ARCHITECTURE PROGRAM REPORT

School of Architecture

University of Illinois
at Urbana-Champaign

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ARCHITECTURE PROGRAM REPORT 2008

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1. INTRODUCTION TO THE PROGRAM
1.1 HISTORY AND DESCRIPTION OF THE PROGRAM

The University of Illinois at Urbana-Champaign (UIUC) is the flagship institution for higher education and research in the State of Illinois. UIUC is located in east central Illinois with Chicago, Indianapolis, and St. Louis within a 180-mile radius of the campus. The University forms a part of the Urbana-Champaign community that has a population of approximately 100,000 not including the student population.

The University of Illinois at Urbana-Champaign began in 1867. Chartered as the Illinois Industrial University, the University opened for business in 1868. Renamed the University of Illinois in 1885, it is one of the original 37 public land-grant institutions created after President Abraham Lincoln signed the Morrill Act in 1862.

The 2006-2007 operating budget for UIUC was approximately $3.68 billion, of which approximately 21.7% came from funding provided by the State of Illinois.

The Urbana-Champaign campus extends over some 1,468 acres with over 272 major buildings consisting of lecture theaters, classrooms, studios, laboratories, libraries, residence halls, recreational and cultural facilities. Nearby are the University's 1,650-acre Willard Airport and Robert Allerton Park, the campus's 1,500-acre nature reserve and conference center, plus 3,600 acres of agriculture land.

Eight Academic Units (College Agricultural, Consumer and Environmental Sciences; College of Applied Health Studies; Institute of Aviation; College of Business; College of Media; College of Education; College of Engineering; College of Fine and Applied Arts; College of Liberal Arts and Sciences) offer programs of study leading to a baccalaureate degree. Post-baccalaureate students study in the Institute of Labor and Industrial Relations, College of Law, Graduate School of Library and Information Science, College of Medicine, School of Social Work, School of Veterinary Medicine, and the Graduate College.

The School of Architecture is one of seven teaching units in the College of Fine and Applied Arts, which includes the School of Art and Design, Department of Dance, Department of Landscape Architecture, the School of Music, Department of Theater, and Department of Urban and Regional Planning. In addition to its teaching units, the College also includes the Krannert Art Museum, the Krannert Center for the Performing Arts, Japan House, the East St. Louis Action Research Project, and the I Space Gallery in Chicago.

At UIUC the educational community is composed of 10,924 faculty and staff members and 42,728 students, of whom 31,427 are undergraduates representing every state in the nation. Seventy-seven percent of the undergraduate student body are Illinois residents. About 5,200 students are from foreign countries. Thirteen percent of all students are minorities and forty-seven percent are women. Many of the faculty have distinguished records of achievement. These include members of the American Academy of Arts and Sciences, the National Academy of Sciences, and National Academy of Engineering, and as recipients of the National Medal of Science and recognition by the National Endowment for the Humanities, Guggenheim Foundation, and Sloan Foundation. UIUC alumni include ten Nobel laureates and sixteen Pulitzer Prize winners. Many academic units are ranked within the top ten nationally.

UIUC holds one of the preeminent research collections in the nation and the world. With more than 10 million volumes and 24 million items it ranks first among public university libraries in the nation. The Library is committed to maintaining the strongest collections and services...
possible to support the University’s mission of teaching, research, and public service. It consists of 38 departmental libraries including the Ricker Library of Art & Architecture that are located throughout campus and administratively organized into eight divisions. The University's cultural facilities attract artists and performers of national and international stature to the Krannert Center for the Performing Arts. The Krannert Art Museum is second only to The Art Institute of Chicago in size and value of art collections in Illinois.

At UIUC more than 4,000 courses incorporated in 150 programs of study are offered each academic year. The campus calendar includes two 16-week semesters, one 4-week Summer Term 1 and one 8-week Summer Term 2 each academic year.

There are over 1,000 registered student organizations including one of the largest fraternity and sorority system in the United States. Three branches of the Armed Services have ROTC units on campus. Choral groups, orchestras, bands, the Marching Illini, theater, dance, and opera provide students with the opportunity to perform.

The senior institutional administrative officers of the University, Campus, College of Fine and Applied Arts, and the School of Architecture are:

- B. Joseph White, President
- Richard Herman, Chancellor
- Linda Katehi, Provost and Vice-Chancellor for Academic Affairs
- Robert B. Graves, Dean, College of Fine and Applied Arts
- David M. Chasco, AIA, Director, School of Architecture
- Robert I. Selby, FAIA, Associate Director, School of Architecture
- Arthur L. Kaha, Interim Associate Director, School of Architecture

1.2 INSTITUTIONAL MISSION

The University of Illinois is among the preeminent public universities of the nation and strives constantly to sustain and enhance its quality in teaching, research and public service.

**Mission**

The University of Illinois will transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence.

**Vision**

To create a brilliant future for the University of Illinois in which the students, faculty and staff thrive and the citizens of Illinois, the nation and the world benefit, a future in which the University of Illinois is the recognized leader among public research universities in:

- Teaching, scholarship and service
- Engagement and public service
- Economic development
- Arts and culture
- Global reach
- Athletics
Guiding Values
In all that the University does, we will:

- Aim high
- Strive to control our destiny
- Be accountable for our actions and exercise responsible stewardship
- Be inclusive, treat each other with dignity and respect and promote citizenship
- Value excellence, quality and service
- Foster innovation and creativity

1.3 PROGRAM HISTORY

Beginnings
The University of Illinois was among the first American institutions of higher learning to offer a curriculum in architecture. Until 1868 there were no architectural schools in the United States, although Thomas Jefferson has proposed one at the University of Virginia in 1814. American architects were either trained as apprentices or pursued studies abroad. The profession's growing awareness of the need for a professional architecture school in the United States was evidenced by the report of the Committee on Education at the first annual convention of the American Institute of Architects in 1867.

Even prior to this report, the recently appointed president of the Massachusetts Institute of Technology, William Barton Rogers, had recognized the need for formal professional training in architecture, and in 1865 appointed William R. Ware to his faculty for the specific purpose of establishing the first such curriculum. Ware spent a year in Europe preparing the program and in October 1868 the MIT architecture department opened with four students in the four-year course.

Almost a thousand miles to the west, another newly appointed leader, Regent John Milton Gregory, in another newly established center of learning, the Illinois Industrial University, also realized the need for formal professional training in architecture. Architecture was included in the Polytechnic Department of the proposed administrative structure Gregory presented to the trustees in May of 1867. The first student in this curriculum, Nathan Clifford Ricker arrived in Urbana at midnight on January 2, 1870; the proud tradition of architecture at Illinois began.

Nathan Clifford Ricker
While a student, Ricker studied under James W. Bellanee, a graduate of the University of Michigan with a degree in biology, and Harold M. Hansen, a Swedish architect who had studied for two additional years at the Preussische Bauakademie in Berlin. A formative experience in Ricker's education was the brief period he spent in Chicago during the autumn of 1871 as part of the Illinois National Guard, called upon to prevent looting in the fire-devastated city. Ricker later observed "It was indeed a great practical training, perhaps not equaled since the burning of Rome."

As a result of Regent Gregory's efforts, Ricker became the first graduate of an architecture program in the United States in 1873. The Massachusetts Institute of Technology and Cornell University celebrated their first graduations in June of that year also.

Ricker's capabilities were recognized early in his career as a student at Illinois. Regent Gregory saw him as a potential candidate for a teaching assignment in the newly established program and offered him a position upon graduation. As a condition of his appointment, Regent Gregory insisted that Ricker spend six months in Europe. There he attended the Vienna Exposition of 1873
and was visited a Russian carpentry shop. His most impressive experience, however, must have been his tour as a special student at the Bauakademie in Berlin. Ricker chose the Bauakademie over the École des Beaux Arts in Paris because he considered the quality of its program and pedagogy superior to the individualistic and competitive French system. The influences of Ricker's travel abroad reverberated throughout his career.

He returned to the Urbana and took up his new duties as head of the Department of Architecture in September of 1873. There were five students in the program, and Ricker's duties included supervising the university shop, making drawings for all new buildings, remodeling old ones, running levels for drains and installing sewer systems when needed, all in addition to teaching. For a dozen years Ricker continued to teach all courses in architecture, producing his own texts when those available proved unsuitable. Ricker's Elementary Graphical Statics and Construction of Trussed Roofs (1885) was the first book published by any member of the Illinois faculty.

Ricker's progress up the academic ladder was rapid. In 1874 he was advanced to Assistant Professor and in 1875 to Full Professor. In 1878 he became Dean of Engineering while continuing to serve as Head of the Department of Architecture. Amazingly, Ricker also served as University Architect, completing four major buildings and numerous smaller projects.

In 1890 Ricker introduced a four-year curriculum in architectural engineering, the first such curriculum in the country. The idea arose from Ricker's close involvement with Dankmar Adler, William LeBaron Jenney, and other Chicago architects and engineers responsible for the first high rise steel skeleton buildings. Ricker also believed that students fell into two major classes—those with design ability and those with ability for structural analysis and synthesis. After the introduction of the new curriculum, student enrollment was evenly divided between the two programs which Ricker felt gave support to his theory.

Ricker firmly believed that research was essential to the education of an architect. In 1903, Ricker helped establish the first engineering experiment station associated with an educational institution to further the research efforts of the faculty in engineering and architecture. Establishing an adequate library was also a pursuit of Ricker throughout his academic career. At Illinois, architecture was the first unit to have a departmental library. The impressive collection, which grew steadily with Ricker's stewardship, was formally named in his honor in recognition of his forty-third year of service to the university in 1917.

Ricker's devotion to the profession extended beyond the university setting. In 1897 he and Dankmar Adler, worked to move the architectural registration act of Illinois through the state legislature. The act was modeled after the state's existing regulatory systems in medicine and law. The origins of architectural licensing in the United States can be traced to the passage of this legislation. The first Illinois Architect's Registration Board exam was given in 1898, and by 1902 Ricker was able to convince the board to adopt a rule which provided that any graduate of an approved four-year curriculum in architecture was qualified to take the registration exam.

Ricker retired from his illustrious career at the age of 74.

In 1922 a convocation was held in honor of Dr. Ricker marking his fiftieth year of service to the university and the Department of Architecture. He had seen the program enrollment increase from an average of eight students during his first decade to two-hundred-and-fifty at the time of the convocation. At the turn of the century, approximately one quarter of all students regularly attending American architectural schools were enrolled at the University of Illinois.

Frederick Mann, Loring Provine and Rexford Newcomb
Dr. Ricker's successor as head of the Department of Architecture was Frederick M. Mann, a graduate of the University of Minnesota in civil engineering and of the Massachusetts Institute of Technology in architecture, who had served as Professor of Architecture at Washington University in St. Louis from 1902 to 1910. Professor Mann remained at Urbana for three years, then resigned to accept the headship of the department at the University of Minnesota.

