



COLLEGE OF FINE & APPLIED ARTS

School of Architecture
117 Temple Hoyne Buell Hall, MC-621
611 East Lorado Taft Drive
Champaign, IL 61820-6921

August 1, 2023

Optional Response to the VTR: Report of Additional Evidence of Compliance

Dear NAAB,

Thank you for the opportunity to submit this report, which highlights graduate program qualities and provides additional evidence demonstrating compliance with the NAAB Conditions of Accreditation. We worked diligently during the spring and over the summer to amplify our course assessment protocols and address the VTR.

Consequently, this report is organized to respond to areas not met and highlight qualities such as:

- Our school's history-making diversity of faculty
- A second, new benchmark for meeting NAAB criteria
- The summer assessment of graduate studios held at the Chicago Architecture Center
- Assessment of non-studio courses

We thank the Visiting Team and NAAB Staff for their dedication to accreditation activities, which we believe invaluable contributes to the graduate program at Illinois. Please see below.

Additional Evidence of Compliance for Areas Noted Not Met:

PC2 Design

Demonstration of additional evidence:

During our recent Spring / Summer 2023 assessment cycle, the program established a new **benchmark of 80%** for courses to meet the 2020 Program and Student criteria. This benchmark is 12% higher than previously set during the Fall 2022 assessment cycle. As stated in our APR, we will annually revisit our benchmark and implement course modifications as needed. In response, ARCH 575 Integrative Architecture Design Studio

instructors met at the Chicago Architecture Center and assessed student work, recommending course modifications for future iterations, as noted below.

ARCH 575 Integrative Architecture Design Studio: The program has carried out a second round of assessment. All ARCH 575 studio instructors met to assess their students work during summer 2023. This resulted in an assessment document (attached) with recommendations for course changes and improvements. This assessment process will continue every academic year focusing on recommendations for the following year. See attached **Exhibit A** assessment forms.

PC4 History and Theory

Demonstration of additional evidence:

To address this PC, Two non-studio, architectural history courses at the undergraduate (*ARCH 417 Modern and Contemporary Architectural History*) and the required course at the graduate level (*ARCH 517 Contemporary Architectural History*) were evaluated to show evidence of continuing cycles of assessment. Particular emphasis was placed on recommendations for improvement.

See attached **Exhibit B and Exhibit C** assessment forms.

PC5 Research and Innovation

Demonstration of additional evidence:

For this PC, the required non-studio course *ARCH 521 Advanced Topics in the Environment, Architecture and Global Health* was evaluated, yielding recommendations for improvement as part of a cyclical, ongoing course evaluation protocol.

See attached **Exhibit D** assessment forms.

PC6 Leadership and Collaboration

Demonstration of additional evidence:

To meet the requirements for PC6, we assessed the work produced in the non-studio course *ARCH 501 Professional Practice* and yielded recommendations for improvement to be undertaken in ongoing semesters.

See attached **Exhibit E** assessment forms.

PC8 Social Equity and Inclusion

Demonstration of additional evidence:

To meet the requirements for PC6, we assessed the work produced in the non-studio course *ARCH 501 Professional Practice* and yielded recommendations for improvement to be undertaken in ongoing semesters.

See attached **Exhibit E** assessment forms.

SC2 Professional Practice

Demonstration of additional evidence:

To meet the requirements for PC6, we assessed the work produced in the non-studio course *ARCH 501 Professional Practice* and yielded recommendations for improvement to be undertaken in ongoing semesters.

See attached ***Exhibit E*** assessment forms.

SC3 Regulatory Context

Demonstration of additional evidence:

ARCH 575 Integrative Architecture Design Studio: The program has carried out a second round of assessment. All ARCH 575 studio instructors met to assess their students work during summer 2023. This resulted in an assessment document (attached) with recommendations for course changes and improvements. This assessment process will continue every academic year focusing on recommendations for the following year.

See attached ***Exhibit A*** assessment forms.

SC6 Integration

Demonstration of additional evidence:

ARCH 575 Integrative Architecture Design Studio: The program has carried out a second round of assessment. All ARCH 575 studio instructors met to assess their students work during summer 2023. This resulted in an assessment document (attached) with recommendations for course changes and improvements. This assessment process will continue every academic year focusing on recommendations for the following year.

See attached ***Exhibit A*** assessment forms.

5.4 Human Resources and human resource development

Demonstration of additional evidence:

As required, the school has now hired an architectural license advisor as the School's Professional Career and NCARB Licensing Advisor. He will start at the School this Fall 2023 and work with all students with regard to their career and licensing opportunities.

5.5 Social Equity, Diversity and Inclusion

Demonstration of additional evidence:

We are pleased to welcome the most diverse faculty in the school's history for the Fall 2023 semester. In addition, out of **13** new tenured, tenure-track, or Teaching Assistant Professor faculty hires, **8** are women, and **4** are from racial and ethnic minority groups (one Asian, one Black, two Hispanic). Furthermore, **one-half** of the graduate studio teaching faculty will be women. This diversity responds to the VTR's comments: "The

program fully acknowledges the need to increase representation of women and minority groups among tenure and tenure track faculty.” For the Fall 2023 semester, the school immediately implemented a plan in response.

