support the intellectual culture of the School. This past year the School allocated funds to support Traveling Studios, Design Building projects, and Community driven research, to name a few. The School is also present in the work

the college and the university do in collaboration with other units within the College and with other colleges across the university.

Faculty teaching in our Master of Architecture program are also involved with the Graduate Concentrations and Master of Science in Architecture specializations. The School promotes entrepreneurial initiatives supporting the participation of faculty and students in interdisciplinary external research proposals in the effort of seeking opportunities for collaboration with other researchers, designers, professionals and the industry.

The faculty and students continue to be successful in achieving recognition for their great work, but also in providing discipline leadership. Examples include:

Leadership:

- Lynne M. Dearborn, Professor, recent past president of ACSA
- Francisco Rodríguez, FAIA: Past President of ACSA and Past Chair of ACSA College of Distinguished Professors
- Marci S. Uihlein, recent past executive editor of the journal, *Technology | Architecture + Design* and vice-chair of the Construction History Society of America
- Christina Bollo, ARCC Board Member
- Niloufar Emami, Scientific Chair for the 2022 Symposium on Simulation for Architecture and Urban Design (SimAUD) Conference.

Publications:

- Joseph Altshuler, *Creatures are Stirring: A Guide to Architecture Companionship*, Research and Design Publishing, 2022.
- Botond Bogner, *Japan: Architecture Guide*, DOM Publishers, 2021, and “The Aesthetics and/or Formalis of Change: Paradox and Contradictions in the Metabolist Movement,” in *The Urbanism of Metabolism*.
- Christina Bollo and Amanda Donofrio, “Trauma-informed design for permanent supportive housing: four case studies from Seattle and Denver” in *Housing and Society*, 2021.
- Benjamin A. Bross, “Energy Investment, Burden Distance and Phenomenology of Place,” published in the *Environment, Space and Place and Mexico City’s Zócalo: A History of a Constructed Spatial Identity*. London, UK: Routledge, 2021.
- Lynne Dearborn et al. “Shaping a Healthier LIHTC Housing Stock: Examining the Role of States’ Qualified Allocation Plans” in *Housing Policy Debate*, June 2022.
- Francisco J. Rodríguez Suárez, *En Mi Viejo San Juan*, Revista Patrimonio, Instituto de Cultura de PR, 2021
- Cruz García & Nathalie Frankowski, *Post Colonial Landscapes*, 2022

Faculty Awards & Recognition:

- Joseph Altshuler, Awarded Individual Artist Program Grant from the City of Chicago
- Abbas Aminmansour, Selected as CTBUH 2022 Fellow
- Randy Deutsch, Elevated to Fellow of the AIA
- Francisco J. Rodríguez-Suárez, Elevated to Fellow of the AIA
- Kathryn Anthony, ACSA Topaz Medallion, 2021

- Kathryn Anthony, Chicago Women in Architecture Lifetime Achievement Award, 2021
- Aneesha Dhardwadker: ACSA New Faculty Teaching Award, 2022
- Sara Bartumeus, European Award for Architectural Heritage Intervention, 2022
- Mohamed Bouberki, *Journal of Applied Social Psychology*, top cited author 2021 and expert cited by the *Wall Street Journal* on office design
- Aneesha Dharwadker, ACSA New Faculty Teaching Award, 2022
- Paul Fast, ACSA Timber Education Prize, 2022
- Paul Kapp, Awarded a Fulbright Scholarship, Spring 2023
- Andrea Melgarejo De Berry, Sara Bartumeus Ferre, Marci S. Uihlein, Diversity Achievement Honorable Mention, ACSA 2021 Award Winners for Women's Reunion + Symposium "Revealing Presence: Women in Architecture at the University of Illinois, 1874-2019."
- Lynne Dearborn: ARCC Research Incentive Award

Student Awards:

- Nithyashree Balachandar Iyer, winner in 2022 AIA/ACSA COTE Top Ten Students Competition.
- Bryan Samuel & Shweta Krishnan, First Prize, AIA Chicago Award in Architecture
- Tasmia Kamal, Third Prize, AIA Chicago Award in Architecture
- Amber Shi & Shweta Krishnan, FAST Company World Changing Ideas, 2021
- Ethan Barreto & Benjamin Tang, FAST Company World Changing Ideas, 2021
- Imani Jackson, Honorable Mention, 2021 ACSA Steel Competition
- Bella Scott, First Place, 2022 ACSA Habitat Design Student Competition
- Veronica Geschwend, Honorable Mention, 2022 ACSA Habitat Design Student Competition
- Amir Zarei, Charlotte, and Daeun Lee. Spring 2022, Second Prize, AIA Chicago Award in Architecture
- Kara O'Hearn, Kaitlyn Baker, and Mansi Sanghvi, Third Prize, AIA Chicago Award in Architecture

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Currently the School is searching for a full-time Coordinator of Alumni Relations, Scholarships, Career Services, and NCARB Representative. This is a new position for the School. It is our expectation to have this person on board by the start of the Spring 2023 semester. This person would address all current and former students of the School with a focus on strategizing and planning for diverse and productive career trajectories, scholarly work, creative endeavors, and professional practices. The Coordinator will sustain the School's well-established partnerships and develop



new relationships with academic, professional, civic, and cultural groups and organizations to benefit the School's diverse population of students and alumni. The Coordinator is expected to work collaboratively with the Executive Leadership Team, alumni advisory board, faculty, staff, and students, while reporting directly to the Associate Director for Academic Affairs.

Currently three faculty members serve in this role, and many others have the opportunity to advise students in particular career trajectories. Director Francisco Rodriguez-Suárez, FAIA, Associate Director David J Isern, and Professor Randy Deutch, FAIA all work to advise students in the process of licensure and career trajectories. All three career advisors are practicing architects with various expertise and professional trajectories, allowing the students to see the diversity of paths they can take in their careers. Between these faculty members, they have attended the latest NCARB Licensing Advisory Summers in the last few years.

Graduate students are introduced to the NCARB and licensing procedures early in the program. We talk about the path to licensure from the application process, and they receive contact communication form the Associate Director for Academic Affairs & Director of Graduate Studies regarding these paths. Also, both professor David J Isern and Randy Deutch, FAIA teach ARCH 510 - Architecture Practice, a course that brings together leading practitioners from across the United States and abroad to talk about a diversity of topics. In this course we invited the Presidents of the professional organizations (NCARB and AIA) to speak to the students. Students can also request advising appointments with any of the listed faculty regarding the path to licensure.

Furthermore, nearly half of our full-time faculty are practicing architects and/or engineers. They have a very good knowledge of the pathways, procedures, and opportunities that regulate these processes, and they serve as advisors to our student population. Our alumni board and career Xpo that brings together a large number of firms, many who send alumni as their representatives, help guide and navigate our students through the process of becoming an architect. In the last four years we had an impressive 99% hiring rate upon graduation.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

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

Tenure-stream faculty and specialized faculty are encouraged to participate in conferences and research as deemed beneficial to their development. While there



are frequent opportunities across the campus, there are several regular funding sources to assist with this including:

- Campus Research Board. Campus-level funding that supports research projects and creative activities. Four opportunities to apply for the award per year. <https://crb.research.illinois.edu/>
- Performing Arts & Design Program. Campus-level funding. The program provides support for released time to performing and visual arts and design faculty to conduct specific creative activities for which their own concentrated effort is needed. The support allows for the recipient to be released from a portion of his or her teaching duties for an appropriate period, usually from two weeks to one semester. <https://crb.research.illinois.edu/programs/performing-arts-design-program>
- Scholars' Travel Fund. Campus-level funding that supports travel. Assistant Professors are eligible to apply for funding for two conferences a year. Associate and Full Professors are eligible for funding for one conference per year. A new aspect of this program was just announced to support travel for Specialized Faculty for one trip per year. <https://crb.research.illinois.edu/programs/scholars-travel-fund>
- FAA Project Completion Grant. College-level funding. The primary evaluative criterion is that the funds will help secure a wider audience for the applicant's work and ensure greater impact on his or her field. For tenure-stream faculty.
- FAA Professional Development Funds for Specialized Faculty. College-level funding. Funds of up to \$500 are available for full-time specialized faculty (all ranks) with an appointment in the College of Fine and Applied Arts. These funds are intended to allow specialized faculty to pursue opportunities for professional development.
- FAA Humanities/Art Scholarship Support Fund. College-level funding. The HASS funding program ensures that every eligible tenured and tenure-track faculty member receives \$1500 of discretionary funding a year.
- Grant Funds for Professional Staff. College-level funding. Grants of up to \$500 per academic year are available for professional staff in the College of Fine and Applied Arts. To encourage professional development by supporting attendance at conferences, workshops, performances, exhibitions, and other professional events.
- ISoA Research and Teaching Grants. Due to the generosity of our donors, the School has four gift funds dedicated to assisting faculty in both research and teaching endeavors. In spring 2022 and for the first time, the School launched an application process for these funds. Based on the funds available, the School was able to award proposals for eight faculty members (tenure-stream and specialized) for travel, research, and teaching development.
- Director's discretion. The Director has access to general and gift funds to use throughout the year. The can and has used these funds to support faculty development, research, and travel. For example, in spring 2022, funding went to two specialized faculty members to attend the National Conference on Beginning Design Student.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental wellbeing, career guidance, internship, and job placement.

Program Response:
Advising:

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

At the graduate level, students get advice as soon as they accept their admission offer to the M.Arch and M.Arch 2+ programs. They receive structured advising from the Associate Director for Academic Affairs (ADAA) & Director of Graduate Studies (DGS), the Graduate Advisor, and also faculty representatives from various Program Areas during prior and during the new student orientation each Fall. Students also meet with the School's Director of Graduate Studies at the start of their academic journey to set a good path and projects: this advising includes a conversation about coursework, extracurricular activities, career paths, internships, and opportunities after graduation.

All students are encouraged to meet with the DGS as needed throughout their course of study. The staff in the School's Graduate Office maintain graduate student records and assist students to ensure that they meet requirements of their program of study, concentration, and dual degree (if applicable) in an appropriate time frame. Each Program Area Chair also meets with their program area student cohort every academic year to provide academic advising and mentoring for students associated with each program area and recruit new students.

The ADAA & DGS distributes courses and registration updates to students throughout the advising and registration cycles. The updates give current information on registration dates, procedures, completion deadlines, elective opportunities, and travel abroad offerings, scholarship, fellowship, and external funding opportunities, as well as related events in the School. Outside the college, the Associate Director for Student Services and the Graduate Advisors maintain clear communications with the Student Health and Wellness Center, the Center for Diversity and Inclusion, the International Center, and the Center for Disability Resources to help students connect with appropriate support staff. The ADAA & DGS meets with each student cohort each semester to get feedback and hear the graduate student concerns.

Mental Health and Wellbeing:

The School is committed to promoting a healthy balance for our students, and works closely with the university Counseling Center and the Embedded Counselor to assist students with any mental well being.



University of Illinois Counseling Center provides mental health counseling and wellbeing education for students. The University center is staffed by a group of diverse professionals who understand the range of concerns facing students. This center uses a comprehensive counseling model where they provide students with more than psychological counseling. Rather, work to provide outreach and prevention (psychoeducation and explanation of services), training experiences for students pursuing careers as helping professionals, and providing guidance on managing mental health crises to faculty and staff are integral to responding to the changing landscape of college mental health. As a comprehensive counseling center, they offer several interwoven services that, together, create a community of care for Illinois students, our trainees, faculty and staff, and our overall university community.

The college of Fine and Applied Arts also provides an Embedded Clinical Counselor. In 2018, the University Counseling Center embarked on a new way of providing counseling and outreach services to students, faculty, and staff. In the embedded model, Counseling Center clinicians are housed in a specific department or college of the university. Embedded counselors primarily offer counseling services to students within the department or college they serve. In doing so, they are able to better understand the unique needs of students in the areas where they are based. Research indicates students feel more comfortable with and find it more convenient to see someone in their own academic unit or residence hall. By meeting students where they are throughout campus, the Illinois embedded program has received positive feedback from students, faculty, and administrators and has grown each year.

Services provided to help students address emotional, interpersonal, and academic concerns. counselingcenter.illinois.edu/counseling

The college of Fine and Applied Arts Embedded Counselor is:

Bryan Deutsch, LCSW
Embedded Clinical Counselor
217-333-3704
bmdeuts2@illinois.edu
Architecture 108

The university also provides the following offices with specialized information, guidance, and assistance for students.

DARS FOR STUDENTS/U.ACHIEVE:

A way for students to run their own grade audit to see their progress towards graduation and investigate progress towards various majors as well.
registrar.illinois.edu/dars-audit

**(DRES) DISABILITY RESOURCES
& EDUCATIONAL SERVICES:**

For all information pertaining to disability services on campus.
disability.illinois.edu

(ISSS) INTERNATIONAL STUDENT & SCHOLAR SERVICES:



For all information regarding questions related to international status, immigration, programming, and advocacy. iss.illinois.edu/about

MCKINLEY HEALTH CENTER (STRESS MANAGEMENT):

Services provide to assist with stress, time management, self-esteem, and assertiveness. mckinley.illinois.edu/health-education/stress-management

(ODOS) OFFICE OF THE DEAN OF

STUDENTS/STUDENT ASSISTANCE CENTER:

For additional questions and information related to university policies and procedures. Assistance with absences and health/mental health situations of concern. odos.uiuc.edu/studentAssistance

EMERGENCY DEAN:

Supports students who are experiencing an emergency situation after 5 pm, in which immediate University response is needed.

odos.uiuc.edu/emergency

(OMSA) OFFICE OF MINORITY STUDENT AFFAIRS:

For support services and activities designed to assist underrepresented groups on campus. omsa.illinois.edu

(OIIR) OFFICE OF INCLUSION & INTERCULTURAL RELATIONS:

For support, services, and programming offered by the six cultural and resource centers on campus.

oiir.illinois.edu

PRE-HEALTH AT ILLINOIS:

Advising and resources for students interested in pursuing a health profession as a career goal. careercenter.illinois.edu/instructable/pre-health-illinois

PRE-LAW ADVISING SERVICES:

A great resource for students who are thinking about a career in law and for those preparing to apply to Law School. prelaw.illinois.edu

SCHOLARSHIPS & FINANCIAL ASSISTANCE:

Various types of aid information available on campus, federally, or through the state. osfa.illinois.edu/types-of-aid/scholarships

WELLNESS:

This site will help you decide what kind of assistance you need and how to get connected to services for mental health, wellness, access, and accommodation.

wellness.illinois.edu

Career Guidance, Internships, and Career Xpo:



Students receive career guidance in many different forms throughout their time at the School. They have the ability to meet with three faculty advisors regarding career trajectory, licensing, career progress/outlook, and career opportunities.