Upon Mann's departure, Loring H. Provine, who had been a student of Ricker, was brought back into academic life to head the department after completing a decade of work in the design and erection of power-generating plants. Professor Provine continued as head for thirty-five years until 1948. Thus Ricker and Provine together provided administrative direction for nearly three-quarters of a century. The eminence of the Department during these years is attested by the numerous awards it and its students received and by the enthusiastic reception given to its graduates by architectural firms throughout the world.

In 1931 the College of Fine and Applied Arts was formed by Dean Rexford Newcomb, the pioneering scholar of the history of Spanish colonial architecture and the father of regional architectural history. Newcomb was well known for his careful and authoritative class outlines of monuments and his books on the architecture of Kentucky and the Old Northwest. Like Ricker, he was especially active in state and national professional organizations. At that time, the Department of Architecture came over to the College of Fine and Applied Arts from Engineering.

Turpin C. Bannister, Alan K. Laing and Granville S. Keith

Newcomb chose as head of architecture from 1948 to 1954 Turpin C. Bannister, a graduate of Dennison, Harvard, and Columbia Universities. He was famous for his knowledge and research on concrete and iron. He was also one of the earliest innovators of the preservation movement, including the field of industrial archaeology. Bannister organized and wrote much of the remarkable Architect at Mid-Century for the Centennial of the American Institute of Architects. It was a thorough study of the profession and its education up to the mid 1950s. He was the first editor and a founder of the Society of Architectural Historians, and was its president, as was Newcomb. Under Bannister the architecture curriculum was revised, modernized, and expanded from four to five years.

In 1954, Professor Alan K. Laing, a graduate of the University of Denver, the Massachusetts Institute of Technology, and Harvard University, was appointed chairman of the department. He continued with the implementation of the five year curriculum, initiated studies for further curriculum revision, and worked diligently to strengthen ties with the profession and alumni. In 1961 he relinquished administrative work to return to teaching and research.

Professor Granville S. Keith, who received both bachelor's and master's degrees from the University of Illinois and studied at the École des Beaux Arts in Paris in 1928-29 as a Plym Fellow, succeeded Professor Laing and served until 1966. Under his administration alumni support for fellowships and scholarships was expanded and work begun toward the establishment of a program of resident study in Europe for students in the department.

Jack H. Swing and G. Day Ding

In 1966, Professor Jack H. Swing, who received his degrees in architecture and landscape architecture from the University of Illinois and studied at the École des Beaux Arts in Paris in 1928-29 as a Plym Fellow, succeeded Professor Laing and served until 1966. Under his administration alumni support for fellowships and scholarships was expanded and work begun toward the establishment of a program of resident study in Europe for students in the department.
graduate program. Through a choice of options in the final year, specific areas of concentration are offered by each of the teaching divisions affording the graduate student an opportunity to select an area for study in depth.

R. Alan Forrester

Shortly after R. Alan Forrester was appointed as Executive Officer of the program in 1981, the designation of the unit as the Department of Architecture was changed to the School of Architecture recognizing its equivalence to other major academic units in the College and elsewhere on campus. The title of the chief administrative position also changed from a Head to a Director.

During his tenure Professor Forrester strengthened the long-standing undergraduate Study Abroad Program in Versailles, France, and our exchange arrangement with the Ecole d'Architecture de Versailles. In 1987 a summer program jointly operated within the Departments of Landscape Architecture and Urban and Regional Planning was inaugurated with the School of Architecture at Tongji University in Shanghai, China. In 1988 an exchange program in the names of Walter Burley and Marion Griffin was formed between our School and the Department of Architecture and Building at the University of Melbourne in Australia.

Director Forrester developed joint master’s degree programs with Business, Civil Engineering, Computer Science, Landscape Architecture, and Urban and Regional Planning. He worked with the Department of Landscape Architecture to launch the jointly administered PhD program. He was successful in developing the gift from Temple Hoyne Buell for the construction of a new multiple disciplinary building. Director Forrester and Associate Director Hub White worked with architect, and alumnus, Ralph Johnson, FAIA of Perkins & Will, to program, design, and construct Temple Hoyne Buell Hall, the academic home of Architecture, Landscape Architecture and Urban and Regional Planning. Buell Hall opened in 1995, facilitating interdisciplinary collaboration among faculty and students.

Michael Andrejasich

From 1999 to 2004 Michael Andrejasich was Acting Director then Interim Director. During his tenure the School’s tradition of civic engagement was strengthened through faculty and student participation in the East St. Louis Action Research Project. In 1999 the School renamed the “Versailles” Committee the International Programs Committee and expanded its mission to include the planning and oversight of all international programs. An international programs coordinator was appointed from the faculty. The first graduate student exchange with the Technical Institute in Munich occurred in the summer of 2000 and the first faculty exchange with the Mackintosh School of Architecture in Glasgow began in the fall 2000.

Director Andrejasich was also successful creating greater bridges between the School and professional firms. Chief among these programs is Career Expo, or “XPO,” a major event where 70 – 90 firms from around the United States come to campus to recruit students about to graduate or who are looking for summer internships.

In 2001 the first PhD candidate was admitted to the new program; the School conferred its first PhD in May 2007 on Nicholas Watkins, PhD.
David M. Chasco

The current Director, David M. Chasco, was appointed in 2004. He has been working with Robert I. Selby, Associate Director for Graduate Studies, to improve the graduate program at Illinois. In May of 2006 the School received approval by the Senate to implement its new Core Curriculum. Beginning in Fall 2006 all M. Arch students, regardless of Option specialization, are required to take four design studios (ARCH 571-574), Architectural Practice (ARCH 501), Structural Planning (ARCH 502), and one course from a menu of Professional Issues and one from Architectural Thought. Requiring all M Arch students to take the same core assures that all of our graduates experience the same high-level academic rigor appropriate for the professional degree program.

The new common core allows the M. Arch program to be a “curriculum without boundaries.” There are no longer “required electives.” Beyond the core, students are free to design a graduate program that suits their individual needs. This means that graduate students may choose to follow a course of option recommended professional electives, or they may elect to take elective courses in any of the School’s sub-disciplines.

Our Master of Architecture degree is the professional degree accredited by the National Architectural Accreditation Board (NAAB). Students holding a four-year Bachelor of Science in Architectural Studies (or similar degree in architecture) may be admitted to the M. Arch program which typically takes two years to complete. Alternatively, if students hold a bachelor’s degree (or higher) in any field other than architecture, they may be admitted to the Master of Architecture program with Limited Standing. Students in M. Arch (Limited Standing) typically take two years to complete undergraduate prerequisite courses to attain full standing in the M. Arch program.

In March 2007, The School of Architecture received approval from the Senate and the Board of Trustees to offer one graduate program leading the Master of Science in Architectural Studies (Post-professional Degree) program for students holding a five-year Bachelor of Architecture professional degree. The MS in AS degree is not accredited by NAAB. Before 2007, this degree was called M. Arch, creating confusion as to whether it was a professional degree. Changing the degree nomenclature to MS in AS makes it clear to all applicants, esp. international students, and architectural registration boards, that the one-year degree is not a NAAB accredited degree.

Director Chasco is working with faculty to improve the undergraduate program and its relationship to the graduate program. Beginning in the fall semester of 2007, the “capstone” studio was moved from the sixth year to the fourth year. Moving the capstone studio allowed the sixth year to be a more intellectual, theoretical and creative opportunity for design thesis projects.

Though the years, and under several administrations, considerable effort has been made to create private funding and independent support for the School. In 1987, an Office for Alumni Affairs was established with Leanne Courson heading development activities from 1994 to 2006 and Erin Hart taking over from 2006-2007. Having a person devoted solely to alumni affairs and development for so many years has created a mature program at this time. The School of Architecture’s annual fund campaign raises between $82,000 and $105,000 from over 500 alumni and friends. Specific year amounts are as follows:
Director Chasco and the Alumni Relations and Development Office have built upon years of successful alumni development, and this momentum was highlighted in September 2006 with the first investiture of Professor Botond Bognar as the Edgar A. Tafel Chair in Architecture. Since this investiture, the School has secured three other endowed professorships, the Thomas D. Hubbard Distinguished Professorship in Architecture, the Robert D. Kleinschmidt Professorship in Interior Architecture, and the Ernest L. and Reba E. Stouffer Professorship in Architecture. One of these is a deferred gift, one is a deferred gift with current use support, and the other is a deferred gift that has been realized.

There have been thirteen chief administrators of the architecture program at UIUC:

1873-1910  Dr. Nathan Clifford Ricker, Head  
1910-1913  Professor Fredrick M. Mann, Head  
1913-1948  Professor Loring H. Provine, Head  
1948-1954  Dr. Turpin C. Bannister, Head  
1954-1961  Professor Alan K. Laing, Chairman  
1961-1966  Professor Granville S. Keith, Chairman  
1966-1969  Professor Jack H. Swing, Chairman  
1969-1973  Professor Jack H. Swing, Head  
1973  Professor Richard L. Tavis, Acting Head  
1973-1980  Professor G. Day Ding, Head  
1980-1981  Professor Richard L. Tavis, Acting Head  
1981  Professor R. Alan Forrester, Head  
1981-1995  Professor R. Alan Forrester, Director  
1995-1996  Professor Hub White, Acting Director  
1996-1998  Professor R. Alan Forrester, Director  
1999-2000  Professor Michael Andrejasich, Acting Director  
2000-2004  Professor Michael Andrejasich, Interim Director  
2004-  Professor David M. Chasco, Director  

During 1995-96, Professor Forrester served as Interim Dean of the College of Fine and Applied Arts.
1.4 PROGRAM MISSION

The mission of the School is to pursue architecture as a humanistic and professional discipline, which synthesizes art and science through intellectual rigor, aesthetic judgment, and technical understanding. The School achieves its mission through teaching, scholarship, creative work, research, and service, and commits itself to the highest ideals of the profession and culture of architecture.

The School's mission is based upon the conviction that architecture is first, reflective of the diverse, changing goals, values, and resources of society; and second, that architects have various and vital roles in interpreting and determining the status, values, conditions, and direction of society, its culture and quality of life.

Architectural education at Illinois is based upon the premise that to be an architect in today's complex and fast-changing, global society the architect must have knowledge in a variety of areas beyond the profession. Recognizing the diversity of roles that are now emerging in the profession, graduates should also have a well-developed focus in which they can initiate their career.

Based upon these premises, the School of Architecture believes that the professional degree must be attained in concert with advanced studies; thus, the professional degree is the graduate degree. As mentioned earlier, the requirements for attainment of the NAAB accredited professional degree are met by the successful attainment of the four-year undergraduate degree and the two-year graduate degree. The Master of Architecture is our professional degree but it must be considered as a continuation of the professional and liberal studies begun in our undergraduate degree, the Bachelor of Science in Architectural Studies, or an approved equivalent degree from another school.

Understanding that our program is a continuum of studies which meets both the NAAB requirements for the professional degree and additional advanced studies in architecture, the 4+2 degree program is designed:

To provide students with a solid base of knowledge in the liberal arts and sciences.

This is largely accomplished by the required and elective General Education courses of the undergraduate program. Additional studies in these areas are often elected by students in the graduate program.