The VTR noted that information was missing in the APR about required student demographic data compared with the institution as a whole.

The required information is attached as **Exhibit F**.

6.1 Statement on NAAB-Accredited Degrees

Demonstration of additional evidence:

The School of Architecture has posted the required statement to the Graduate Catalogue here <http://catalog.illinois.edu/graduate/faa/architecture-march/>

The VTR noted the need for the statement posting.

6.5 Admissions and Advising

Demonstration of additional evidence:

The required forms and processes for evaluating the content of non-accredited degrees can be found here <https://arch.illinois.edu/programs-applying/admissions/>.

With the above additional evidence of compliance, we are confident that the program meets the Conditions, we are dedicated to continual assessment and crucially, implementing program modifications in response. If I may answer any further questions, please let me know.

Warm Regards,

Tait Johnson, Ph.D.
Graduate Program Coordinator and Ph.D. Program Chair
Illinois School of Architecture
University of Illinois at Urbana-Champaign
trjhnsn2@illinois.edu

EXHIBITS ON THE FOLLOWING PAGES

Exhibit A

MEMO

UIUC School of Architecture ARCH 575 Studio Assessment Meeting

Location:

Chicago Architecture Center
Design Studio Classroom
111 E. Wacker Drive
Chicago, Illinois 60601

Date/Time:

Thursday July 13, 2023 1:00 pm to 3:00 pm

Faculty Attendees:

Nathalie Belanger
Thomas Leslie
Scott Murray (remotely)
Patricia Saldana Natke

The faculty gave a summary of their studio project brief, studio trips, and required year end deliverables. A discussion took place while viewing (6) six studio projects.

The faculty discussed the following potential strategies to improve the delivery of ARCH 575:

- Prepare model syllabus language for all instructors to use related to Student Criteria that will be addressed in each 575 studio, as well as sample course schedules
- Consider implementing prerequisites for ARCH 575 (currently first year students are able to enroll in 575, but they have not yet completed the core courses on Structures and Environmental Systems, which are typically taken in the first year. Students may be better positioned to integrate this knowledge into their design work *after* they complete the core coursework in ARCH 536 Structural Systems and ARCH 537: Control Systems. This would mean that ARCH 575 is taken by second-year graduate students only, although exceptions could perhaps be made for exchange students based on their skill levels).
- Consider developing a schedule of joint lectures/presentations on building integration and synthesis topics to be shared across 575 sections
- Additional completed student reports, such as tech reports and ethical material research reports, to be shared with all Arch 575 professors to enhance knowledge transfer amongst the faculty and students
- Faculty of ARCH 575 will meet more frequently to discuss successes and challenges for further assessment (twice per semester, or as instructors see fit)

Exhibit B

Assessment - Spring 2023 Illinois School of Architecture

ARCH 517 - Contemporary Architectural History
Instructor: Benjamin Gross

Purpose: This form will be used by the course instructor and the school Assessment Committee to gather reviewer feedback about course outcomes and NAAB criteria.

Instructions: Complete steps 1 through 4.