The main functions of the Architecture Career Services Office center provides career counseling, resume reviews, mock interviews, and job search strategies. The center also sends communication to all students regarding the solicitation and publication of job openings for students and graduates, facilitating on-campus interviews between prospective employers and our students, organizing the annual Career Expo, and providing resume and job search assistance counseling and programming. (<https://arch.illinois.edu/culture/resources-for-current-students/career-services-and-xpo/>)

The College also has an FAA Career Services Center where they complement the resources provided at the School. (<https://faa.illinois.edu/current-students/career-services>)

Each spring the Career Expo brings between 45 and 60 professional firms from across the country, representing the fields of Architecture, Landscape Architecture, and Urban and Regional Planning, to the University of Illinois campus to showcase their firms, build relationships with the university, and interview potential candidates for both summer and full-time employment. Around 500 students take part in this event each year. On the evening preceding the Career Expo, students in the M. Arch. program have the opportunity to part in mock interviews with professionals from a dozen firms in a program organized and run by the Gargoyle Honor Society. This student organization also helps with strategic tools and perspectives to advance their careers through high-quality coaching, expansive experiential-learning opportunities, portfolio and resume review, and a wide industry network supported broadly by the university's worldwide alumni community. The School is fortunate as well to be able to bring internationally renowned architects to work with students in the design studio through the Distinguished Endowed Plym Professor in Architecture.

Through dedicated mentorship, the faculty also work directly with students and regularly help them find positions at esteemed firms, government agencies, and non-profit organizations around the country and the world.

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

The University also provide Career Services through the Career Center: <https://www.careercenter.illinois.edu>



5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The School of Architecture is committed to creating a workplace in which all faculty, staff, and students are valued for their contributions to accomplishing the School's mission. The School of Architecture strives to create an equitable and inclusive environment for persons of all races, genders, levels of physical abilities, and sexual orientations.

In support of this belief, the school's policies and programs promote diversity and social equity, taking an active stance on issues of justice and the built environment. We are committed to a departmental culture in which all students, staff, and faculty members—regardless of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—are able to learn, teach, and work to their fullest potential. Through its inclusive culture, the Illinois School of Architecture seeks to increase diversity within the profession.

The School looks at the distribution of human, physical and financial resources not as separate portions of our commitment to diversity, but as foundations to four core points for DEI. Through **teaching, research, public engagement activities, and ongoing support for diverse groups of students and alumni**, the School demonstrates its commitment to a diverse and equitable space for design excellence:

Teaching

- In studio classes, lectures, and seminars, students are introduced to the traditions and architectural needs of diverse populations. Design studios emphasize the specific needs and expectations of a broad range of specific user groups.
- Community engaged studios allow students to interact directly with residents of economically distressed communities and to grapple with the complex problems of society.
- The school's required courses incorporate diverse social and cultural perspectives, while elective courses focus on the needs of people in the environment, social justice and equity among minority populations, gender and race in contemporary architecture and in the profession.
- Graduate students are encouraged to take elective courses across campus, further exploring the needs of special populations.
- Our international exchange opportunities and global studios enable students to gain a richer perspective on non-US cultures, and promote global conversations about architecture and its place in various societies around the world.

Research



- Faculty members are actively involved in research emphasizing issues of diversity, community building, and non-western architectural traditions.
- They conduct work both within and outside the United States that breaks new ground in architectural scholarship focused on the relationship between people and the physical, social, political, and economic dimensions of the environment.
- We invite faculty to generate research agendas that directly take interests in diversity and social equity.
- Work with under-represented faculty and in collaboration with the Office of the Vice Chancellor for DIVERSITY, EQUITY & INCLUSION to apply for Broadening Inclusion Grants.

Public Engagement

- Through community engaged coursework, Action Research Illinois (ARI), and the Building Research Council (BRC), the school's students and faculty actively work with challenged communities, reinvigorate aging housing stock, and assist traditionally underserved populations.
- ARI addresses immediate and long-term needs of distressed neighborhoods in East Central Illinois communities by engaging volunteers to apply both labor and creativity. Currently the BRC, in partnership with the State of Illinois Energy Office, is engaged in an applied research demonstration addressing energy innovation for small and medium-sized Public Housing Authorities (PHA) through a grant from HUD's Office of Multifamily Housing Programs.
- The Alumni Board provides access for our students to their firms and job/career opportunities in the form of mentoring and guidance as a process to transition underrepresented groups into the job market.
- The School's lecture series provides access to underrepresented architects and designers that can talk about work and lives of non-white & non-male architects and practices.

Organizations and Support Programs

- The Illinois School of Architecture supports a strong local chapter of the National Organization of Minority Architecture Students (NOMAS), which is open to students from all backgrounds
- The Women in Architecture (WIA) organization provides opportunities for students to offer mutual support and meet with successful female academics and professionals in the design fields
- Global Architecture Brigades (GAB) designs and constructs socially responsible and sustainable architecture solutions in developing nations
- The University of Illinois' Office of Minority Student Affairs (OMSA) assists the school and other campus programs in sustaining a welcoming and supportive learning environment for undergraduate minority students
- The Graduate College Educational Equity Programs Office provides advice to graduate students interested in our graduate programs and also participates in outreach activities
- The Graduate College operates two summer programs, the Summer Research Opportunity Program (SROP) and the Summer Pre-Doctoral Institute (SPI) as well as McNair Post-Baccalaureate Achievement Program. These programs invite minority students to campus and introduce them to university life, and to career opportunities in higher education.



These are some of the steps the Schools has taken regarding our commitment to diversity, equity and inclusion:

1. Naming La Tanya Cobb, Associate of Student Services, as the School's Director of Diversity, Equity and Inclusion for School of Architecture, this will be a position that will remain as part of the structure of the School;
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.
4. Supported a very racially/ethnically/gender group for the School's Fall 2020 to 2022 lecture series
5. 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.
6. 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.
7. Increase Scholarship and fellowship opportunities for minority students through the FAA college, Office of Diversity, Equity and Inclusion, The Deans of Students office, and the Graduate College.
8. Increase assistantship (Research and Teaching Assistants) for underrepresented students in the School

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

Our faculty members come from many parts of the world and with different cultural backgrounds. The School recognizes that we still have much more to accomplish when it comes to faculty diversity in its fullest sense. In our School we have to increase the representation of women and minority groups among our tenure and tenure track faculty. We have made great strides to bring women and faculty of color at the Specialized faculty and adjunct levels. However, we understand that we need to create opportunities for permanent faculty as part of the culture change and long-term commitment to diversity. As in many schools of architecture we are still struggling with the vestige of a culture that we have been working with for many prior years. As in many other programs, our tenure-track hires have limited the pace of



this change, particularly by hiring and losing African-American faculty. Change among the tenured and tenure-track ranks will come only as the College and the University allow us to replenish and increase our lines for our faculty members.

The school has established the following points as a guiding principle when it comes to the maintenance and betterment to increase diversity amongst its Faculty and Staff.

1. Retaining a More Diverse Faculty
 - a. Expected Outcome: The School will learn about the attrition rates of underrepresented groups (i.e. persons of color, women, persons with physical disabilities, and gays and lesbians) among its faculty, staff, and students. Based on this information, it will begin to outline steps to retain a more diverse body of faculty, staff and students
 - b. Objectives: Identify where retention of underrepresented groups has been most problematic, and reverse that pattern.
 - c. Actions: Conduct systematic exit interviews with persons who have left the School during a specified time frame to find out why they left. Ascertain what, if anything, the School could have done differently so that they would have wanted to remain. Analyze this information and summarize in a report to our School administrators.

2. Teaching a More Diverse Curriculum
 - a. Expected Outcome: The School will include the work of underrepresented individuals in the profession throughout its curriculum, and especially in its required courses.
 - b. Objectives: Increase the extent to which the contributions of women, persons of color, persons with physical disabilities, and gays and lesbians are included in our architecture course offerings.
 - c. Actions: The School Affirmative Action Committee will work with the Design Committee to suggest how information about underrepresented individuals can become an integral part of studio courses. For example, a design studio could focus especially on creating environments for persons with physical disabilities. In examining design precedents, students could be pointed to the work of women architects and architects of color.