To provide students with a professional education in architecture.

This is accomplished by the required and elective professional courses in the undergraduate and graduate programs.

To provide students with advanced professional education beyond the NAAB.

These additional studies enable students to focus upon a specific area in the field of architecture or a related discipline. This is accomplished by the choice of study options or dual degrees containing required courses and supportive elective courses which are begun in the first graduate year but
mostly completed in the last year of their academic education. The intent is to have students conduct advanced research and/or creative work in their specific area of interest.

Architectural education at Illinois addresses our mission and objectives by focusing upon the development and expansion of students' intellectual and judgmental capabilities, the nature of problems and their cultural and environmental context, the methodologies of problem solving, and the fostering of creative skills.

1.5 SELF ASSESSMENT

This section will briefly outline the program’s strengths and challenges and a plan to address those challenges.

Program’s Strengths

As described in Section 1.3 Program History, the University of Illinois is one of the earliest American institutions of higher learning to offer a curriculum in architecture. The first graduate from a collegiate program in the United States was Nathan Clifford Ricker here at the University of Illinois. Over the years the School has earned an outstanding reputation worldwide. Illinois alumni have been in leadership positions in architectural firms throughout the world. Illinois alumni have earned the AIA Gold Medal, they have been elevated to the AIA College of Fellows, their practices have been awarded National AIA Firm Awards as well as state and local design awards throughout the United States, and in addition, Illinois alumni and faculty have received significant local, state, national, and international awards as educators.

The School’s reputation attracts excellent faculty from all over the world who are experts in one or more sub-disciplines in the study of architecture. Over the years the School has been able to offer opportunities for students to specialize their studies in a sub-discipline, such as design, history/preservation, and structures. These sub-disciplines have become attractive “Options” that students with a keen interest in these areas may choose. As a result of the School’s and faculty member’s excellent reputations, the School attracts brilliant, high-achieving, highly motivated undergraduate and graduate students. These students excite each other to excel in what might be described as friendly competitions to be the “best of the best.” Upon graduation, these new alumni continue to build on Illinois’ proud tradition as a premier program in architectural education.

Program’s Challenges

As admirable as Illinois’ reputation is, students today are not studying under Nathan Clifford Ricker. Nor is their world now the same world that Dr. Ricker inhabited. However, as a life-long pioneer in architectural education, Dr. Ricker would probably be a leading advocate of the new design tools and technologies employed in academic and professional studios. Accordingly, even programs with excellent pasts need to continually evolve to meet future architectural and environmental challenges to the profession and the public.

Undergraduate Challenges

One challenge in architectural education at Illinois is as critical today as it most assuredly was in Dr. Ricker’s era (as demonstrated in his writings): How to integrate all of the disparate knowledge architecture students need to learn to equip them to design excellent buildings to fit their time in history, using the best materials and methods of construction available to them. “Design
"Integration" has been difficult because students sat in separate environments learning pedagogical “parts” of the whole. Traditionally, it has been expected that “integration” occurred in design studios where students apply knowledge about all of the sub-disciplines. The School is demonstrating that it is doing a better job of integrating architectural knowledge in the traditional way while we rapidly transitioning into 21st Century techniques of design integration as outlined in the following pages.

Undergraduate courses did not fall into an ideal sequence to interrelate course content at each year. In the past, there was not designated integration course incorporating a “test” of integration at the undergraduate level. Therefore, there has been an unmet need to determine if undergraduate students are able to demonstrate their ability to engage in a comprehensive design.

Graduate Challenges

There are several challenges at the graduate level the School is addressing. The last visiting team noted a lack of equivalent rigor across graduate options including different numbers of design studios required by options. The options also have had different menus of “required electives.” Some elective lists were so long and rigid that students in some options really did not have time in their schedules for selecting electives outside their options. Options with only one faculty member to teach all the “required electives” were creating academic bottlenecks that threatened students’ abilities to complete their degree program on time.

The sixth year design thesis studios have been the studios that demonstrate the student’s ability to complete a comprehensive design. The challenge to the thesis studios was contained in the NAAB Visiting Team Report in 2003 which informed the School that “comprehensive design” was a condition/criteria not met. It is difficult to evaluate this condition/criteria at the sixth year because each thesis project is unique. Focusing on comprehensive design in the thesis year has distracted faculty and students from concentrating on the intellectual and theoretical issues that should be central to a thesis investigation and design.

Since the last visit, it has become evident that the School’s degree offerings lacked clarity among student prospects, licensing boards, and the last visiting team. The 2003 VTR noted that “The identity of Track 3 as a discrete program is not clear…” The School offered three “tracks” toward a Master of Architecture degree, specifically Tracks 1, 2, or 3. Most students entered the two year Track 2 program. Those students with a professional B. Arch degree entered the one year Track 1 (post-professional) program, but they earned a degree with the same name as Track 2 students earned. This created considerable confusion for international applicants who expected to earn a professional, accredited M. Arch in only one year.

Finally, the program called Track 3 created the impression that students with a degree in another field could earn their M. Arch in three years when it typically took four years to do so. Track 3 students typically studied two years completing undergraduate course prerequisites to enter the M. Arch program with full standing for two more years of study. In the 2002 APR the School created the impression that Track 3 was a discrete M. Arch program, when it was not.

Program’s Plan to Address Challenges

Undergraduate Program Improvements

The School is redesigning undergraduate course content and sequencing to allow for a greater interrelationship among the subjects taught each semester. For example, sophomore students have
studios in the Architecture Annex where they have access to hand tools, and laser cutters. In this studio context students are scheduled to work Monday, Wednesday, and Friday on ARCH 271 (design) and Tuesday and Thursday on ARCH 231 (technology) in the fall semester. The design project programs are being written to coordinate with the course content of the technology class. For example, students are able to design a wood frame project and then build a full scale stud wall. The same concept of design integration continues into the spring semester in the ARCH 272 (design) and 232 (technology) sequence.

As the School is able to acquire the appropriate technology there is the potential to teach disparate course content in a more integrated method using building information modeling (BIM).

Beginning in the fall semester of 2007, the capstone project was moved from the sixth year to the fourth year (ARCH 475). All students worked on the same project building type, site location, and program. Lectures or “course modules” were given on such topics as precedent case studies, site analysis, schematic design response to site and program, energy analysis, structural systems, environmental systems, lighting, and building envelopes. Based on observations of student outcomes in this first experience of conducting comprehensive design at the fourth year, it proved to be a good way to integrate knowledge and test student abilities. Lessons learned in this studio will be applied to subsequent studios for continued improvements.

Currently, the fourth year spring studio, ARCH 476, is an elective for all but the M. Arch (Limited Standing) students. The School plans to require all undergraduate students to take ARCH 476 in the near future. This spring studio will then become the location of the comprehensive design project.

Graduate Program Improvements

The School faculty agreed to create an M. Arch program where all students experienced equivalent rigor. To do this, the faculty created a common “core curriculum” all M. Arch students would take, specifically four design studios, structural planning, architectural practice, a course in “architectural thought” and another course in “professional issues.” All other courses were to literally be “electives.” The university Senate approved the new core curriculum in May of 2006 and it was implemented the following fall.

The School will continue to offer graduate “options,” currently Design, Structures, Practice and Technology, and History/Preservation Options. Students may elect to take option recommended professional electives if they chose. Since only the core curriculum contains specifically “required” courses students, may chose to migrate across the sub-disciplines for their elective courses. Director Chasco refers to this as a “curriculum without boundaries.”

While the School has a common core curriculum, various options’ sixth year design studios are presently offered with differing course credit for essentially identical content. The School is presently moving towards all sixth year design studios providing identical course credit. This change will complete the task of assuring that all M. Arch students complete the program with content of equivalent rigor.

The School clarified its master’s degree offerings with the following revisions to its Program of Study:
“The School of Architecture offers two graduate programs leading to a Masters degree: 1) a two-year Master of Architecture (Professional Degree) and 2) a one-year Master of Science in Architectural Studies (Post-professional Degree).

The Master of Architecture program is for students holding a four-year Bachelor of Science in Architectural Studies (or similar degree in architecture). One may be admitted to the Master of Architecture program with Limited Standing if the student holds a bachelor’s degree (or higher) in any field other than architecture. Student in M. Arch (Limited Standing) typically take two years to complete undergraduate prerequisite courses to attain full standing in the M. Arch program. The Master of Architecture degree is a professional degree accredited by the National Architectural Accreditation Board (NAAB).

“The Master of Science in Architectural Studies (Post-professional Degree) program is for students holding a five-year Bachelor of Architecture professional degree. The MS in AS degree is not accredited by NAAB.”

More about the School’s self assessments and plans for improvement is in Section 2.1 Summary of Responses to Team Findings.
2. PROGRESS SINCE THE PREVIOUS VISIT
2.1 Summary of Responses to Team Findings

This section includes the School’s response to the 2003 Visiting Team Report for conditions “not met” and to the “causes of concern.”

Conditions for Accreditation Not Met:

Criterion 12.14 Accessibility

Accessibility issues are now formally addressed in the junior year beginning in Architectural Studios, ARCH 373 and 374. The lecture component addresses the issues and the application is addressed in the studio’s design projects. Accessibility compliance is again measured as part of the new, 4th-year “Capstone” or comprehensive studio effort in ARCH 475. The 6th year studios, ARCH 573 and 574 are the two semester design thesis studios taken by all students. Although no longer called capstone studios, the School continues to expect and require these student projects to include universal design.

Criterion 12.29 Comprehensive Design

The School moved the “Capstone” project to the 4th year in ARCH 475. In this studio all undergraduate students are required to demonstrate their ability to do comprehensive architectural design. The 6th year studios, ARCH 573 and 574 are the two semester design thesis studios taken by all M. Arch students. Thesis projects focus the design investigation of theories and issues of interest to the individual student and the comprehensive integration of the student’s theoretical conclusions into an architectural design project, including preparing a publication summarizing the investigation and conclusions.

Criteria 12.11: Non-Western Traditions

The awareness of the parallel and divergent cultures and traditions of architecture and urban design in the non-Western world, are now met as a component of our Architectural History Survey Course, ARCH 210. Students may elect to take LA 222 (cross-listed as ARCH 222) Islamic Gardens & Architecture to satisfy their undergraduate architectural history requirements. This course is a “study of the formation, history, and meaning of the landscape and architecture of the Islamic world.”

Criteria 12.36: The Context of Architecture

The understanding of the shifts which occur – and have occurred – in the social, political, technological, ecological and economic factors that shape the practice of architecture has been further amplified in ARCH 501 “Professional Practice” required of all graduate students. However, the understanding of the shifts has been best addressed in a new graduate level course, ARCH 595, available to all, which is centered on current projects or case study applications. Leading firms participate in a series of case study presentations by which these shifts occur in each factor noted above.
Causes for Concern

A. M. Arch

“The identity of Track 3 as a discrete professional track is not clear.”