Step 1: Insert (or keep) criteria below that you believe pertains to your course		Step 2: Academic Assessment Type: Below, copy or write in aspects of assessment that address NAAB criteria	Analysis	Step 3: Instructor's Assessment - You may provide a brief explanation (optional.)	Step 4: Instructor's plan for course modification - What is your plan to modify the course, based on assessment, if any?	Administration / Program Area course specific recommendations.
NAAB Criteria	Assessment Question					
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.	Briefly summarize a particular aspect of the homework assignment (if relevant)	The course has two major assignments. The first is a field research essay which requires the students go to a site and interview the responsible architects. Not only are they learning to do primary research, an increasingly important component of professional practice, but they are also learning about professional practice itself by discussing design methods and application through built case studies. This allows the students to understand the importance of licensure. The second assignment is carrying out research on contemporary building practices around the world. Once again, students directly engage with professional practice throughout the world, and the challenges architects are meeting in each location. This work-view enables students to understand the role that architects play in shaping present and future built environments, as well as visualize similarities and differences in professional standards and practices throughout the world.	Professor makes sure that students understand the role of professional practice in the development of projects. This includes discussing: 1.The influence of architects on each through "coaching" trees. 2.The importance of professional licensure to provide a standard of care. 3.The ways that architects continue to learn from all aspects of practice, including updated code requirements, innovative technology, and social considerations of each location. 4.The History of the formation of, and participation in, professional and accrediting architectural practice associations like AIA, NCARB, NAAB, etc.	Continue to develop lesson plans that highlight career path development and professional practice.	
		Copy in a particular Exam question (if relevant)	In class we have discussed several fires in which a lack of means of egress played a significant role in the resulting tragic loss of life. As a licensed professional, what is the most important duty you have as an architect? a.The building must be beautiful. b.The building must be functional. c.Maximize profitability. d.Safeguard life safety for occupants. e.Ensure maximum energy efficiency.	Professor/instructor includes at least two questions in midterm and two questions in final exam, focused on career paths and professional practice. Exam questions are both history based, e.g., the history of professional practice, and forward looking, "learning to learn" how the profession has evolved over time.	Professor will continue to incorporate additional questions that highlight the role of career paths and professional practice.	
		Briefly summarize a particular aspect of the project (if relevant)	1.History of licensure and the development of professional standards. 2.The importance of internships and learning by doing. 3.The various positions within a firm, including zoning and building code application.			
		Briefly summarize a particular aspect of some other assessment activity (if relevant)	See brief summary response.			
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.	Briefly summarize a particular aspect of the homework assignment (if relevant)	Homework assignments includes two essay assignments which focus on different aspects of History. The first, is a field study of a building built after 1950, and within a 200 mile radius from campus (to ensure that it is a day trip at the most for a student). The field study essay requires them to make an effort to find the architects, clients, and users of the selected building and develop a thesis about the project and its execution. The second assignment is a presentation booklet that summarizes contemporary architecture as it is being practiced around the world. Students investigate projects built since in the last 5 years, and document it with sketches, utilizing architectural focus, describe the ways that the Industrial Revolution democratized architectural practice.	Professor/instructor continuously monitors the need to change the course content to provide improved lesson plans that deliver clearer content regarding architectural and urban History. This means reviewing course evaluations, faculty input, especially studio instructors, and re-writes exam material to prompt critical thinking skills and analysis. Students are presented with multiple choice answers, short answers, and essays during exams to ensure that students display writing and critical thinking skills that are fundamental to if students are acquiring knowledge based on the built environment, and are capable of applying lessons learned to their studio projects. Aspects include: parti, plan development, use of sections, perspectives, diagrams, in case studies to Instructor carries out assessment by evaluating through essays, exams, and other assignments if students understand fundamental meta-concepts like Modernism and Post-Modernism, as well as specific modalities of design processes, like Parametricism, Organic, Structural Exhibitionism, Expressionism, and so on. The instructor seeks to provide students with a clear understanding of the multiple way that various architects throughout History have applied design criteria and philosophies that embody a certain time and place. Professor/instructor in constantly evaluating how to introduce more material on the subject, to be able to present students with more examples of social equity and inclusion designers and projects. Often, Professor seeks to integrate the School's	As students continue to provide feedback both directly from exit interviews and evaluations, and from the late semester research project, Professor/instructor is	
		Copy in a particular Exam question (if relevant)	_____ _____ _____ _____			
		Briefly summarize a particular aspect of the project (if relevant)	While not a studio course, ARCH 577 utilizes projects and built buildings, landscapes, and urban design to demonstrate precedent concepts, and the application of design processes to develop site-specific solutions. The course also utilizes these case studies to illustrate how architectural vocabularies have been evolving and reflecting the technology and value systems of each period. This is done so that students see architectural history as part of the their tool kit of design strategies in studio and in professional practice.			
		Briefly summarize a particular aspect of some other assessment activity (if relevant)	Arch 517 as the History course, coordinates with ARCH 577, the Theory course, to ensure that students are able to integrate iteratively the relationship between History and Theory. This enables students to see History and Theory as two sides of architectural practice. Where theory answer-why? History answers who, what, how, and where? Together, students learn about zeitgeist, e.g., the spirit of the time, and how architecture has always addressed the challenges of its time, like Modernist responses to rapid industrialization, and today, the need to mitigate climate change and engage in sustainable practices.			
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.	Briefly summarize a particular aspect of the homework assignment (if relevant)	Students are encouraged, especially in the second research essay, to investigate contemporary architecture practices throughout the world, and specifically outside of the United States, Canada, and Central and West Europe. Students are also encouraged to suggest new buildings and projects designed and developed by traditionally marginalized 40. _____ designed by _____, attempted to address a self-building process to produce grassroots urban environments in Egypt. -a. New Gourse Village, Hassan Fathy Lesson plans highlight often forgotten BIPOC architects and designers from 1850 to present. For example, as part of the Lecture covering the tensions between Neo-Classicism and Modernity, Professor introduces Julian Abele and his design for Harvard's Widener Library. I later in the semester, other architects from marginalized communities like Ellen Gray and	As students continue to provide feedback both directly from exit interviews and evaluations, and from the late semester research project, Professor/instructor is		
		Copy in a particular Exam question (if relevant)				
		Briefly summarize a particular aspect of the project (if relevant)				

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.

Briefly summarize a particular aspect of some other assessment activity (if relevant)

Briefly summarize a particular aspect of the homework assignment (if relevant)

Copy in a particular Exam question (if relevant)

Briefly summarize a particular aspect of the project (if relevant)

Briefly summarize a particular aspect of some other assessment activity (if relevant)

Students are assessed in their knowledge of Social Equity and Inclusion, by becoming aware of often neglected historical figures originating in marginalized communities. They are also assessed through the end of the semester research project, where they must find architectural

(if Students are encouraged to discuss in their analytical essays topics like life-safety, structural codes, and other applicable codes to demonstrate their impact on form and function.

The _____, which occurred in 1911, killed 146 people, some as a result of jumping from the building's tenth floor to their death, produced radical changes to building fire codes and means of egress.

Building designs throughout the semester are analyzed in terms of how life-safety considerations, including parti development and means of egress incorporation. Other aspects of regulatory context that are included are structural changes in codes and building practices as a result of natural disasters and other tragedies that include the Earthquake Resilience Challenge. Students are regularly assessed through exam and essay questions on Regulatory context and its application in historic precedents.