3. Increasing Diversity among Design Reviewers
 - a. Expected Outcome: Underrepresented architects will become a prominent part of the School's student evaluation process.
 - b. Objectives: Identify the extent to which the School has invited women, persons of color, persons with physical disabilities, and gays and lesbians to participate in student design reviews and thesis reviews.
 - c. Actions: The Design Committee and the Design Thesis faculty, with the assistance of the School Affirmative Action Committee, will actively seek out underrepresented persons in architecture to participate in design and thesis reviews in upcoming academic years. Establish a system whereby Chicago Women in Architecture and the Illinois Chapter of the National Organization of Minority Architects can involve its members in our School's design reviews.



5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The School's diversity committee has been working on DEI initiatives since 1999. Their first document outlining the Schools commitment to the Diversity received the unanimous support of our School of Architecture faculty at its final meeting of the 1999-2000 academic year on May 2, 2000. The Affirmative Action Committee received approval to begin implementing this plan during the 2000-2001 academic year. This was a living document and was evaluated progressively by the committee.

In 2020 the director upgraded the Affirmative Action committee to the Committee of Diversity, Equity and Inclusion and Appointed La Tanya Cobb as the Associate Director of Student Services and Diversity, Equity and Inclusion. This committee worked on the School's Anti-racism and diversity commitment through the recommendations of a group of faculty, students, and staff.

The Fall 2022 First year Graduate class sits at 139 students, a 20% increase from 2021. This group of students is amongst the most diverse group of students the School has had.

	By Sex		By Self-reported Race/Ethnicity													
	Men	Women	Unknown	Caucasian	Asian American	African American	Hispanic	Native American	Hawaiian	Multiracial	International	Unknown	ALL African American	ALL Native American	ALL Hawaiian	ALL Asian
Total																
139	68	70	1	42	11	10	18	2	0	1	54	1	13	2	0	12



The school has established the following points as a guiding principle when it comes to the maintenance and betterment to increase diversity amongst its student body.

1. Emphasizing Diversity in the School's Promotional Materials
 - a. Expected Outcome: Underrepresented architects will become a prominent part of the School's promotional materials.
 - b. Objectives: Identify the extent to which the School promotes women, persons of color, persons with physical disabilities, and gays and lesbians in its promotional materials.
 - c. Actions: The Office of Media and Communications, with the assistance of the School Affirmative Action Committee, will seek out underrepresented persons in architecture to feature in its media communications. For example, the School Web pages will include prominent female alumni and alumni of color. A separate section on diversity will be linked with relevant work from school projects such as:
 - i. Illinois Action Research
 - ii. the Building Research Council's Lead Hazard Reduction program in low-income neighborhoods in Illinois, and HUD's Healthy Home pilot project in low-income housing in Chicago
 - iii. NOMAS and the annual NOMAS symposium
 - iv. Women in Architecture student organization
 - v. Architecture/Women's Studies 324 course
 - vi. Other efforts to promote diversity
 - vii. HOUSE organization group
2. Recruiting a More Diverse Student Body
 - a. Expected Outcome: Increased public outreach in key arenas will increase the numbers of students of color in the School of Architecture. Use Discover Architecture Summer Program to recruit underrepresented students.
 - b. Objectives: Representatives of the School will establish contact with key high schools with large populations of students of color, including those which submit student work to the annual Newhouse Foundation design competition, sponsored by the Chicago Architectural Foundation, in Chicago.
 - c. Actions: Invite students who win awards at the Newhouse Foundation design competition to visit our School of Architecture, and encourage them to apply. In addition, a team of faculty and minority students will visit Illinois high schools with high minority populations. The purpose of the visit will be to interest talented students in pursuing a career in architecture at the University of Illinois. If possible, a web-based presentation highlighting the School's efforts at promoting diversity will be shown at each school.
3. Retaining a More Diverse Student Body
 - a. Expected Outcome: The School will learn about the attrition rates of underrepresented groups (i.e. persons of color, women, persons with physical disabilities, and gays and lesbians) among its students. Based

on this information, it will begin to outline steps to retain a more diverse body of faculty, staff and students.

- b. Objectives: Identify where retention of underrepresented groups has been most problematic, and reverse that pattern.
 - c. Actions: On an annual basis, both the undergraduate and the graduate office will monitor the attrition rates of underrepresented students, and how these compare with the attrition rates of majority students. The staff at each of these offices, in consultation with the School Affirmative Action Committee, will conduct systematic exit interviews with a sample of underrepresented students who dropped out of the architecture major. Ascertain what, if anything, the School could have done differently so that they would have wanted to remain. Analyze this information and summarize in a report to our School administrators.
4. Stressing Diversity in the School's Extracurricular Activities
- a. Expected Outcome: Underrepresented architects will become a prominent part of the School's extracurricular activities.
 - b. Objectives: Identify the extent to which the School has invited women, persons of color, persons with physical disabilities, and gays and lesbians to participate in such School events as the Plym professorship, the School lecture series, on-campus gallery exhibitions, I Space exhibitions, brown bag talks, alumni gatherings, its Advisory Board, etc.
 - c. Actions: The School Lectures, Gallery and I Space Committees, with the assistance of the School Affirmative Action Committee, will seek out underrepresented persons in architecture to participate in each of these events in upcoming academic years. For example, an exhibit and lecture featuring the work of U of I School of Architecture women alumni could be planned for the month of March, Women's History month. Similarly, an exhibit and lecture of U of I School of Architecture African-American alumni could be offered during February, African-American History month.
5. Soliciting Awards for Underrepresented Students
- a. Expected Outcome: The School of Architecture will substantially augment its present student awards program with a series of awards specifically targeted to underrepresented students. These will be awarded publicly at the Annual Architecture Awards Banquet.
 - b. Objectives: Identify the extent to which the School has offered awards programs targeted to underrepresented students.
 - c. Actions: Together with the Associate Director of Development, identify potential alumni, corporate sponsors, and professional organizations to donate awards aimed at underrepresented students. Among the organizations that could be targeted are Chicago Women in Architecture and the Illinois National Organization of Minority Architects. If such awards are already in place, invite representatives from such organizations to participate in the Annual Architecture Awards Banquet.
6. Mainstreaming "Fringe" Events into the School
- a. Expected Outcome: The annual National Organization of Minority Architecture Students (NOMAS) symposium will become a centerpiece of the School's activities.



- b. Objectives: Building upon the success of this year's NOMAS symposium, turn this into a School- wide event. Publicize it widely in School promotional materials.
- c. Actions: Consider different scheduling options for the NOMAS symposium, including offering this event mid-week when other classes are not in session, canceling afternoon studio courses, or making the symposium part of a course assignment in order to boost attendance and participation.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

The University of Illinois at Urbana-Champaign and the School of Architecture are committed to ensuring that learning and working environments are free from all forms of discrimination and harassment. These Procedures outline the resolution processes that will be used to investigate and/or resolve a report of harassment and/or discrimination under the Nondiscrimination Policy and all provisions of the Sexual Misconduct Policy (Unwelcome Sexual, Sex or Gender-Based Conduct, Sexual Exploitation, or Retaliation) except Title IX Sexual Harassment. Allegations of Title IX Sexual Harassment, as defined in the Sexual Misconduct Policy, are governed by the Procedures for Addressing Title IX Sexual Harassment Complaints. (<https://diversity.illinois.edu/institutional-equity/equal-employment-opportunity/>) The Office for Access and Equity (“OAE”) investigates complaints in which a complainant alleges that a staff member, faculty member, student employee, or third party (e.g., anyone conducting business with the University or visiting the University) violated the Nondiscrimination Policy or the above referenced portions of the Sexual Misconduct Policy.