To clarify that our M. Arch program for candidates holding degrees outside of the discipline of architecture is NOT a “discrete professional track” as understood by the last NAAB Visiting Team, we are now calling this program “Master of Architecture (Limited Standing).” During the first two years of this program, students take undergraduate courses as a prerequisite to be granted full standing in the M. Arch program. When M. Arch Limited Standing students reach full standing they are indistinguishable from other two-year M. Arch students. Since the program can take four years to complete we no longer call it “Track 3,” which implied to some that the program takes three years. Indeed, the “track” nomenclature is no longer used for all of our masters programs.

To clarify that our formerly labeled “Track 1” degree is a post-professional degree (i.e. not a NAAB accredited degree), we have fully completed the university specified process to change its nomenclature to “Master of Science in Architectural Studies (MS in AS).”

B. M. Arch. (4 + 2 years)

“The curricular options at the graduate level are noted as a cause for concern with design as a primary mode of research and inquiry in danger of being sidelined.”

The School and University have approved the new “Core Curriculum,” with design studio central to the M.Arch experience in the 5th and 6th year. All students, regardless of Option, take a 6th year, two semester design thesis studio sequence in which design inquiry is emphasized. All 6th-year students, regardless of Option, take “thesis preparation,” formerly taught in a 5th year stand-alone course primarily for Design Option students: ARCH 597. Now, all 5th-year students attend 6th-year orientation sessions introducing them to what a “thesis” project is, how to select a topic, site, user group, and how to investigate and analyze architectural precedence. Students are expected to begin this work in the summer between the 5th and 6th years. When they return in the 6th year, all M. Arch students attend break-out thesis preparation sessions once a week with two faculty architecture members. In this context students learn about research methods, site analysis, and precedence analysis. These thesis preparation sessions allow students to refine their writing and to develop their thesis project’s theoretical issues in consultation with their thesis studio advisor.

C. “This program suffers from the lack of a permanent school director.”

The School of Architecture now has a new permanent Director.

D. “The five options as noted in the VTR report of 2003 were both a strength and weakness of the program. All five did not provide a common comprehensive design core. It was exacerbated by the divisional faculty structure toward the evolution of a form of departmentalization that prevents collaboration and coordination and subverted leadership and shared course work.”
• Changes to the option structure are occurring. Options with few, none or a single faculty ownership are being reduced/consolidated. The Management Option has been eliminated. Professional Practices Courses are available to all graduate students.

• The Management/MBA joint degree is now the Master of Architecture/MBA joint degree open to all M.Arch students.

• The Practice Option, staffed by one single faculty member with a four semester prerequisite sequence had a two-year moratorium. This moratorium allowed the current graduates who applied to attend this option the ability to complete the sequence and graduate. The School has eliminated “single options ownership” of courses. That is, students in any option may now take electives in any option. The faculty will begin the discussion of how better to position “practice” related courses as open electives for all students. The “practice” two semester studio has been championed as a “Design Integration Studio” and may (as an example) serve as a 6th year topic area in design thesis studio. However, contrary to previous practice, these will not be thesis projects conducted by a six-person team. All thesis projects are to be conducted by individual students.

The School of Architecture has implemented a common M. Arch “Core Curriculum” for all students that consist of a four semester studio sequence and ARCH 501 Architectural Practice and ARCH 502 Structural Planning with electives required from a core of professional issues electives and a core of architectural thought electives.

• Design and Preservation have traditionally followed a “studio based sequence.” The Structures Option now follows a studio based sequence including a 6th year two semester thesis studio. (See previous and next bullet points).

• Now there is a structured “common core” for all M. Arch students as well as a more open flexible structure, thus allowing more collaboration and coordination between option content areas. Vertical course sequencing/prerequisite is being broken down so that more horizontal movement between options can be achieved (i.e. selection of content courses across disciplines).

The “curriculum without boundaries” has been designed to allow individual students to pursue their own intellectual curiosity by taking elective courses across disciplines. For example, it is now possible for a student in the Preservation Option to take structures courses such as wood or masonry design. The same student may take courses in the Design or Preservation Option on design theory sustainability, or practice courses related to project delivery. Unlike undergraduate studies which are highly structured and sequenced, graduate education, beyond the common core allows students more academic freedom to create a unique, customized individual program of study.

E. “The ratio of students to faculty members in the studio has risen significantly, sometimes going beyond 20:1. This could become the norm that would seriously affect the viability of the design studio. Efforts should be made to reduce the ratio to a maximum of 16:1.

The ratio of students to faculty is being reduced to 18:1 in the junior studio, and to 16:1 in the senior and graduate design studios.
Since fall of 2006 twenty new faculty members have been added the teaching staff. Support for the development of physical and information resources has also been provided.

1. Areli Marina: Tenure Track TOPS Hire/ Assistant Professor – History
2. Heather Minor: Tenure Track Assistant Professor – History
3. Vidar Lerum: Tenure Track Assistant Professor – Design
4. Scott Murray: Tenure Track Assistant Professor – Design
5. Kyoung Sun Moon: Tenure Track Assistant Professor – Structures
6. Ralph Hammann: Tenure Track Q Appointment Associate Professor – Design
7. Erik Hemingway: Excellence Hire, Tenured Associate Professor – Design
8. Allison Warren: Academic Professional – Foundation Design
9. Lawrence Hamlin: Academic Professional – Foundation Design
10. John Stallmeyer: Tenure Track Assistant Professor – Design
11. Carl Lewis: Academic Advisor – Design
12. John Senseney: Tenure Track Assistant Professor – History
13. Gaines Hall: FAIA, Excellence Hire, Professor – Practice
14. Paul Kapp: Associate Professor – Preservation
15. Mark Taylor: Tenure Track Assistant Professor – Design
16. Julie Larsen: Tenure Track Assistant Professor – Design
17. Roger Hubeli: Tenure Track Assistant Professor – Design
18. Stewart Hicks: Tenure Track Assistant Professor – Design
19. Kevin Erickson: Tenure Track Assistant Professor – Design
20. Jeffrey Kansler: Visiting Lecturer - Structures

All faculty members are provided individual offices as well as individual computer/printing support. Tech Support (i.e. projectors, additional laptops, programs, fabrication/print shops, etc.) are provided for all faculty use.

2.2 Summary of Responses to Changes in NAAB Conditions

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

1. Programs are asked to use the Table of Contents in the Conditions as the outline format for writing their Architecture Program Report (APR).

This APR follows the Table of Contents prescribed in the Conditions.

2. What was formerly called a “strategic plan” is now referred to as “self-assessment document.”

Section 1.5 of this APR is now referred to as “Self-Assessment.”

3. The section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process.
Section 3.2 of this APR is now referred to as “Self-Assessment Procedures” wherein the School describes its process of assessing its program.

4. The Student Performance Criteria are presented as part of the 2004 Conditions. Evidence is required that faculty and students have been informed of how to access them on the NAAB Web site.

As shown in Section 3.3 of the APR and repeated below, the School is in compliance with this requirement of the 2004 Conditions.

The following is posted on the School of Architecture Web site on page

http://www.arch.uiuc.edu/about/accreditation/.

**NAAB Accreditation**

The Master of Architecture professional degree conferred by the School of Architecture is accredited by the National Architecture Accrediting Board (NAAB). The NAAB last reviewed the School in 2003, and following an accreditation visit granted a full six-year term of accreditation. NAAB visiting teams, with members representing each of the five collateral organizations, review programs against The Conditions and Procedures established by the NAAB Board. The School of Architecture is required to make all students and faculty aware of these documents (see below).

**NAAB Publications for Students and Faculty**

Guide to the 1998 Student Performance Criteria with 2002 addendum (.PDF)

The NAAB Conditions for Accreditation (including Student Performance Criteria) may be found on the NAAB web site: www.naab.org.

This information is also provided to students at new student meetings and at the annual fall faculty retreat.

5. There is a new condition: Studio Culture. Programs are required to have a written policy on studio culture and include it in their APR.

In Section 3.5 and 4.2 of this APR the School’s written Studio Culture Policy is provided as evidence of compliance with the new condition.

6. The requirement for a minimum number of volumes in the library is once again 5,000 but the titles may bear whatever call numbers best support the program’s unique needs.

Section 3.9 of this APR shows that the School exceeds the minimum requirement of 5,000 volumes.

7. The home institution for the program must be accredited by one of the regional accrediting agencies (they are listed in the Conditions) rather than a “recognized” accrediting agency.
The University of Illinois is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), a membership organization of colleges and schools in 19 states and one of six regional associations. The Higher Learning Commission, and independent member of the NCA located in Chicago, is the organization that accredits degree-granting institutions of higher education such as the University of Illinois. The University of Illinois has been accredited since 1913.

8. The section on Professional Degrees and Curriculum has been completely rewritten. There are minimum credit requirements for each of the three degree titles accredited by the NAAB: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Schools have until 1 January 2015 to conform to the new minimum credit requirements. Also, the requirement that course distribution be 60 percent professional studies and 40 percent general studies has been replaced with a requirement that each degree must include a minimum of 45 credits of coursework with no architectural content.

NAAB requires a minimum of 168 semester credit hours for the M. Arch degree, 30 hours of which must be at the graduate level. The School of Architecture requires 127 hours for the BS in AS degree and 62 hours at the graduate level for a total of 189 credit hours. This total exceeds the NAAB minimum by 21 credit hours.

Of the 127 undergraduate credit hours, 77 hours of coursework have architectural content and 50 hours of coursework have no architectural content. This total exceeds the NAAB minimum by 5 credit hours.

9. The Student Performance Criteria have been reorganized and rewritten so that there are now 34 rather than 37. One of the levels of achievement, “awareness,” has been abandoned so that all criteria must be met at the level of either “understanding” or “ability.” Many of the criteria have been reworded to eliminate redundancy, to strengthen intentions, and to clarify meanings. There are two new criteria – Sustainable Design and Client Role in Architecture – and several have had significant additions of content. The phrase “appropriate application and performance” has been added to four criteria and “trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others” has been added to Professional Practice. “Issues of growth, development, and aesthetics in their communities” has been added to Leadership. Also, the content of some of the technical criteria that were eliminated has been added to criteria that were retained.

Section 3.13, Student Performance Criteria is written following the new 34 item format. Levels of achievement have been changed from three to the new two (either “understanding” or “ability”) in accordance with the new Conditions.
3. THE THIRTEEN CONDITIONS OF ACCREDITATION
3.1 PROGRAM RESPONSE TO THE NAAB PERSPECTIVES

3.1.1 Architecture Education and the Academic Context

This section will demonstrate ways in which the School of Architecture both benefits from and contributes to its context at the University of Illinois. Examples are provided to document academic and professional standards for faculty and students at the University of Illinois, interaction between the School of Architecture and other units at the University of Illinois, and the contributions of the students, faculty, and administrators to the governance as well as the intellectual and social life of the University, and, finally, the contributions of the University to the School in terms of intellectual resources as well as personnel.

a. Academic and Professional Standards for Faculty and Students

The University of Illinois has a formidable reputation as one of the nation’s premier institutions of higher learning. This reputation attracts scholars and students from all over the State of Illinois, the United States, and the world.