Professor/Instructor is reviewing with TAs and students acquired knowledge. Special emphasis is carried out by the instructor on the importance of architects knowing and applying life-safety criteria and local, state and federal law.

Instructor monitors changes in codes that may apply to overall building morphology and physiognomy. For example, current energy initiatives are changing much of

As codes change, this changes become incorporated into the course lesson plans to illustrate their impacts. This includes ADA, Fire, Energy, and Structural Codes.

Exhibit C

Assessment - Spring 2023

Illinois School of Architecture

ARCH 417 - Modern and Contemporary Architectural History

Instructor: Tail Johnson

Purpose: This form will be used by the course instructor and the school Assessment Committee to gather reviewer feedback about course outcomes and NAAB criteria.

Instructions: Complete steps 1 through 4.

Step 1: Insert (or keep) criteria below that you believe pertains to your course		Step 2: Academic Assessment Type: Below, copy or write in aspects of assessment that address NAAB criteria	Analysis	Step 3: Instructor's Assessment - You may provide a brief explanation (optional.)	Step 4: Instructor's plan for course modification - What is your plan to modify the course, based on assessment, if any?	Administration / Program Area course specific recommendations.
NAAB Criteria	Assessment Question					
<p>PC.4 History and Theory</p> <p>—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.</p>		<p>Briefly summarize a particular aspect of the homework assignment (if relevant)</p> <p>Copy in a particular Exam question (if relevant)</p> <p>Briefly summarize a particular aspect of the project (if relevant)</p> <p>Briefly summarize a particular aspect of some other assessment activity (if relevant)</p>	<p>The learning objectives include, "Critically analyze architecture in relationship to important contexts in which you develop arguments and frameworks of thought about architectural history." As such, the context examined is the Social / cultural histories of Architecture; economic histories of architecture; political forces nationally, political forces globally</p> <p>Social histories: In the reading "Garden Cities of Tomorrow" by Ebenezer Howard, the author labels the primary types of urban conditions as Cultural histories: What was a primary goal of Gaudi's architecture? Economic histories: How did the Bessemer Process change architectural production? Political histories: In the Manifesto of Futurist Architecture by Marinetti and Sant'Elia they advocate for the modernization of Italy. Which is a way futurists believed that modernization would make Italy better?</p> <p>The final project, a 10 page research paper, requires students to utilize evidence including political, social, economic, contexts of a work of modern architecture to support an argument about its significance.</p>	<p>These objectives are purposefully focused on contextual histories that include social, political, economic, political forces. One often-reinforced lesson in the course falls under the acronym, SPETE: Social, political, economic, technological, ecological. This helps remind and reinforce such influences on architecture.</p>	<p>The learning objectives in the course syllabus will be modified to expand upon the diverse social, cultural, economic, and political contextual influences on architectural history.</p> <p>The exam questions will be categorized to fall into the PC4 assessment areas of social, cultural, economic, and political forces.</p> <p>The final project will explicitly cite the importance and analysis of social, cultural, economic, and political contextual influences.</p>	

Exhibit D

Assessment - Spring 2023

Illinois School of Architecture

ARCH 521
Bolo, Christina

Purpose: This form will be used by the course instructor and the school Assessment Committee to gather reviewer feedback about course outcomes and NAAB criteria.

Instructions: Complete steps 1 through 5.