The Office for Student Conflict Resolution (OSCR) investigates complaints against students when the alleged conduct occurs in their capacity as students or as student organizations. Individuals who believe they have been subjected to misconduct by a student in violation of the Student Code should contact the Office for Student Conflict Resolution at (217) 333-3680 or conflictresolution@illinois.edu. Complaints referred to the Office for Student Conflict Resolution shall be investigated and resolved pursuant to Student Disciplinary Procedures.

The College of Fine and Applied Arts, appointment of Professor Rochelle Sennet to the position of Associate Dean for Diversity, Equity, and Inclusion in the College effective January 2021. This new position for the college comes after years of preparation and research by our Diversity, Equity, and Inclusion Committee, and fulfills a campus expectation set out in the Chancellor’s campus-wide diversity review. the Associate Dean for Diversity, Equity, and Inclusion works with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion to ensure that FAA units are following the latest and best research-based practices in this work. At the School, in Fall 2021, La Tanya Cobb was appointed as the Associate Director for Student Affairs and Diversity, Equity, Inclusion. She lead the DEI committee in the summer of

2020 in a collaborative effort where she worked with faculty, staff, and students to develop a Statements on Anti-Racism and Diversity. (<https://arch.illinois.edu/about/statements/>) The DEI committee works with faculty, staff, and student leaders in the Architecture Student Council and NOMAS to evaluate the progress of the School and its committed to DEI initiatives.

The School also fosters an academic culture that emphasizes: Respect, Sharing, Engagement, Innovation, Communication, and Academic Excellence among all members of our community, as outline it is Culture Policy Faculty promote a learning environment in which students actively explore the design, historic, cultural, technical, and aesthetic aspects of architecture, and attain experience in the field through internships and community involvement. The School’s community works together honestly, courteously, and with integrity to pursue the shared goal of excellence in architectural education. (<https://arch.illinois.edu/culture/>)

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

The School is committed to providing accommodation and equal access to all of our programs, activities, and spaces to any faculty, staff, and students with different physical and/or mental abilities and we support them with resources and procedures to provide adaptive environments and effective strategies. All of our buildings have accessible entrances and we provide studio and classroom spaces that accommodate all students’ needs. The School and the University have had a long history as one of the most “disability friendly” campuses in the U.S. speaking to the diverse and unique qualities of excellence at the University of Illinois. At the pedagogical level, the faculty are required to place in their syllabi the Accommodation policy for students with special needs as outlined in the DRES website. (<https://www.disability.illinois.edu/academic-support/instructor-information>)

The School also displays and makes students aware of the “Americans with Disabilities Act (ADA) Policy Statement: Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must go through the Division of Disability Resources and Educational Services. The School, faculty and staff are mandated to follow the University policy and procedures as outlined by the DRES website and by the The Americans with Disabilities Act of 1990 (ADA). Further, accessibility is taught in nearly every studio after the first year, and is a specific criterion for our Integrative Design Studios at the graduate level. As we transition to a new curriculum the issue of accessibility will become part of a more comprehensive effort to redefine what and how accessibility is achieved in many levels:, the physical, virtual, and mental of the user and its applicability in Architecture.

When a faculty, staff, or student with disability needs to use the classroom technology for a presentation the Technology Services Help Desk will provide in-person support to assist with the system control panels. Arrangements can be made by calling the Help Desk at 217-244-7000 emailing consult@illinois.edu.

The University policy takes into consideration if labs and computer centers become crowded and difficult to navigate, workstation heights may require adjustments, or assistive technologies may be needed any faculty, staff and students can request to switch to a more accessible room, they can call Facility Management and Scheduling at 333-1230 or Disability Resources and Educational Services at 333-4603. Classroom tables or desks must have enough clearance for students using wheelchairs to get their legs underneath. Lab tables and computer consoles should be set up so that wheelchair users can comfortably reach the equipment. The University maintains a substantial inventory of adjustable height classroom tables to accommodate students with such needs. Students in need of adjustable height tables or other auxiliary aids should be directed to contact DRES to request that one be installed in the class. Additionally, instructors can be of assistance by informing classes that these adjustable desks are provided for students with disabilities and should be reserved for that purpose. For more information on adjustable desks, please contact the DRES Coordinator of Accessibility and Transportation at 244-4104.

All of our buildings have accessible entrances and we provide studio spaces that accommodate

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

Program Response:

The students, faculty, and staff of the School of Architecture at the University of Illinois, Urbana- Champaign, occupy three buildings within the College of Fine and Applied Arts. In all three locations, Architecture is the major tenant/user. The buildings also have elements of the School of Art and Design and the Departments of Urban and Regional Planning and Landscape Architecture occupying segments of each of the buildings. This integration and proximity provides opportunities for collaboration among the four units. (<https://arch.illinois.edu/about/facilities-and-spaces/>)

The Architecture Building.

Designed by Charles Platt and completed in 1927, this was the original building for the Architecture program. The Architecture Building contains undergraduate program offices, faculty offices, PhD student offices, design studio space, structures and energy research labs, classrooms, seminar/review space, a computer lab, a photo studio, Temple Buell Architecture Gallery Studio, administrative storage, and general storage. The Ricker Library of Architecture and Art, two lecture rooms, and the College of Fine and Applied Arts administrative suite, located in the Architecture Building, are not under the control of the School of Architecture.

Temple Hoyne Buell Hall (TBH).

Designed by alumnus Ralph Johnson (Perkins and Will), TBH was first occupied in 1994 and was built so that the Architecture, Landscape Architecture, and Urban and Regional

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

The Architecture Annex.

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The School of Architecture hosts its studios in all three of the buildings we have. After assessing the space distribution and use, the School transitioned to provide "cold desk" for all undergraduate and graduate students. Providing a dedicated desk for every student has allowed us to implement a more robust pedagogical and methodological implementation of the studio project. This is the first time in the School's history that all students, including the undergraduate first-year students, have a designated studio desk. Students. As we continue to assess our studio space efficiency, and make facility improvements, we keep making changes that contribute to the studio-based learning that the School is committed to.\



**Architecture Building:**

- Rm 111 - TBAG Gallery (90 students - Undergraduate)
- Rm 200 - Studio (80 students - Undergraduate)
- Rm 205 - Review Space (24-36 students)
- Rm 300 - Studio (60 students - Undergraduate)
- Rm 314 - Studio (20 students - Undergraduate)
- Rm 403 - Studio (35 students - Undergraduate)
- Rm 403A - Review Space (24-36 students)
- Rm 410 - Studio (20 students - Undergraduate/Graduate)
- Rm 12 - Photo Studio

Temple Buell Hall:

- Rm Oil - Spray Booth
- Rm 201, 205, 207, 211, 217, 219 - (100 students - Graduate)
- Rm 203, 209 - Review Space (20 students)
- Rm 301, 305, 307, 311, 317, 319 - (100 students - Graduate)
- Rm 303, 309 - Review Space (20 students)

Architecture Annex:

- Rm 10 - Studio (150 Students - Undergraduate)
- Rm 121 - Review Space (50 Students - Undergraduate)
- Rm 125 - Studio (50 Students - Undergraduate)
- Rm 126 - Review Space (50 Students)
- Rm 128 - Studio (50 Students - Undergraduate)
- Rm 129 - Review Space (50 Students)

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The School has many classrooms under its control; however, most lecture halls, and general large classrooms are under the control of the University central scheduling system, and the School needs to place requests for these rooms to be assigned to our classes.