The University has many colleges, schools, and departments that rank highly for the quality of students they attract, and the excellence of their degree programs. The University’s standards must remain high to maintain continuing accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Learning.

The School of Architecture is held in high esteem as one of the nation’s oldest and foremost collegiate schools of architecture. The School maintains the highest professional standards as required by the National Architecture Accreditation Board and as necessary to prepare graduates to pass the Architect Registration Exam.

b. Interaction Between the School of Architecture and other Programs at the University of Illinois.

Students in the School of Architecture are able to take advantage of course offerings in other teaching units. Examples of courses taken by Architecture majors include RHET 105, Principles of Composition; UP 101, Planning of Cities and Regions; PHYS 101, College Physics, Mechanics and Heat; MATH 220 and 231, Calculus and Calculus II; and all General Education courses. Listed below are the General Education Requirements:

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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<tbody>
<tr>
<td>Composition I</td>
<td>4 hours</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>6 hours</td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>6 hours</td>
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<tr>
<td>Cultural Studies:</td>
<td></td>
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<tr>
<td>Western/Comparative Culture</td>
<td></td>
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<tr>
<td>Non-Western/US Minority Culture</td>
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<td></td>
<td>3 hours</td>
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<td></td>
<td>3 hours</td>
</tr>
<tr>
<td>Natural Sciences/Technology</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Quantitative Reasoning 1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Quantitative Reasoning 2</td>
<td>3 hours</td>
</tr>
<tr>
<td>Foreign Language: Completion of a 3rd semester college-level course or 3 yrs of High School</td>
<td></td>
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</tbody>
</table>
The School of Architecture offers courses available to students from majors outside of Architecture. Examples include ARCH 101, Introduction to Architecture, ARCH 210, Introduction to the History of Architecture, and other history courses ARCH 409-418.

The School of Architecture has developed a Minor in Architecture program for students in other disciplines who are interested in taking some courses in Architecture. There are approximately 12-15 students in this program. They take 20 hours of Architecture courses including ARCH 101, 210, 231, 271, and two of their choice from a select list.

The School of Architecture also offers courses as part of the Campus Honors Program. Examples of courses in CHP include ARCH 199 and CHP 199. CHP courses vary with the instructor’s interest. Recent offerings include a field trip survey of significant local architecture, and another exploring the creative process with field trips to architectural firms and to Columbus, Indiana, the Midwest’s Mecca of modern architecture. A recent CHP 199 course provides an overview of Native American Architecture.

Graduate students in Architecture take elective courses in other colleges. For example, the College of Business offers courses in finance and real estate, FIN 443, Legal issues in Real Estate and FIN 445 Real Estate Investment. The College of Civil and Environmental Engineering offers such courses as CEE 420, Construction Productivity, CEE 421 Construction Planning, CEE 422 Construction Cost Analysis, CEE 470, Structural Analysis, CEE 471 Structural Mechanics, CEE 472, Structural Dynamics, CEE 560 Steel Structures III, CEE 561, Reinforced Concrete III, and CEE 570 Finite Element Methods. The College of Liberal Arts & Studies offers 400 and 500 level courses too numerous to list here in such areas as History, Religious Studies, and some cross-listed with African American Studies and Women’s Studies. Within the College of Fine and Applied Arts graduate students take courses in the Departments of Landscape Architecture, Urban and Regional Planning and the School of Art and Design.

The University’s location makes the campus context an ideal location to visit cities of architectural merit or cities in economic distress.

Examples of the former include Chicago, Indianapolis, Columbus, and St. Louis, all within a two or three hour drive. Architectural Design Studios frequently visit locations such as these to make site visits for studio projects on high-rise buildings, infill urban housing, and civic or municipal structures. Students and faculty in Technology courses also visit these cities to view work under construction and to meet with architects, owners, and users.

East St. Louis, Illinois is a city in economic distress. A multidisciplinary service-learning program called the East St. Louis Action Research Project serves this city, and surrounding communities. ESLARP is a program comprised of students and faculty in the School of Architecture, the Department of Landscape Architecture, and the Department of Urban and Regional Planning, all programs within the College of Fine and Applied Arts. ESLARP programs outside FAA include the College of Law, the College of Applied Life Sciences Department of Leisure Studies Office of Recreation and Tourism, and the Graduate School of Library and Information Science.

The School of Architecture offers ESLARP design studio courses. Many of these studios are collaborations of faculty and students in Architecture, Landscape Architecture and Planning. Students and faculty in these courses receive requests for design and planning service from
community-based organizations in neighborhoods in and around East St. Louis. Students and faculty visit the neighborhood and representatives of the CBO to learn the residents’ agenda and to participate on local clean-up, fix-up, paint-up projects along side residents. Students help the residents by providing technical assistance for building the CBO’s capacity and for physical and economic planning for the neighborhood. Residents help students by teaching them about how to do neighborhood planning at the grassroots level. Residents, acting as virtual “adjunct faculty,” speak in most credible and convincing voices when they teach about neighborhood aspirations, visions, and the intention to ride out rough times to rebuild their home neighborhood.

School of Architecture students collaborate with students and faculty in the Graduate School of Library and Information Science to provide space and computer equipment in Community Technology (computer) Centers in various locations in and around East St. Louis.

School of Architecture students collaborate with faculty in the College of Applied Life Sciences, Department of Leisure Studies Office of Recreation and Tourism by helping neighborhood residents plan, develop, and maintain neighborhood parks and playgrounds.

Students from other UIUC teaching units join with students in the School of Architecture on ESLARP service-learning outreach weekends. Similarly, students from the School of Architecture join with students in other teaching units as volunteers on service activities scheduled by the University of Illinois’ Office of Volunteer Programs.

The Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign is an inter- and multidisciplinary research institute devoted to basic research in the physical sciences, computation, engineering, biology, behavior, and cognition. One faculty member in the School of Architecture has been working with colleagues in computer science to write virtual reality software that could be used as an architectural design tool. This NCSA Fellow takes her architectural design students to Beckman’s “CAVE” to test design methodologies with emerging high-end computer applications.

The College of Fine and Applied Arts operates an art gallery in Chicago called I – Space. School of Architecture faculty and students exhibit works of architecture and photography in this multidisciplinary gallery space, and engage with alumni and practitioners in the Chicago area.

The University of Illinois Center for Advanced Study brings together scholars from diverse disciplines and backgrounds, encouraging and rewarding excellence in all areas of academic inquiry. The Center revolves around a small core of permanent professors, chosen from the faculty for their outstanding scholarship. These appointments are among the highest forms of campus recognition. Center professors in turn, select research or creative proposals from the tenured and untenured who are designated associates and fellows. Each year brings together the established and the innovative in an ever-changing flux of ideas and disciplines. Some faculty members in the School of Architecture are fellows in the Center for Advanced Study.

The Center for Advanced Study produces a lecture series open to the entire University and community known as the MillerComm Lecture Series. Students and faculty from the School of Architecture may attend these lectures and the School has cosponsored MillerComm Lectures.

The University of Illinois Center for Writing Studies offers the Writing Across the Curriculum program, a campus-wide resource available to the School of Architecture and other teaching programs. WAC programs are designed to transform teaching and learning practice across the
c. Contributions to the Governance, Intellectual and Social Life of the University of Illinois for Students, Faculty, and Administrators

Students have over 1000 registered student organizations at the University from which to choose. These RSOs span the spectrum from governance, intellectual, and social missions. Many School of Architecture students are members or officers in one or more student organizations. An example of one RSO within the architecture orbit is Alpha Rho Chi Architecture Fraternity. Alpha Rho Chi invites faculty members to join as faculty initiates. APX invites faculty to provide lecture/discussions before dinner on topics of intellectual interest of the students. Like most campus fraternities, Alpha Rho Chi has an active social calendar that includes students, faculty, and alumni. Unlike most fraternities on the Illinois campus, APX is a co-ed, professional fraternity.

Students have opportunities to participate in University governance as members of the University Senate. A UIUC student sits on the University’s Board of Trustees. Students in the School of Architecture influence the School’s governance primarily through the Architecture Student Advisory Council, and to some extent, in virtually all student organizations in the School.

Faculty in the School of Architecture influence University governance and policies as members of the University Senate and as members of important campus groups such as the Chancellor’s Design Advisory Committee.

School of Architecture faculty benefit from and contribute to the intellectual life of the University through the Office of the Vice Chancellor for Research. The Research Board provides support for individual or group research projects. This support is intended to 1) help promising new faculty initiate their research on this campus, 2) provide seed money for research in new directions, 3) provide support for preliminary studies to improve the potential for attracting external research support, 4) provide modest resources for important research in fields for which external support is either quite limited or unavailable, and 5) provide matching funds sometimes required by external sponsors.

Administrators at all levels participate actively in the governance, intellectual and social life of the University. By definition administrators govern. Administrators also collaborate. The Dean of FAA meets with the University Provost and Vice Chancellor for Academic Affairs and other Deans in the Council of Deans. The Director of the School of Architecture and Heads of other FAA Departments meet with the FAA Dean in the Administrative Council to influence College and University policy. School of Architecture Director and Associate Directors meet with each other to influence governance and policy decisions. Deans and Directors contribute to the intellectual life first and foremost by encouraging and supporting the research and teaching agendas of the faculty. One example of the intellectual contribution the School of Architecture provides is the School’s lecture series, open to the public and the campus community.

d. Contribution of the University of Illinois to the School of Architecture

i. Intellectual Resources

Research Grants: School of Architecture faculty benefit from and contribute to the intellectual life of the University through the Office of the Vice Chancellor for Research. The Research
Board provides support for individual or group research projects. This support is intended to 1) help promising new faculty initiate their research on this campus, 2) provide seed money for research in new directions, 3) provide support for preliminary studies to improve the potential for attracting external research support, 4) provide modest resources for important research in fields for which external support is either quite limited or unavailable, and 5) provide matching funds sometimes required by external sponsors.

Libraries: The University Library system, including Ricker Library of Architecture and Art is a world renowned intellectual resource to the School of Architecture. Ricker Library is housed in the second floor of the Architecture Building. See section 3.9, Information Resources, for detail on the breadth and scope of library resources.

Physical Resources: The School of Architecture received a $600,000 special fund from the Provost to provide better physical space and furnishings for the Sophomore design studios. These studios have been relocated from Flagg Hall, a building that suffered from years of deferred maintenance to the redesigned and remodeled Architecture Annex. See section 3.8, Physical Resources for more detail about the Architecture Annex.

ii. Personnel

Librarians: Personnel in Ricker Library of Architecture and Art are not employees of either the School of Architecture or the College of Fine and Applied Arts; librarians are employees of the University Library system contributing significantly to the research activities of faculty and students.

Information Technology Personnel: School of Architecture administrators, faculty and students depend on computers for virtually every phase of their work. The University provides technical support personnel through the Campus Information Technologies and Educational Services. CITES provides over 70 services that address the technology needs of the campus, including networking, email, courseware, and telephone services.