Step 1: Insert (or keep) criteria below that you believe pertains to your course	Step 2: Stated learning objective (from syllabus) directly related to NAAB criteria.	Step 3: How do students demonstrate their attainment of the learning objective? Insert example assessment tools.	Step 4: Provide evidence of learning objective attainment related to specific Step 3.	Step 5: Instructor's plan for course modification - How will you modify the course, based on this assessment?
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NAAB Criteria	Assessment Question	Related Learning Objective	Assignment Prompt	Student Answer
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.	Translate research findings into applicable concepts for designing and planning of the environment	Paper assignment: Skim <u>ping</u> peer-reviewed, primary research journal articles on a single topic of choice. This topic should be related to health and wellbeing in the built environment and should combine a principle with a setting. Write the three most important findings from each of these articles (27 findings total). Write a paragraph (+/- 200 words) of your interpretation of the design implications of each research study. Having read these three articles, what design decision can you now advocate for? Write a short, persuasive paragraph (almost like an email) to a pretend client about why you can make this design decision, providing specific evidence from the studies.	<i>For the design proposed for ABC High School, these are design interventions I would like to advocate on based on my research. They would bring out more wholesome and well-rounded individuals in the long run. I would like to propose community gardens in the kindergarten section up to grade 5, as studies have shown the importance of hands-on learning for better grasp of concepts and teachings (Detweiler, U. et al. 2015). A community garden would help children learn the importance of the natural environment while also teaching them the core values of caring, responsibility, sharing, facing failure, and other important values needed in society as adults. Another intervention I would like to propose is an outdoor classroom. A space without heating or cooling, much like a trehouse on the ground. Having classes here, even once a week, allowing children to be a part of nature can teach them important lessons on concentrating with distractions present as well as learning to embrace nature and relate to the natural environment while learning the theory taught by the teacher. This can also help to eradicate differences that children might otherwise place importance in such as race and gender (Kuo, M. et al. 2019) which could lead to bullying etc. in their growing years. Being exposed to a multi-sensory environment, relating to different colors, textures, sounds, smells, and feelings can help them be more accepting of nature as well as people.</i>
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.	Explain how culture and lifestyle are related to health concerns rising from the environment.	Quiz question: Think about the Post Disaster School video: How would this project be different if the context were YOUR home country? In this short essay, first tell us a little about your home country, and then tell us about the differences you can imagine for a Post Disaster School. How would the process be different? Is the likely disaster different? How would the building look different?	<i>If this project were in my home country of the United States it would most likely look very different. Depending on where you are in the country the disaster could be either a wildfire, hurricane, or earthquake. In the case of a hurricane one of the main constraints for the rebuilt school would be the high of possible flood waters. This could cause architects to propose lifting the building up higher or placing programs on the first floor that would not be ruined in a flood. The building would most likely be mostly enclosed and not open to the nature such as the Post Disaster School. This is because of the heat in the south, but there would most likely be operable windows to create good air circulation. And finally the building might also use materials such as wood found on site, similar to the Post Disaster School.</i>
		Explain how culture and lifestyle are related to health concerns rising from the environment.	Quiz question: Shannon Kraus stated that "buildings impact neighborhood, neighborhoods shape place, and places influence behavior". Bill Davenport said that the formula of life and good health are genetics, lifestyle, and environment. Reflect on how does the place that you live now influences your health behavior? Does it support or hinder you to live a healthy life?	<i>I believe that the place that I live now supports a healthy life. I have been newly introduced to public transit. I has taken personal adjustments to use it, but I love it. Kraus discussed walkability of a neighborhood. I realize I greatly enjoy the short walks to the bus stop. They give me exercise as well as make me feel more connected to my local community. I wave at neighbors as well as the unspoken kindred experience of seeing the same person on the bus multiple times in a row.</i>
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.	Identify environmental design interventions that can improve health outcomes for specific populations.	Quiz question: After reading about how the built environment can support health equity, reflect on the neighborhood where you live now. 1) Describe which aspects of your neighborhood need to be improved according to the readings. 2) What are three the built environmental design strategies that can be implemented to improve it?	<i>1) The aspects of my neighborhood that need to be improved would be access to healthy food systems and better healthy neighborhood design. My neighborhood is situated far from healthy food options if one does not have a vehicle and the nearest food options are mostly fast-food. The design of the neighborhood could be improved as it relates to social capital. My neighborhood feels isolated from within, as well as to the community at large. 2) Some built environment design strategies to improve access to healthy food systems would be more food options zoned and built close to my apartment complex, better public transportation to the nearest grocery stores, and the design of a local community garden. For the design of the neighborhood to improve social capital, I would suggest the built environmental design strategies of the community garden already mentioned, more outdoor recreational facilities, and perhaps even a community center with events or amenities to bring residents together.</i>
		Identify environmental design interventions that can improve health outcomes for specific populations.	Essay question: The reading "MHP Chapter 9" elaborates on how the built environment can support vulnerable populations to achieve optimal health and quality of life. 1) According to the reading, what are the factors that made populations vulnerable? 2) In your community, are there any groups that are more vulnerable? Why is that and how can the built environment be better designed to support the vulnerable population in your community?	<i>1) According to the reading, there are various major factors that make the populations vulnerable among which are categories in personal characteristics and conditions in social and built environment. (a) their age, such as children and older adults - as for children they have a limit in judgment, mobility and are vulnerable to harsh and pollutant environment. Older adults may be vulnerable due to the presence of unsafe pedestrian environments, air pollution, or extreme weather events or due to the absence of monetary resources. (b) their disability status, such as people with mobility, vision, hearing, and cognitive impairments - makes it difficult for them to move around freely without someone's support or guidance for their own safety. (c) their socioeconomic status, such as persons with low income or little education - they are often due to disproportionate exposure to risks such as substandard housing or to inequitable access to community resources such as transportation services, health care facilities, and parks (d) their isolation, such as persons segregated by race, ethnicity, or age - result from many factors, such as old age, inability to speak the prevailing language, a physical or cognitive limitation, or a mental health condition. Other vulnerabilities under this section include cultural misunderstandings that cause mistrust and confrontations, as well as limited educational achievement. 2) In my community there are groups that are not economically stable and neither have proper housing, they are socio economically vulnerable. They are from the very low income group and lack basic housing facilities, they live in temporary hut structures along the road by the station, due to which they donot have access to proper health care facilities or any other community services. Their earnings are dependent on daily wage jobs (which remotely depends upon if they are picked to go to work for that particular day), but do not make enough money which can be saved after completing the current day expenses for sustenance of themselves in the family. What we can do is put two steps into action simultaneously, one would be to relocate them to proper government standard housing which has subsidized rent and second would be to help them get permanent or contract based long term job according to the skill sets they have, thereby improving their living standards and economic situation. This would not only help</i>

Exhibit E

Assessment - Spring 2023

Illinois School of Architecture

ARCH 501 - Professional Practice

Instructor: David Isern

Purpose: This form will be used by the course instructor and the school Assessment Committee to gather reviewer feedback about course outcomes and NAAB criteria.

Instructions: Complete steps 1 through 4.