The School makes use of all its classrooms in all three of the buildings to its max capacity, not only using them as classrooms during the day but also as spaces that can be reserved for activities, reviews, pin-ups and presentations. The classrooms that are under the control of the School can be reserved for use by faculty, students, and student organizations when they are not in use for classes.

Architecture Building:

- Rm 3E - Classroom (30 students)
- Rm 20 - Classroom (38 students)
- Rm 102A - Classroom (40 students)
- Rm 102B - Classroom (40 students)
- Rm 120 - Lecture Hall (120 students)



- Rm 301 - Classroom (21 students - University Controlled)
- Rm 302 - Lecture Hall (58 students - University Controlled)
- Rm 314 - Computer Lab (40 students)

Temple Buell Hall:

- Rm 104 - Classroom/Seminar (20 students)
- Rm 106 - Classroom/Seminar (12 students)
- Rm 134 - Plym Auditorium (214 students)

Architecture Annex:

- Rm 101 - Computer Lab (40 students)
- Rm 129 - Fabrication Classroom (20 Students)
- Rm 13 - Fabrication Classroom (20 Students)

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

All tenure, tenure track, and specialized faculty have dedicated offices in one of our three buildings. These offices provide a space for faculty to plan their classes, advise and mentor students, and perform their research. All offices have access to high speed internet that connects them to all the resources of the School and University. Nearly all faculty also use the shops and digital labs as teaching, mentoring and research spaces. Temple Buell Hall and the Architecture Annex have the largest spaces for faculty to use for fabrication and material research.

The School has taken an approach where student advising and mentoring should take place where the student is able to have full immersion to the conversation and practices they are receiving. Unless the conversation is sensitive, in which case the faculty would use their office spaces, faculty are encouraged to meet with students across our facilities (i.e., studios, labs, fabrication shops, library, etc.) and utilize other University resources to better guide them in their desired interest.

Currently the School has been developing specialized lab spaces, dedicated to robotics (Anex Robotic Lab), fabrication (DigiShop at the Annex, DITA lab, and iCraft (in progress)), archiving and preservation (ArchArchive), and Simulation Lab (Responsive Architecture Lab -RAL). The University also offers large research spaces available for faculty to reserve and use across campus. Many faculty take advantage of this space to create interdisciplinary interdivisional research. Center for Innovation in Teaching & Learning (CITL) (<https://citl.illinois.edu>) and the new Siebel Center for design (<https://designcenter.illinois.edu>) provide faculty with advanced space for meeting, mentoring and research with an array of advanced teaching and research space where interdisciplinary work can take place.

Faculty Offices and Spaces:

Architecture Building:



- 12 Architecture Faculty Private Offices
- 5 Shared Adjunct Faculty Offices
- 3 Specialized Research Labs

Temple Buell Hall:

- 20 Architecture Faculty Private Offices
- 2 Specialized Research Labs

Architecture Annex:

- 4 Architecture Faculty Private Offices
- 2 Specialized Research Labs, 1 Research Lab (forthcoming)

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Technology is part of our resources that we provide access to our students, faculty, and staff as a way to develop a better pedagogical and operational trajectory for our students. The Campus and the School have invested, and continue to invest in a wide variety of hardware and software to supplement and support students and faculty creative and research efforts. The School, upon return to fully in-person teaching, is in the process of reevaluating their technological resources to understand better how to navigate, update, and improve these spaces for our students.

Since 2005, the School has had a general laptop computer policy with recommendations for what type of computer students should bring to campus for their own use.

(<https://web.faa.illinois.edu/app/uploads/sites/3/2021/01/LaptopTechnicalSpecs.pdf>)

Students are given access to these requirements during open houses and recruitment events, as well as for those students entering the program. One result coming back from the Challenges of COVID 19, is that the School has been able to reduce the number of workstations in classroom spaces, as 97% of our student population has a computer by the first day of class.

We work with UIUC Webstore to acquire most software needed in our classes. Software that the University is unable to purchase, the students are able to purchase at a discounted rate.

Campus Software and Networks

- High Speed Wireless campus-wide Internet in all Classrooms and Studios
- Box.com accounts provide 1TB of Cloud Storage to all faculty, staff and students
- Access to CITES and FAA Helpdesk for computing support
- Access to Linked-in Learning (<https://web.uillinois.edu/linkedinlearning>), offering training courses for all faculty, staff and students



- Faculty, staff, and students' access to Exchange accounts for email and calendaring. University of Illinois site license for Microsoft products
- Student access to U of I-branded Google Gmail accounts and Google Apps
- Access to Adobe Creative Suite software for all faculty and staff
- Access to software for free and reduced price via the University Webstore for all faculty, staff and students Access to CITES Lab spaces (<https://webstore.illinois.edu/home/>)
- Ability to create free hosted Wordpress sites - <https://publish.illinois.edu/about/>
- Access to campus resources from off campus is provided by the CISCO VPN service
- UIUC fully transition to using CANVAS as the virtual classroom platform for all courses. (<https://movetocanvas.web.illinois.edu>)

Computer Labs

- 10 computer stations for students in room 20, TBH
- 40 computer stations for students in room 314, Architecture
- 15 computer stations for students in room 100, Architecture Annex
- 16 Wacom Cintiq tablets with touch pen display (301 TBH Studio)

The lab workstations are loaded with a wide range of software including:

- Adobe Creative Cloud Suite – Photoshop, Illustrator, InDesign, Premiere, Acrobat
- AutoCAD
- Autodesk 3ds Max
- Autodesk Revit
- Rhino 6 & 7
- RhinoCam – Gcode generator for CNC machines
- Grasshopper
- Google Earth
- Microsoft Office Professional Edition
- Microsoft Project Professional
- QGIS
- Karamba
- Kangaroo Physics
- Ladybug
- Lumion
- V Ray

DigiFabShop

- 1 Universal Laser Systems laser cutter 150W
- 3 Universal Laser Systems laser cutter VLS6.60
- 3 QIDI X-Max filament printer (build volume 9.8"x11.8"x11.8")
- 10 QIDI X-Plus filament printer (build volume 10.6"x7.9"x7.9")
- 6 MakerBot 3-d printer



- 1 MakerBot 3-d scanner
- 1 CNC router for students in the Fabrication Lab

Printing Equipment

- 1 HP 4100XL plotter (coated bond paper)
- 1 HP DJT1530 plotter (coated bond paper)
- 1 HP Z6200-1 plotter (semi-gloss paper)
- 1 HP Z6200-2 plotter (matte paper)
- 1 HP T2300 plotter/scanner (coated bond paper)
- 2 HP LJ5200 black/white printer (8.5"x11" paper)
- 1 HP CP6015-1 color printer (8.5"x11" & 11"x17" paper)
- 1 HP CP6015-2 color printer (8.5"x11" & 11"x17" paper)

The University also has printing and plotting resources provided to students and managed by the university as part of the computing labs.

Technology Hardware Available for Loan to Students and Faculty

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

The College of Fine and Applied Arts works with faculty and graduate students to keep technological resources available to loan. The College works with the larger University Technology units and other departments to find resources in a s need basis.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Not applicable.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The Illinois School of Architecture is one of seven academic units and two non-academic units in the College of Fine and Applied Arts. Annually, the Illinois School of Architecture has between \$4.5 and \$5 million in available income from invested funds plus principal amounts that are available for spending. This includes state funds, tuition differential, indirect cost recovery (ICR), and endowments and gifts. We do not anticipate budget cuts or reductions this year. However, the State of Illinois final budget appropriation bill will likely not be approved until November 2020.