Development and Alumni Relations: The University of Illinois Foundation is the official fundraising and private gift-receiving agency for the University of Illinois. UIF works closely with alumni, faculty, corporations, foundations and campus development staff members to create fundraising programs and opportunities that benefit the University. The School of Architecture’s development work is done “in house” by a Development Officer who is an employee of UIF. She is assigned to Architecture development approximately 50% of the time, and to Landscape Architecture 25% and Urban and Regional Planning 25% of the time.

3.1.2 Architecture Education and the Students

This section will demonstrate ways in which the School of Architecture and the University of Illinois provide support and encouragement for students to assume leadership roles during their school years and later in the profession. This section will also describe how the School provides an interpersonal milieu that embraces cultural and gender differences. Examples are provided to document how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; how students have access to critical information needed to shape their futures; and how students are exposed to national and
international realms of practice and to the work of allied design professions, and finally, how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

a. How Students Participate in Setting Their Individual and Collective Learning Agendas

The School of Architecture’s academic program is designed to offer students choices among instructors, studios, history courses, and graduate options. Students in the fourth and fifth year select architectural design studio projects and instructors at the beginning of the fall and spring semesters. Undergraduate students choose among seven available architectural history courses offered each year. At the graduate level, students may earn the Master of Architecture degree specializing in design, practice, structures, or history and preservation. Now, all M. Arch students chose their thesis topic with an emphasis on their chosen specialization.

Students influence learning agendas by serving on important committees within the School of Architecture, including the curriculum committee and the graduate committee. Students serve on faculty search committees. Through such service students are able to influence learning opportunities and agendas.

The student body, through the Architecture Student Advisory Council, communicates regularly with the School’s administrators on issues including their collective learning agendas.

b. How Students are Encouraged to Cooperate with, Assist, Share Decision Making with, and Respect Students who may be Different from Themselves

The School of Architecture and the University of Illinois attract a culturally diverse student body. The Chancellor and Provost foster the culture of inclusiveness on the Urbana-Champaign campus. The Chancellor, for example, hosts a campus wide Diversity Conference attended by the College of FAA’s dean and members of the School of Architecture faculty. The conference is designed to teach faculty how to create a more welcoming learning environment for women and minority students.

The University of Illinois conducts an annual all-campus teaching assistants orientation program that includes sessions on valuing diversity through inclusive teaching. Faculty volunteers participating in the TA orientations take a short “train the trainers” workshop that includes the diversity module. In this manner, faculty and TAs receive diversity training.

Within the School of Architecture men and women students from a variety of national and international ethnic and cultural backgrounds work together on team projects in architectural design studios and practice studios.

The School offers a seminar on gender and race in architecture. While not every student takes this seminar the entire student body is exposed to a public exhibition of student’s presentation boards depicting the achievements of women and minority architects.

Student organizations within the School promote diversity and achievements of women and minority. The National Organization of Minority Architecture Students holds an annual national conference bringing together students and faculty from across the country that celebrates the work of minority architects and architecture students. The University of Illinois chapter Women
in Architecture fosters diversity and offers opportunities for women students to network and to learn coping skills useful to women who aspire to rise above the “glass ceiling.”

c. How Students Have Access to the Critical Information Needed to Shape their Futures.

A staff counselor and option coordinators provide students advice regarding career choices and professional specializations. Every year the School of Architecture holds a Career Expo affording students opportunities to meet architects from all over the United States and discuss career opportunities in firms large and small. This year the School inaugurated an on-line version of the expo known as Virtual Job Fair. Students can post resumes and firms post job opportunities.

Students use School computers, or their own, to view information posted on the World Wide Web about architectural firms around the world.

Information about firms, geographic locations, and recent architectural projects of national and international significance may be found in University Libraries, particularly the Ricker Library of Architecture and Art.

Students also learn from guest lecturers about the nature of practice in profession of architecture in a wide variety of settings.

d. How Students are Exposed to National and International Realms of Practice

Every year the School of Architecture invites distinguished guest lecturers of national and international stature to discuss their work or their theories on architecture. Students may elect to take courses that focus on overseas topics. Examples include ARCH 417 that surveys the twentieth century architecture of Europe, America, India, Japan, and Australia, and a seminar on modern Japanese architecture, ARCH 576. ARCH 501 (required core course), Architectural Practice, and one elective ARCH 595 course have content on global practices.

Undergraduate students may take ARCH/LA 222, Islamic Gardens & Architecture to satisfy their required architectural history sequence. Graduate students may elect to take LA 593, Islamic & S Asian Landscapes.

The School of Architecture has established a large number of international exchange programs with institutions from around the world. Some of these programs, Versailles, China, Munich, include both student and faculty exchanges, while others, Glasgow and Melbourne, consist of academic exchanges of faculty members.

i. Student Exchange Programs

The Architecture Study Abroad Program in Versailles

The School of Architecture of the University of Illinois at Urbana-Champaign established a Study Abroad Program in Europe in the late 1960s. Since 1970, it has operated as an exchange program with the Ecole d’Architecture de Versailles, one of the most prestigious schools of architecture located in the Paris region. The Versailles program is an integral part of the School of Architecture of the University of Illinois at Urbana Champaign, and it operates autonomously.
from, yet related to and within, the French host institution. Approximately 50 architecture students attend this program annually. Student, typically in their junior year, take courses in architecture under the guidance of four to six professors from the University of Illinois’ School of Architecture, who reside in Versailles for an extended period of time, typically for several years, and local and international visiting professors.

The primary objective of this program is to provide an opportunity to undergraduate students to spend one year of study in Europe while receiving academic credit toward the degree of Bachelor of Science in Architectural Studies granted by the University of Illinois.

The Versailles program offers a variety of architectural courses and numerous extracurricular activities such as lectures, field trips, and exhibitions. All courses are offered in English by faculty from the University of Illinois at Urbana-Champaign and/or visiting professors, lecturers and guest instructors who come to participate in the program from various locations in Europe and the United States.

The year-long program of studies is organized into four major components: Orientation (September), Fall Semester (September-December), Spring Semester (January-April) and April Travel/Study Break (April-May).

In the Orientation period students take an intensive French language course and begin course work in Architectural Design, Structures and History while also participating in numerous field trips and introductory sessions to their year abroad experience. In the Fall and Spring semesters students take courses in Architectural Design, Structures, and History (all three equivalent to those offered on the home campus) and a variety of architectural seminars and independent studies. Several day long field trips to various sites of architectural interest are incorporated into the course work. A study-travel breaks of ten days duration are scheduled in each semester to allow students to travel and study across Europe on an independent basis. The April Travel/Study break is a three-and-a-half week period during which students participate in organized two-week "Sketch Trips" led by special guests. The longer break also allows them to travel to destinations that are further away from Paris such as Russia, Scandinavia, Greece, Turkey and/or African countries. The development of specific academic assignments is usually required during their independent travel.

The Versailles program is one of the oldest continuous study abroad programs offered by any school of architecture in the United States. It has been an enriching cultural and personal experience for all who have participated since the early seventies and constitutes one of the strengths of the architecture education opportunities at the University of Illinois.

The Summer Study Abroad Program in China

Since 1988, the School of Architecture has conducted a seven-week summer workshop at Tongji University in Shanghai, usually every other year. This program is open to Junior, Senior and Graduate level students enrolled in the School of Architecture, the Department of Landscape Architecture, and the Department of Urban and Regional Planning on the Urbana-Champaign campus. The enrollment for this program is approximately 12 students.

The curriculum of this program includes an Evening Seminar Series and an optional but strongly recommended Chinese language course in the Spring prior to the Summer experience. The seminar is conceived as an orientation program for the students and faculty traveling to China in the summer. The most significant academic focus of the program is delivered in Shanghai at Tongji University by 15 to 20 prominent university professors and design professionals in the
forms of lectures and workshops on topics including Chinese landscape, architecture, urban planning, vernacular building, garden design, history, traditional watercolor and calligraphy, Chinese opera, and language. The summer’s curriculum requirements also include the development of a Travel Journal modeled on the travel journals of prominent designers and planners, and a series of Field Trips and Studio Workshops focused on developing a better understanding of architecture, landscape and planning of Chinese towns and villages. China’s long history and rich culture combine to provide an unparalleled setting for studying the evolution of urban and rural settlement forms. The travel itinerary includes water towns little evolved from their medieval beginnings, to the imperial splendors of Beijing, to the European influenced Bund in Shanghai, and to the Buddhist Temple Enclaves of Wu Tai Shan.

The Summer Study Abroad Program in Rome

The School of Architecture conducted summer programs in Rome in 2003 and 2004 for both undergraduate and graduate students. Rome is historically a city of great imagination. Its vibrancy involves both its historic richness and its presence in today’s geopolitical and cultural dialogues. Rome as a city and a center of thought has had perhaps more influence, for a longer period of time, than any western city for the past 2000 years. It is without question a city that has sustained remarkable development in numerous important architectural periods. These periods include: Etruscan, Roman, Byzantine, Renaissance, Mannerist, Baroque, Neoclassical, Modern Fascist and contemporary. The scale and accessibility of Rome is such that it makes an ideal teaching environment. Its urban design and villas/gardens make it an excellent venue to expand the student’s understanding of the built environment.

In 2004, the program used facilities in the Palazzo Doria Pamphili, which is located on the Piazza del Collegio Romano in the heart of Rome near the intersection of the Via del Corso and the Corso Vittorio Emmanuelle II. There are very few better locations (and the Doria Pamphili family has one of the three best private family art collections in the city). Students are housed in apartment accommodations. It is hoped that our use of these facilities can continue in the future.

In 2006, the School determined that the Rome program should be for graduate students exclusively. This program is currently on hold as it is being redesigned.

The Munich Exchange

This exchange program between the Technische Universität München (Munich, Germany) and UIUC’s School of Architecture was instituted in 1998. It makes possible the exchange of graduate students between the two universities. As a result three students from Munich come to UIUC for one semester of studies at the Architecture Graduate Program, while three UIUC graduate students travel to Munich for an intensive period of architectural studies in the summer. In this period UIUC Graduate students receive academic credit for their participation in a design studio, and have the opportunity of developing travel-related Independent Study work for graduate credit under the supervision and guidance of professors from the host institution and UIUC’s faculty liaison Prof. Botond Bognar.

After Berlin, Munich is the most intriguing German city, especially from a cultural perspective (museums, opera, music concerts, theater) and for its unusual blend of Gothic, Renaissance, Baroque and Neoclassical architecture.

The Fakultät f. Architektur of the Technische Universität München has a long-standing tradition and is currently one of the three leading German schools of architecture (Berlin and Darmstadt...
are the other two leading schools). Three internationally well know architects, Cotello from Madrid, Horden from London, and Herzog from Basle, have recently joined the faculty of the Fackultät f. Architektur/ München; all three have expressed their agreement to participate in this exchange as studio instructors.

The host institutions provide tuition and service fee waivers to participating exchange students. However, students are responsible for their own transportation, lodging and other living expenses.