Step 1: Insert (or keep) criteria below that you believe pertains to your course		Step 2: Academic Assessment Type: Below, copy or write in aspects of assessment that address NAAB criteria	Step 3: Instructor's Assessment - You may provide a brief explanation (optional.)	Step 4: Instructor's plan for course modification - What is your plan to modify the course, based on assessment, if any?	Administration / Program Area course specific recommendations.
NAAB Criteria	Assessment Question				
<p>PC.1 Career Paths</p> <p>—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.</p>	<p>Week 1: What is the Architecture Practice</p> <p>After the introductory presentation of the class, please answer the following question: Who are you as a future architect?</p> <p>Week 4: Entering the Profession and Creating your Career</p> <p>Read MALHOTRA, DEEPAK. 2014. "15 Rules for Negotiating a Job Offer." Harvard Business Review 92 (4): 117–20. and 11 Architect Salary Negotiation Tips Links to an external site. Also listen to The Midnight Charette Podcast - How to Design Your Architecture Career by Young Architects.</p> <p>After reflect on how you would create your own path toward entering and pursuing an architecture practice.</p> <p>Week 8: Career Develop</p> <p>After Listening to Podcast:</p> <p>Business of Architecture Episode 233 - Architecture as Business and Product with Ricardo Álvarez-Díaz and reading The Architect's Handbook of Professional Practice, 15th Edition. American Institute of Architects. Wiley Press, 2014. Chapters: 3.1 - Regulation of Professional Practice (pg. 52), 3.2 - Intern Development (pg. 68), 3.3 - The Career Paths of an Architect (pg. 82), 5.5 - Practicing in Professional Organizations (pg. 99) work on the following case studies:</p> <ol style="list-style-type: none"> 1. Shaped by his heritage: Ricardo Álvarez-Díaz's path into starting and building an architecture firm had been shaped by his Cuban-Dominican heritage. 2. Resolving the Crisis: What to do after the Housing Crisis 	<p>Week 1: What is the Architecture Practice</p> <p>The goal for this assignment is to reflect on the current experience, knowledge, likes and dislikes, and describe how the students feel at this moment in time as you look towards their future. Their aspiration and goals and how they align to one predetermined trajectory. This is meant to be a reflection as much as a practice to project for the future, not what we expect the students to be.</p> <p>Week 4: Entering the Profession and Creating your Career</p> <p>Students had lots of question regarding this. The content was good for them but there was a lot of it. This lecture needs to be expanded and broken down into smaller pieces.</p> <p>Week 8: Career Develop</p> <p>These presentation and case studies not only introduced the students the way of working in case studies but also how to Create a Career when starting from Zero. Students enjoyed this content, having crated a good response to the case studies, but also having great discussion about how to create the own career paths.</p>	<p>The content of these lessons were good and students seemed to appreciate them. However each lesson contain too much information for students to take in. Some of the lessons about entering the profession and NCARB should be broken down into smaller digestible lessons over the course of the semester.</p> <p>The NCARB lecture should be also more regarding the ethics behind getting a license and not just the process of getting a license. It is important that the students understand the responsibility they have as they go through that process.</p> <p>The course will need to bring younger architects, recently licensed architects, to talk about the experience and how they manage their workload and the process of the ARE and IDP.</p> <p>Student enjoyed the ideas regarding the possibilities that a degree in Architecture can produce. The question, discussion, and assignments replies were truly great and insightful.</p>		