Our Summary of Annual Operating Budget From FY20 - FY23

	FY20	FY21	FY22	Proposed FY23
	2019-2020	2020-2021	2021-2022	2022-2023
State	\$ 3,030,328	\$ 3,150,628	\$ 3,288,286	\$ 3,246,452
ICR	\$ 7,576	\$ 4,485	\$ 1,218	\$ 1,500
Non-recurring & Carry forward	\$ 914,731	\$ 600,001	\$ 898,934	\$ 829,594
Gift/Endowment	\$ 272,208	\$ 289,992	\$ 303,139	\$ 300,000
Tuition Differential	\$ 368,490	\$ 365,832	\$ 356,364	\$ 356,364
Self Supporting Fees	\$ 84,350	\$ 1,550	\$ 76,612	\$ 80,000
TOTAL FUNDING	\$ 4,677,683	\$ 4,412,488	\$ 4,924,553	\$ 4,813,910

SALARIES

<i>Tenure Track Faculty</i>	\$ 2,616,039	\$ 2,575,300	\$ 2,670,438	\$ 2,654,392
<i>Staff</i>	\$ 103,072	\$ 103,297	\$ 105,258	\$ 106,745
<i>Academic Professional & Stipends</i>	\$ 268,838	\$ 276,288	\$ 314,784	\$ 336,109
<i>Student (TA's)</i>	\$ 367,271	\$ 369,350	\$ 458,316	\$ 500,000
<i>Specialized Faculty</i>	\$ 638,928	\$ 609,478	\$ 709,476	\$ 780,956
<i>Student Hourly</i>	\$ 104,563	\$ 23,619	\$ 82,680	\$ 60,000
Total Salaries	\$ 4,098,711	\$ 3,957,332	\$ 4,340,952	\$ 4,438,202

OTHER EXPENSES

<i>Operations</i>	\$ 216,867	\$ 119,168	\$ 305,135	\$ 340,000
<i>Events</i>	\$ 21,269	\$ 5,478	\$ 29,494	\$ 30,000
<i>Lecture Series</i>	\$ 11,511	\$ 13,750	\$ 43,153	\$ 29,724
Total Other	\$ 238,136	\$ 124,646	\$ 334,629	\$ 370,000

SCHOLARSHIP & AWARD

<i>Scholarship</i>	\$ 151,115	\$ 104,195	\$ 103,892	TBD
<i>Fellowships</i>	\$ 123,457	\$ 133,905	\$ 158,183	TBD
<i>Awards</i>	\$ 36,127	\$ 43,009	\$ 37,232	TBD
Total Scholarship & Awards	\$ 310,699	\$ 281,108	\$ 299,308	TBD

As part of our budget plan and in efforts to provide the most possible assistants to our students the School of Architecture hires around 45-50 student assistants. These assistantships come with base tuition waivers and stipends.

	FY19	FY20	FY21 (Covid)	FY22
	AY18-19	AY19-20	AY20-21	AY21-22
TA's-GA's	12.5	12.25	11.4	11.7
totals	\$385,447.64	\$367,271.71	\$369,350.00	\$452,316.00

TD Allocation	\$369,784	\$368,490	\$365,832	\$365,364
% +/- from prev year	-2.6%	-2.9%	-1.1%	-0.8%

Hourly	\$44,876.99	\$57,882.43	\$7,050.00	\$39,626.00
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5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The University Library is one of the largest public university collections in the world, ranked as the second largest University Library and the third largest public library in the



country. The Urbana Campus 37 unit libraries hold more than thirteen million volumes and 24 million items and materials in all formats, languages, and subjects, including 9 million microforms, 120,000 serials, 148,000 audio-recordings, over 930,000 audiovisual materials, over 280,000 electronic books, 12,000 films, and 650,000 maps. These collections form the bulk of I-Share, the statewide library online catalog.

Ricker Library is located on the second floor of the Architecture Building. Students have access to course reserves (primarily books) the hours the library is open. Lists by instructor and course are maintained for all such items. Electronic reserves are available 24/7 and are maintained centrally by the Collection Management Services unit. Ricker Library has an adequate number of Library computer terminals, scanners, microfilm reader/ printers, and photocopiers. Ricker Library has a tattle-tape security system in place. The Library has system-wide plans for dealing with disaster scenarios as well as emergency procedures for the building. In addition, security guards hired by the University Library frequently patrol departmental libraries.

The Ricker Library of Architecture and Arts is one of the 37 unit libraries on the Urbana Campus, is a member of the Arts and Humanities Division of the University Library, which includes the History Philosophy and Newspaper Library and the Classics, Music, and Literatures and Languages Libraries. Ricker Library supports the teaching and research missions of the faculty and students in the Illinois School of Architecture and the School of Art and Design. As one of the largest and most respected architectural libraries in the United States, it also serves as a state and regional resource in architecture. Professor Nathan Clifford Ricker (1843-1924), who in 1873 purchased several important architectural treatises and folios, laid the foundation for the collections of the Ricker Library. In recognition of Ricker's founding role, the University's Board of Trustees in 1917 authorized the Library to name the unit in Professor Ricker's honor. In 1926, Ricker Library moved into its present location in the Architecture Building designed by Charles A. Platt.

Ricker Library serves the School of Architecture by collecting material related to design, architectural history, historic preservation, professional practice, project management, and architectural structures. Ricker holds approximately 65,000 volumes of which 35,000 deal with architectural subjects. In addition, there are at least another 42,000 volumes pertaining to architecture in the Main Library stacks, bringing the total of the collection to 77,000. The contents of Ricker's collection range from the highly scholarly and technical to introductory and popular works suitable for undergraduate instruction. The Library collects as comprehensively as the available resources permit. Overall, the collection has great depth as well as breadth. The Rare Book Room of the Main Library contains a significant collection of rare architectural treatises and books supporting teaching and research in the School of Architecture. In addition, the City Planning and Landscape Architecture Library (now part of the Agriculture, Consumer and Economic Sciences Library) holds materials of interest, as does the Grainger Engineering Library.

Approximately 1,200 architecture listings are added annually to the collection. A collection development statement exists for all departmental libraries at the University. Both the research needs of the faculty and graduate students as well as the curriculum needs of the undergraduates and graduate programs are considered in making purchases. Highly specialized works in foreign languages are acquired as well as basic texts. All materials required for course reserves are purchased, and, as the budget



permits, all items requested by faculty for immediate research or teaching needs are acquired. With the increase of digital books, the Ricker Library has made great efforts to buy digital book licenses for many of the texts needed for core classes for all students to access. Also, all students and faculty at the U of I have access to holdings in the HathiTrust online collection (<http://www.hathitrust.org/>). This collection gives us digital access to titles at other CIC institutions, as well as titles drawn from elite private research university collections. The overall size of the collection makes Ricker Library one of the outstanding architecture libraries in the country.

Ricker Library annually receives over 300 periodical titles either in print or electronic format, or both. These cover all aspects of the architecture curriculum and research needs and represent major countries and languages. In combination with the historical collection of materials, Ricker Library provides complete runs of many of the most important professional and scholarly journal titles. Every effort is made to add important current journals. The Library receives nearly 99 percent of the titles on the Core List of Architectural Periodicals published by the Association of Architectural School Librarians.