### ii. Faculty Exchange Programs

**Mackintosh School of Architecture**

Established in 1998, this program consists of a mutual exchange of faculty from the two institutions. The Mackintosh School of Architecture is part of the Glasgow School of Art. It is internationally recognized as one of Britain's foremost higher education institutions for the study and advancement of art, design and architecture. The School is at the heart of Glasgow, one of Europe's most dynamic artistic communities, offering students and staff a stimulating experience in a unique learning environment.

Although recently inactive, this exchange program is the potential to resume in the next few years.

**Versailles**

Faculty members from Illinois go to Versailles to teach at the Ecole d'Architecture de Versailles, as described above. In exchange, faculty members from the EAV come to Illinois to sit on design reviews.

**e. How Students are Exposed to the Work of Allied Design Disciplines**

Temple Buell Hall is the headquarters of the School of Architecture, and the Departments of Landscape Architecture and Urban and Regional Planning. Buell Hall was programmed and built to foster exposure and collaboration among the three disciplines. Faculty and students in the three disciplines collaborate on class work and field work as part of the interdisciplinary courses taught by faculty in the referenced teaching units including, but not limited to those affiliated with the East St. Louis Action Research Project. For example, one ESLARP studio combines the three disciplines in one class. Furthermore, Architecture students routinely take LA and UP courses to learn about the allied design disciplines.

Practice courses introduce architecture students to allied disciplines in the construction industry. For example, ARCH 501, Architectural Practice (required core course) schedules visiting lectures who are practicing lawyers, developers, contractors, real estate investment specialists. Joining the faculty to teach practice courses this fall (2008) is Gains Hall, FAIA, who has practiced nationally as an architect in acoustic consulting. Professor Hall has served on the AIA National Board of Directors from two different regions and was a national Vice-President. He now serves as President of AIA Illinois.

**f. How Students’ Diversity, Distinctiveness, Self-worth, and Dignity are Nurtured**

Diversity is fostered by University administrators and School of Architecture faculty and administration as described above. Student diversity is supported by campus wide programs and by programs within the School of Architecture.
Office of Minority Student Affairs

The Office of Minority Student Affairs is responsible for providing leadership in developing, implementing and coordinating student support services and activities designed to assist minority students' personal development and academic achievement.

OMSA provides guidance and counseling support to minority students in all areas relevant to their persistence and success on the campus, including general adjustment, financial aid, and career selection. Particular emphasis is provided on assisting students who are academically under prepared or come from backgrounds underrepresented on the campus.

OMSA promotes and develops educational opportunities and enrichment activities to help facilitate the educational and personal growth of minority students through organized activities and collaborative efforts with other Student Affairs and campus units.

OMSA assists campus units and student organizations to create environments and programs which will attract, support and bolster minority students success and continuation at the University. Additionally, OMSA helps academic units monitor the progress of students and makes appropriate referrals to Student Affairs and/or academic units.

Graduate College Office of Minority Affairs

The mission of the Graduate College Office of Minority Affairs is to address questions of access to and participation in graduate education by individuals from groups that are currently underrepresented at the University of Illinois at Urbana-Champaign. As our country becomes a more diverse society in terms of ethnic and racial identity, it is of paramount importance to our national well being that all groups participate in all aspects of the national enterprise. Graduate education is a key to the attainment of leadership positions and contributions to the development of new ideas. Unfortunately, not all sectors of our society participate in graduate education at a level which is representative of the general population. We therefore must strive to increase participation in graduate education by underrepresented groups. The Office of Minority Affairs directs and coordinates a number of activities toward this end.

The office serves as a central point of contact for information regarding the participation of underrepresented groups in graduate programs at the University of Illinois at Urbana-Champaign. In addition, the office provides advice to graduate students about our graduate programs and policies and also participates in outreach activities. The Director of the Office of Minority Affairs works with the assistant and associate deans of the Graduate College as well as with representatives from academic units in providing these services.

Summer Research Opportunity Program (SROP)

The Graduate College operates two summer programs, the Summer Research Opportunity Program and the Summer pre-doctoral Institute. These programs attract minority students to campus and introduce them to university life, and to career opportunities in higher education. The University of Illinois at Urbana-Champaign offers a summer program that provides research experiences for students from underrepresented groups interested in graduate study and in an opportunity to explore careers in research and teaching. The program at UIUC provides each participant with information and experiences that help to build the knowledge and skills necessary to gain admission to graduate school. The many opportunities offered through the SROP will allow participants to establish important relationships with faculty in their respective fields of study,
conduct graduate-level research under the supervision of one of UIUC’s renowned faculty members, become acquainted with the culture of graduate school, and to learn what is needed and expected as a graduate student in their discipline. The SROP experience at UIUC is extended to students who are African Americans, American Indians, Mexican Americans, Puerto Ricans and other students who are from populations underrepresented in UIUC graduate programs.

Summer Pre-doctoral Institute

The purpose of the Summer Pre-doctoral Institute (SPI) at the University of Illinois at Urbana-Champaign is to provide incoming underrepresented minority graduate students with an experience that will help them succeed in their graduate studies. The SPI encourages the rapid acclimation to the UIUC campus, and to the respective departments, graduate school culture, and the requirements of the specific disciplines of the participants. Architecture students accepted to participate in the SPI, become acquainted with graduate life on the UIUC campus by: 1) working closely with Graduate College administrators, 2) meeting and working with faculty and advisors in the School of Architecture, 3) learning necessary skills for a successful graduate school experience in architecture, and 4) interacting with their peers within the academic community.

Individual Cultural Centers

There are cultural centers on the UIUC campus representing many minority populations. Examples include Center for African Studies, Center for Latin American and Caribbean Studies, Department of East Asian Languages and Cultures, The Afro-American Studies and Research Program, The Latina/Latino Studies program

PRIDE

In addition to campus programs for women and minorities, there is a campus program called PRIDE to serve students who do not fit into popularly accepted notions of the heterosexual standard or the binary gender paradigm (male/female). These students may identify themselves as Straight Ally, Questioning, Intersex, Lesbian, Two-Spirit, Transsexual, Transgender, Gay, Cross-Dressing, Nonsexual, Pansexual, Bisexual, Leather-fetish, Hermaphrodite and BDSM-practicing.

The purpose of PRIDE is to serve the above persons collective through political activism, educational awareness, and providing a social outlet. The organization engages in all activities relating to this community which are desired by its members that are not conveniently provided elsewhere.

School of Architecture

Two groups within the School of Architecture serving women and minorities are NOMAS, the University of Illinois chapter of the National Organization of Minority Architecture Students and WIA, the Illinois chapter of Women in Architecture. Both of these groups are described above.

The School sponsors visiting international scholars, typically PhD students from Tongji University, Shanghai, China. The School provides a 0% appointment with offices and computer and library privileges.
3.1.3 Architecture Education and Registration

This section will demonstrate that the School of Architecture provides students with a sound preparation for the transition to internship and licensure. Examples are provided to document the School’s relationship with the Illinois Architecture Licensing board, the exposure of students to internship requirements and continuing education beyond graduation, and students’ understanding of their responsibility for professional conduct.

a. Relationship with State Registration Board

The Illinois Architecture Practice Act requires that a representative of the University of Illinois, School of Architecture sit on the Illinois Architecture Licensing Board. In this manner, for well over 100 years the School has enjoyed a very close relationship with Licensing Board.

b. Exposure of Students to Internship Requirements, IDP and Continuing Education Beyond Graduation

Undergraduate students first learn about internships and continuing in the course ARCH 101, Introduction to Architecture taught in the freshman year. Student organizations such as APX and AIAS conduct workshops on internships. One of the faculty of the School of Architecture, now serving as an Associate Dean in the College of Fine and Applied Arts is the IDP coordinator for Northern and Central Illinois. In this role, he advises students of the Intern Development Program. Graduate students learn more about requirements for internship and continuing education in the course ARCH 501, Architectural Practice (required core course).

c. Students’ Understanding of their Responsibility for Professional Conduct

Professional conduct is also introduced in ARCH 101 and developed in ARCH 501. Professionalism is part of the culture of the School as evidenced by programs provided by such student organizations as AIAS, NOMAS.

d. Proportion of Graduates who have sought and achieved Licensure Since the Previous Visit

The following table shows ARE pass rates for the year 2005, 2006, and 2007 as currently posted on the NCARB Web Site [http://www.ncarb.org/are/arepassrates_by_school.asp](http://www.ncarb.org/are/arepassrates_by_school.asp) for the University of Illinois at Urbana-Champaign:

<table>
<thead>
<tr>
<th></th>
<th>Pre Design</th>
<th>General Structures</th>
<th>Lateral Forces</th>
<th>Mechanical &amp; Electrical Systems</th>
<th>Materials &amp; Methods</th>
<th>Construction Documents &amp; Services</th>
<th>Site Planning</th>
<th>Building Planning</th>
<th>Building Technology</th>
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</thead>
<tbody>
<tr>
<td></td>
<td># Pass Rate</td>
<td># Pass Rate</td>
<td># Pass Rate</td>
<td># Pass Rate</td>
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<td># Pass Rate</td>
<td># Pass Rate</td>
<td># Pass Rate</td>
</tr>
<tr>
<td>2005</td>
<td>38 84%</td>
<td>30 80%</td>
<td>26 81%</td>
<td>35 74%</td>
<td>28 93%</td>
<td>36 86%</td>
<td>63 84%</td>
<td>68 66%</td>
<td>70 70%</td>
</tr>
<tr>
<td>2006</td>
<td>6  83%</td>
<td>6  83%</td>
<td>6  50%</td>
<td>8  75%</td>
<td>3 100%</td>
<td>7  86%</td>
<td>55 78%</td>
<td>63 75%</td>
<td>60 82%</td>
</tr>
<tr>
<td>2007</td>
<td>72 86%</td>
<td>54 89%</td>
<td>63 83%</td>
<td>63 81%</td>
<td>54 85%</td>
<td>57 88%</td>
<td>60 73%</td>
<td>61 79%</td>
<td>62 77%</td>
</tr>
</tbody>
</table>
For comparison, the following table shows the national ARE pass rates by division on the NCARB Web Site [http://www.ncarb.org/are/passrates.html](http://www.ncarb.org/are/passrates.html) for the years 2002 through 2007:

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre Design</th>
<th>General Structures</th>
<th>Lateral Forces</th>
<th>Mechanical &amp; Electrical Systems</th>
<th>Materials &amp; Methods</th>
<th>Construction Documents &amp; Services</th>
<th>Site Planning</th>
<th>Building Planning</th>
<th>Building Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>77%</td>
<td>73%</td>
<td>93%</td>
<td>74%</td>
<td>88%</td>
<td>86%</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>2003</td>
<td>77%</td>
<td>73%</td>
<td>92%</td>
<td>74%</td>
<td>86%</td>
<td>85%</td>
<td>70%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>2004</td>
<td>75%</td>
<td>73%</td>
<td>77%</td>
<td>67%</td>
<td>76%</td>
<td>79%</td>
<td>71%</td>
<td>71%</td>
<td>63%</td>
</tr>
<tr>
<td>2005</td>
<td>76%</td>
<td>75%</td>
<td>76%</td>
<td>68%</td>
<td>77%</td>
<td>77%</td>
<td>73%</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>2006</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
<td>70%</td>
<td>77%</td>
<td>77%</td>
<td>66%</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>2007</td>
<td>79%</td>
<td>76%</td>
<td>79%</td>
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<td>79%</td>
<td>77%</td>
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<td>69%</td>
</tr>
</tbody>
</table>

The pass rates, by division, for all candidates (first-time and repeat) who took the ARE are listed above. Data are the most recent available from Thomson Prometric, NCARB’s testing consultant.