<p>Week 10: NCARB</p> <p>Create your NCARB Account and submit a screen shot to Canvas</p> <p>After the presentation from the NCARB President, in 300 words or less, reflect on the process of licensure. After learning more about NCABR and their regulations regarding the AXP's and AREs, as well as the cost associated with the licensure process, analyze the positive and negative aspects of this process and what are your thoughts regarding your engagement with them. Conclude by taking a position or suggesting what you, as a new graduate from a professional architecture program, would like NCARB to do to open this process.</p> <p>Week 13: Non-Traditional Practices</p> <p>Watch AIA Webinar "Non-Traditional Career Paths in Architecture" and reflect on the paths the speakers took. What was of interest to you? How did their path toward architecture or away from the Practice help you think and consider other career opportunities? Is there a career where you will use your skills</p> <p>Week 14: The Future of Practice</p> <p>You just heard from three architects who are practicing architecture across the US and bring innovative solutions to the practice (i.e., VR, 3D CNC Manufacturing, Grassroot Community Engagement). Are there any innovative practices you would like to take on as you enter the profession?</p>	<p>Week 10: NCARB</p> <p>Students were enthusiastic about this process but the amount of information was overwhelming to some of them.</p> <p>Week 13: Non-Traditional Practices</p> <p>Bringing Architects practicing non-traditional architecture was a good way of showing students that their education is applicable in many ways and that students are able to position themselves in many areas of the practice</p> <p>Week 14: The Future of Practice</p> <p>Students need to think outside the box on how to move the profession forward. This activity brought great innovative proposals and help the students see how their skills and preparation are not restrictive but open ended.</p>	<p>The leadership and collaboration portion of the class pedagogically was good. It brought together many individuals to present their work and position. However, this portion of the class fell short in presenting the students' ideas.</p> <p>Therefore, We will need to do break out session of this class to have students present their ideas, position, and reflections to other students. Not only this will contribute to the creation of a better collaborative and interactive discussion, it will also allow individual students to reflect and learn from their peers - perhaps the start of their leadership process.</p> <p>Restructure the sequence will also be good. We will start with the gathering of materials from students who can use to promote themselves. Later they will work to produce a resource they can pull from.</p> <p>Rearranging the sequence will also be important to accommodate the new date of the Schools Career Expo and the pedagogical needs of the Class.</p>
<p>Week 3: Market yourself: Portfolio, Resume, and LinkedIn</p> <p>After reading Emma Walshaw, "Architecture Career Guide: How to Market Yourself as a Freelance Architect" and reviewing the Portfolio and Resume presentation (Lecture 3 _ Portfolio & Resume-2.pdf) Download Lecture 3 _ Portfolio & Resume-2.pdf) from class, reflect on some of the ideas you have learned now and over the years regarding promoting your work and your skills to an industry that operates in the mix of science, technology, and art.</p> <p>Be critical about your weakness and strengths and how you promote and edit your work to present it to potential employers. Reflect on how you will approach this process for the upcoming Career Expo and future employment opportunities.</p> <p>Week 6: How to interview & Redefine Leadership in Architecture</p> <p>What do you consider your weaknesses are when applying for a job? What are your strengths?</p> <p>What do you look for in a work Partner? Do you provide those skills? Or does your partner supplement your skills?</p> <p>After reading "Architects define leadership for a changing profession" by Kathleen M. O'Donnell, and watching the Video for the panel "Creating the Dream Team: Pursuing Diverse Leadership in Architecture" how would you promote yourself in the Architecture practice? What would your response be when asked what your skill are? What questions would you ask if you are interview a potential employee? Why are they important.</p>	<p>Week 3: Market yourself: Portfolio, Resume, and LinkedIn</p> <p>Students needed to understand their strengths and weaknesses and how they appear on paper. This was to be a reflective exercise for students to truly understand how to navigate the profession, and how to enter the profession seamlessly.</p> <p>Students also need to reflect on how to make themselves active in the profession, and how fast the world of hiring is changing.</p> <p>Week 6: How to interview & Redefine Leadership in Architecture</p> <p>Students needed to reflect on their skills and position of how to become a leader. They needed to reflect and understand that to be a leader you don't have to be good at everything, but good in certain things and focus on them. Leadership is ultimately about people working with people.</p>	

<p>PC.6 Leadership and Collaboration</p> <p>—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.</p>	<p>Career Expo</p> <p>What are your goals for the Career Expo? Think of how you will approach your interviews/conversations with potential firms/employers. What are your expectations? What do you want to gain from this process? How will you respond to their needs? Think of the general questions you will ask all firms and the best potential answer you would like to get from them. Are there firms you are more excited to talk with? What would be your strategy to show your engagement and contributions to solving their problems be?</p> <p>There is no format for this assignment; you can do a paragraph, short sentence, contextual bullet points, etc. The important part is that you use this assignment as a way to think about your steps before you go to the Career Expo. So BE THOUGHTFUL AND USE THIS EXERCISE TO YOUR BENEFIT.</p> <p>All should attend the Career Expo. You never know where a new and better opportunity might come up. But, if you are not attending the Career Expo write about your experience finding your first job and going through the interview process.</p> <p>Week 12: Diversity in Architecture</p> <p>In the United States today, Architecture remains a profession that needs to be more diverse, lagging behind many other industries. However, research has shown us that a diverse workforce increases companies' creativity, productivity, debate, and problem-solving. Therefore, diversity must be part of the process each of us considers when entering the practice of architecture.</p> <p>Read, watch, reach and listen to the podcast provided by Kimberly Dowdell, President of the AIA and former president of NOMAS and principal of HOK Chicago, speaking about the need for diversity in the profession.</p> <p>You must watch the "AIA Future Forward - Kimberly Dowdell, AIA, NOMAC", Listen to "Why Architects Should Be 'ALL In' for Diversity", and read "Creating a Culture of Justice, Equity, Diversity and Inclusion for Your Architectural Practice.</p> <p>After reflect on how the profession has or has not changed over time and how you have seen this change. There is no right or wrong answer. You can take a position and elaborate on it from your experience and perspective.</p>	<p>Career Expo</p> <p>This was a crunch week for the students, producing their portfolios, resumes, and letters, with the intent to put their best foot forward. But most importantly they needed to make sure to do their research about each firm they wanted to interview with. This provide a great insight as some students choose, or decided not to interview with a firm after they had learned more about the firm and their work.</p> <p>Week 12: Diversity in Architecture</p> <p>This was a great week for the class. Students truly reflected on the course material. I saw a great engagement and level of attention during this period.</p>	<p>Sequence should be:</p> <ol style="list-style-type: none"> 1. Market Yourself 2. How to Interview 3. Career Expo 4. Diversity in Architecture
	<p>Week 2: Ethics in Architecture Practice:</p> <p>Often when we want to codify if one of our actions is ethical, we ask ourselves one of these three questions:</p> <p>Is it legal? The purpose of this question is to get you to look at existing standards. Is it balanced? ...The purpose of this question is to activate your sense of fairness and rationality.</p> <p>How will it make me feel about myself?...</p> <p>After reading The AIA Code of Ethics and listening to the lecture, provided by a panel of three practicing architects from Small, Medium, and Large firms students need to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do you see as the most crucial element of practicing ethical architecture? 2. How can an architect not break the law, be in balance with the profession and the work, and feel good about oneself? <p>Week 4: How does the Architecture promote a Socially Responsible practice?</p> <p>After reading the chapter "ResponseAbility" in Jonatha Hill's book Occupying Architecture and listen to the presentation and conversation with NGOs leaders that work directly with Architects to promote community and social responsibility, which of the six methods (i.e., Culturally Effective, Adaptive Reuse, Community Engagement, Pro-Bono Work, Sustainability, and Affordability) or any other method you have worked with or know about, which one resonates most with you, and why?</p>	<p>Week 2: Ethics in Architecture Practice</p> <p>The purpose of this question is so the students focus on your own emotions, standards, and sense of morality. Reflect on their own experience with the knowledge they currently have. Think of what they have done or would do to ensure they are an ethical person contributing to the Architecture Profession.</p> <p>Furthermore they need to reflect on what the role dependent on the size of the practice is, and how it differs or stays the same.</p> <p>Week 4: How does the Architecture promote a Socially Responsible practice?</p> <p>The Purpose of this question is for students to consider how they can have agency with society in many different ways. And how they can be agents of change as part of the work and practice.</p>	<p>Reflection:</p> <p>After analysing not only the weekly assignments but the whole proposed structure of the course with regards to the understanding of practice and regulatory requirements, the class could rearrange the course materials, so they for example, the Typology of Firms are place at the start of the semester as to give student a context and a framework to understand better the more theoretical principals of Social Responsibility, Finances, Fees, and Ethics.</p> <p>The students struggled to understand the more broader terms because they did not have a frame of reference, or how one student understood it vs another student was solely based on their previous experience.</p> <p>Sequence should be:</p> <ol style="list-style-type: none"> 1. Firm Typologies 2. Ethics in Architecture Practice 3. Laws and Order of the Profession 4. How does the Architect Promote Social Responsibility.