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

Current and retrospective materials are readily available in Ricker Library or the Main Stacks. Some materials are shelved in the University Library's remote storage facility; these are retrievable within a day. Patrons can search the online catalog of more than one hundred college and university libraries across Illinois and request items not held by the Urbana Campus library or not currently available on campus. They may initiate the loan online and the items will be delivered to faculty mailboxes or individual subject libraries in about one week. Patrons may also initiate requests for material not held by the Urbana Campus library or in the online portal via the University Library's Interlibrary loan office.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Reference help is available in Ricker Library from Monday through Thursday: 8:30 AM – 10:00 PM, Friday: 8:30 AM. – 5:00 PM, Saturday: 1:00 PM, – 5:00 PM, Sunday: 1:00 PM – 10:00 PM (75.5 hrs/week) through a professional librarian and highly trained staff. General and individualized tours are conducted upon request. The entire staff answers



reference queries from library patrons and assists users in developing research strategies for writing papers and conducting more extensive research. More complex queries are referred to the Head Librarian Emily Matthews. The librarians are always available to the student and faculty to give access to the collections, study tables, computers, and scanners. The library staff will work with professors individually to facilitate library-based teaching, whether covering research topics or pulling books from our circulation collection or our vault collection based on communication with the instructor on what makes sense for the class in question. They will also communicate whether the class should visit the library, the librarian comes to the classroom, or if it's an online class session.

The library staff will work with faculty and students to facilitate any sessions and reference appointments to release featured items in the library's vault and closed stacks collections. They encouraged students to interact with the materials. Currently the librarians are implementing a photo setup to photograph materials so that they can be used for classes. The librarians will also work with faculty and students regarding research consultation, with the anticipated need being addressed in the Ricker Library, or across the extensive library network of the University and beyond. Currently the librarians can conduct individual research consultations remotely and in person.



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, Statement on NAAB-Accredited Degrees, is provided in its entirety in the following locations: ISoA website: <https://arch.illinois.edu/programs-applying/accreditation/>

In addition, the statement is included in promotional materials provided to prospective students.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The ISoA accreditation page (<https://arch.illinois.edu/programs-applying/accreditation/>) outlines accreditation procedures and provides a link to the following NAAB publications:

NAAB Conditions for Accreditation, 2020 Edition
NAAB Conditions for Accreditation, 2014 Edition
NAAB Procedures for Accreditation, 2020 Edition
NAAB Procedures for Accreditation, 2014 Edition

6.3 Access to Career Development Information



The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

The ISoA is committed to providing all the students with the most current and up-to-date information regarding the Architecture Profession and the process to enter the workforce and develop a successful career.

(<https://arch.illinois.edu/about/careers-in-architecture/>)

The ISoA has an Architecture Career Services center that helps students on four major tasks: soliciting and publicizing job openings for students and graduates, facilitating on-campus interviews between prospective employers and our students, organizing the annual Career Expo, and providing resume and job search assistance counseling and programming.

Every year employers from across the country representing the fields of Architecture and related fields in the AEC industry will come to the University of Illinois campus to showcase their firms, build relationships with the university, and interview potential candidates for both summer and full-time employment. Career XPO is hosted by the Illinois School of Architecture.

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

- www.ARCHCareers.org
- www.ncarb.org
- The Emerging Professional's Companion
- National Council of Architectural Registration Boards (www.NCARB.org)
- American Institute of Architects (www.aia.org)
- American Institute of Architecture Students (www.aias.org)
- Association of Collegiate Schools of Architecture (www.acsa-arch.org)

The Associate Director for Academic Affairs & Director of Graduate Studies works closely with the Associate Director of Student Affairs and Graduate Advisor regarding career opportunities, and networking as part of the student's curricular development and internship opportunities to help them actively plan for their future while offering guidance and support for a healthy balance in their career prospects and other needed career development preparations.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:



- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Items (a) through (h) are available through the ISoA's website, where there is a section devoted to accreditation materials: <https://arch.illinois.edu/programs-applying/accreditation/>

Statements and/or policies on learning and teaching culture are at:
<https://arch.illinois.edu/culture/>

Statements and/or policies on diversity, equity, and inclusion are at:
<https://arch.illinois.edu/about/statements/>

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

For a thorough application process see section 4.2.3

Forms and policies regarding the admission process can be found here:
<https://arch.illinois.edu/programs-applying/admissions/>



The ISoA moved to implement a holistic admission process that considers the whole student and touches all aspects of the application to best evaluate and select the admitted students. Typically, holistic admissions augment the consideration of traditional measures of academic achievement (e.g., portfolio, GPA, GRE) with rigorous consideration of an applicant's unique experiences and non-cognitive factors associated with success in graduate School. In addition, this process considers the academic success and potential of the student, their commitment, motivation, and leadership, and their life experiences and background.

It is the responsibility of the Illinois School of Architecture (ISoA) Admissions Committee to ensure that the ISoA selects those students with qualities, academic, professional, and others, that will allow for success in their Architectural studies. The Admissions Committee also selects students that demonstrate skills, experiences, and other attributes that will result in skilled and empathetic Architects with high degrees of professionalism and strong communication skills. Through the work of this committee, it is the goal of ISoA and the faculty to admit students who will make a positive contribution to the educational and personal environment of the ISoA and who will be the next generation of Architects and designers.

The Admissions Committee has the following specific objectives for the Admission and Yielding Process:

1. The Admissions Committee has direct responsibility for determining who is admitted to the ISoA M.Arch and M.Arch 2+.
2. The Admissions Committee is responsible for assuring compliance with the admissions policies and practices set by the University, the Graduate College, and the ISoA.
3. The Admissions Committee, in concert with the Associate Director of Academic Affairs & Director of Graduate Studies, will assume responsibility for assurance that best practices are adhered to.
4. The Admission Committee will put forward applicants who should receive a funding offer (i.e. Fellowship, Scholarship, Teaching Assistantship) with their admission.
5. The Admissions Committee, in conversation with the Associate Director of Academic Affairs & Director of Graduate Studies, will determine final funding offers for all selected applicants.
6. The Admission Committee will advise the Associate Director of Academic Affairs of those borderline applicants for purposes of admission and/or funding.

The ISoA follows the Minimum Requirements for Admission policy set forth by the Graduate College. An initial review of these minimum requirements has already been performed by the Graduate College. This review includes GPA, undergraduate



degree validation and compliance, transcripts, language proficiency, and international requirements (e.g., TOFEL, IELTS, etc.).

Internal student applicants who apply with a Bachelor of Science in Architecture Studies from the University are admitted with full status as part of the M.Arch program. Applicants who come from outside the Bachelor of Science in Architecture Studies from the ISoA, but hold a four-year B.S. or B.A in Architecture or International five-year professional degree are also admitted to the M.Arch program. These students demonstrate the following: a clear understanding and ability to design, represent, and make design decisions with great potential to succeed in a thoughtful and critical environment. Clearly demonstrates a high level of mastery in technical concepts, with the basic mathematical principle (algebra, geometry, trigonometry, calculus, etc.) and analytical procedures. An understanding and/or awareness of current and future trends. A high level of competency in digital and analogue tools, techniques, and processes, along with good writing and communication skills.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

The School of Architecture's Associate Director for Student Services and the Associate Director for Academic Affairs & Director of Graduate Studies sends email communications on a regular basis informing students of resources available and updates within the college. The administration office is located within the student's studio space and staff is available for students as a resource.

The FAA College and Graduate College (<https://grad.illinois.edu/prospective/funding>) as well as the University (<https://grad.illinois.edu/funding-jobs>) through the Office of Student Financial

Aid (<https://osfa.illinois.edu>) also sends frequent communications to students regarding upcoming financial aid opportunities.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

The School follows the University policy for the guidance in providing students with links and breakdown of tuition and fees on recruiting material, as well as during the admission materials and on the college's website. Incoming students are provided with details of general supplies and equipment needed during orientation and provided by the studio faculty and other faculty during the start of the semester. (<https://osfa.illinois.edu/cost/>)