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.

Week 5: Laws and Oder of the Profession

After reading chapter 4 of Law and Practice for Architects and listeningn to Karen Greenstreet (author) reflect using the folloing two questions:

1. Where do you think Architects fail to understand the law?
2. How does the design process help architects understand the laws that gover their actions and abilities?

Week 7: The Finacials and Fees

After listenig to Ricardo Álvarez-Díaz, AIA, NCARB, CAAPPR Presentation, how do you become an expert Architect that design not only their building, but their fees, inventory, finances, and profitability?

Remember Alvarez-Diaz notes on amature practicinore and expert practioner, what are the differences from each other, and how to get there?

Week 9: Firm Typologies and their Contracts

Lucas Gray presentation titled "TYPES OF ARCHITECTURE FIRMS AND THEIR BUSINESS MODELS" bring a new look into firms and how they are founded, created, established, operated, transfered, and everyhing else in between. Therefore, What firm do you see yourself either work for or running?

Case Study: Vision | Mission | Objectives | Strategies | Action Plan

Studetns were required to select a larger firm that has more than one office or is over 100 people and one that is a small or boutique firm with fewer than 20 employees for the AIA top Architecture firms. They needed to look at their Vision | Mission | Objectives | Strategies | Action Plan and create an comparative presentation regarding the firms structure and operation.

Week 5: Laws and Oder of the Profession

Students understand that although there are larger legal indicators, each juresdiction they work at will have their onw nuances and specifictieis. They need to know that dealing with these specificies is part of the process they must undertake whne designing.

Week 7: The Finacials and Fees

This week the students needed to reflect that finanes are a crucial part of the architecture practice, and that it is not consequential.

Week 9: Firm Typologies

This week studetns were introduced to the types of architecture firms that exist to suit the best business model that works with their owners and how to developing the business plan for thier architecture firm. How they must consider the following:

- Planning for your firm's operations to respond to the following questions:
- How will you acquire new clients?
- What types of projects do you want to design?
- Why should clients choose your firm over other options?
- How will you deliver projects while being profitable?
- How will your staffing be organized to deliver your services?

Case Study: Vision | Mission | Objectives | Strategies | Action Plan

Studetns needed to reflect on the firm and their public/proposed action plan and how their work is going. Also, they neede to make suggestion as to how to imporove, view or understand the VMOSA of the firms they selcted. regarding their practice, work, Strategic Action Plan

Giving a framework of Firms types will prove a better level platform to all studetns.. Also, with the class being over 80% internatial studnets, it would be good to have these students have a framework they all understand and place the material within. Further also emphasising hwo the Practice of Architecture operates in the United States.

There needs to be more emphasys placed on the ethics portion of the class, and how these practices are not only for the design/building process, but the ethics of an architect is from the moment they start to work in any architecture project even if it is theoretical.

I will like ot include more variety of media that students can use to undestand this concept. Next semster, i will introduce Podcast, Video, and non Architecture lecture that help navigate the intricacies of a practice. These tools will easily make the understanding of an Archicture Practice much esier.

The Case study will also be done in groups so that the students are able to create a more extensive, and more in depth report and comparison. This semester some of the work was thin and superficial due to the timing of the assignment and the group size.