As developed by the National Council of Architectural Registration Boards, the ARE assesses a candidate’s knowledge, skills, and abilities to provide the various services required in the practice of architecture. It has been adopted for use by all U.S. registration boards and the Canadian provincial architectural associations as the registration examination for all candidates seeking architectural licensing.

### 3.1.4 Architecture Education and the Profession

This section will demonstrate how the School of Architecture prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Examples are provided to document the School’s engagement of the professional community in the life of the School, how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research, how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice, how students develop an understand of and respect for the roles and responsibilities of allied disciplines, how students learn to reconcile conflicts among architects’ obligations to their clients, the public, and the demands of the creative enterprise, and finally, how students acquire the ethics for upholding the integrity of the profession.

#### a. Engagement of the Professional Community in the Life of the School

Faculty members are members of the professional community and engaged in the life of the School. School faculty members have been leaders in AIA components at the National, State and Local levels for many years. For example, the Associate Director for Graduate Studies, Professor Robert Selby, FAIA, a former President of AIA Illinois, served on the National Board of Directors of the AIA for three years. New faculty member, Professor Gains Hall, FAIA, served on the AIA National Board of Directors from two different regions and was a national Vice-President. He now serves as President of AIA Illinois.

Architects from the Champaign-Urbana area, Chicago, and St. Louis participate on thesis reviews, as guest lectures in such courses as ARCH 101, Introduction to Architecture and ARCH 501 Architectural Practice, and on the School’s Alumni Board. Area architects frequently serve as visiting faculty, especially in design studios and graphic courses.
The School of Architecture’s Illinois Chapter of AIAS hosted the AIAS Forum 2002, their national convention, involving significant practitioners as guest speakers, including some UIUC faculty. Currently AIAS Illinois engages local practitioners in seminars and regular meetings to give students opportunities to ask questions about the nature of private practice today.

b. How Students Gain an Awareness of the Need to Advance Their Knowledge of Architecture through a Lifetime of Practice and Research

ARCH 101 introduces this concept to freshmen students, and ARCH 501 develops the concept further. Student workshops provided by AIAS and APX are additional opportunities for students to become aware of the need for advancing ones knowledge through practice and research. Professional architects on the faculty serve as role models.

c. How Students Develop an Appreciation of the Diverse and Collaborative Roles Assumed by Architects in Practice

ARCH 101 introduces this concept to freshmen students, and ARCH 501 develops the concept further. Visiting practitioners who lecturer at the School as well as professional architects on the faculty serve as role models for the variety of types of practices architects engage in, and the alternative career paths available to architects, including teaching.

d. How Students Develop an Understanding of and Respect for the Roles and Responsibilities of the Associated Disciplines

Temple Buell Hall is the headquarters of the School of Architecture, and the Departments of Landscape Architecture and Urban and Regional Planning. Buell Hall was programmed and built to foster exposure, respect, and collaboration among the three disciplines. Close proximity allows frequent opportunities for architecture students and faculty to work with or take courses from faculty in the other disciplines. ESLARP studios and workshops are routinely interdisciplinary. Architecture and Landscape Architecture have cross-listed course numbers, such as LA/ARCH 222, Islamic Gardens & Architecture, to encourage mixing students from both disciplines. Undergraduate students take a course in Urban Planning, UP 101, in their third year.

e. How Students Learn to Reconcile the Conflicts Between Architects’ Obligations to their Clients, the Public, and the Demands of the Creative Enterprise

ARCH 501, Architectural Practice, is the course with the greatest emphasis on owner-architect and owner-contractor agreements, code and zoning requirements. Architectural Design studios also address fulfilling client needs, providing the public, an implied client, with excellent housing, work place and urban environments. Design studios require students to reconcile many competing issues with the goal of maintaining the highest design standards.

f. How Students Acquire the Ethics for Upholding the Integrity of the Profession.

Ethics and integrity are central to the culture of Architecture at Illinois. Courses such as ARCH 101 and ARCH 501 cover such material formally. Beyond Practice courses, courses in Design, Structures, and Urban Design all teach aspects of the necessity for the highest ethical conduct and for producing professional work products conforming to the highest standards of excellence.
3.1.5 Architecture Education and Society

This section will demonstrates that the School of Architecture not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions. Examples are provided to document how students gain an informed understanding of architecture as a social art, including the complex processes carried out by multiple stakeholders who shape built environments, the emphasis given to generating the knowledge that can mitigate social and environmental problems, how students gain an understanding of the ethical implications of built environment decisions, and finally, how a climate of civic engagement is nurtured, including a commitment to professional and public service.

a. How Students Gain an Informed Understanding of Architecture as a Social Art, including the Complex Process Carried out by Multiple Stakeholders who Shape Built Environments

The practice of Architecture could be defined as a social art by virtue of the need for architects to interact with clients, allied disciplines, government officials, the general public and special interest groups. An architectural practice as an agent of social change is another definition of architecture as a social art. The latter definition will be addressed in item b. below.

ARCH 501 focuses on the kind of complex process architects in practice must engage in with multiple stakeholders who shape built environments. Students learn that some stakeholders view “environment,” built or natural as investments, while others view environments as phenomena that either enhance or diminish the quality of life. This course also teaches about the complex choreography that occurs among architects, developers, lending institutions, public officials, contractors, and sub-contractors as part of the building process.

Disabled stakeholders view environments as accessible or inaccessible. Users of residential environments express their evaluation in terms of “resident satisfaction.” Elderly residents evaluate in terms of threatening or supportive environments. Undergraduate and graduate design studios address issues of designing appropriate environments for various user groups.

b. The Emphasis Given to Generating the Knowledge that can Mitigate Social and Environmental Problems

Architects may be agents of social change, serving to mitigate social and environmental problems. A number of courses and activities address this broader definition of the nature of architectural practice to include knowledge generation. The School of Architecture offers many “service-learning” studios where students engage in forms of “action research.” Action research refers to methods to discover how to improve best practices, especially in relation to social and environmental problems. Courses in design and practice examine the impact of new buildings on local environments. Other design courses emphasize “green architecture,” including proper site design, building design, selection of low energy materials, natural day lighting, natural ventilation, and passive solar energy. Other design and seminar courses examine such social problems as race and gender issues in architectural design.

ESLARP related courses, especially fourth and fifth year design studios, are among the most highly visible and well respected service-learning, action research courses. Each new studio builds on the work of previous studios in an effort that has been sustained for a dozen years. Knowledge
generated by ESLARP faculty and students is posted on the program’s web site to be available to learn best practices in community based neighborhood redevelopment.

The Building Research Council conducts research to generate knowledge on mitigating environmental problems.

c. How Students Gain an Understanding of the Ethical Implications of Built Environment Decisions

In addition to practice courses, e.g. ARCH 501, and design studios cited above, students learn about the ethical implications of built environment decisions through student activities. For example, the Illinois chapter of NOMAS hosts national annual symposia that examine such issues as who benefits and who gets hurt by urban redevelopment.

d. How a Climate of Civic Engagement is Nurtured, Including a Commitment to Professional and Public Service.

A climate of civic engagement is nurtured at the campus. The Chancellor of the UIUC campus promotes the concept of an engaged university. In his public remarks he frequently mentions ESLARP as an exemplary model.

There are a number of campus activities offering students opportunities to perform public services. For example, the UIUC student chapter of Habitat for Humanity and Volunteer Illini are but two public service programs.

In 2002, School of Architecture AIAS students participated recently in Springfield, Illinois’ AIA R/UDAT charrette focusing on downtown redevelopment. In the Spring semester of 2007, graduate students developed five surface parking lots as mixed use projects in the historic downtown of Springfield following recommendations of the 2002 R/UDAT. This AIA 150 Blueprint for America project, Blueprint for Springfield, was funded with an grant from the AIA allowing a publication of the studio’s work to be sent to local public officials, public libraries and all ACSA Schools of Architecture.

3.2 PROGRAM SELF ASSESSMENT PROCEDURES

This section will demonstrate how the School of Architecture is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning.

a. Description of School’s Self-Assessment Process

The School of Architecture, the College of Fine and Applied Arts, and the University employ a variety of self-assessment methods involving administrative, faculty, student and alumni feedback on the program’s curriculum and learning environment, specifically with regard to the ongoing evaluation of the program’s mission statement and how it relates to the NAAB Perspectives.

b. Faculty, Students’ and Graduates’ Assessments of the Accredited Degree Program’s Curriculum and Learning Context as Outlined in the NAAB Perspectives
i. Administrative Feedback and Assessment

The Administration at all levels meet regularly to assess curricula and learning environments in numerous Councils, Committees, and other groups or programs, as outlined below.

University

Council of Deans: The University Provost/Vice Chancellor for Academic Affairs convenes the Council of Deans, including the Dean of the College of Fine and Applied Arts. In this forum, the Provost works closely with the Deans on all matters of University policy including budget, program assessment and strategic planning.

The Chancellor’s Senior Survey on the Undergraduate Experience at UIUC:

In 1989, a taskforce appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at UIUC. The results of the survey, the Chancellor said, "will be useful in responding to requests for information on how our students feel about the educational experience they have had as undergraduates here and in identifying problems on campus which need our attention." The survey was administered each year from 1990 to 1993. Due to the consistency of results the survey was not administered again until 1996.

The 1996 survey was modified to include a section of items asking students to assess their entering and exiting abilities. Due to the usefulness of this new section for campus initiatives involved in the assessment of student outcomes, the campus decided to restart annual administrations of the survey.

Summaries of 1997 - 2007 Senior Surveys are available online.

College

Administrative Council: The Dean of the College of Fine and Applied Arts convenes the Administrative Council, comprised of the Chairs, Directors, or Heads of all academic and service units reporting directly to the Dean of the College of Fine and Applied Arts: Including the School of Architecture. The Dean of the College chairs the Administrative Council, which has monthly scheduled meetings, with additional meetings as needed called by the Dean or at the request of members of the Administrative Council.

The Council works closely with the Dean on all matters of College policy including budget, program assessment and strategic planning.

School

Director/Associate Directors: The Director of the School of Architecture convenes regular meetings with the Associate Directors of the School to discuss all matters of School policy including budget, program assessment and strategic planning.

Executive Committee: The Director chairs the Executive Committee of the School of Architecture that advises the Director on policy, program assessment, and strategic planning. The Executive Committee is the primary advisory body to the Director on matters including program assessment.
Architecture Council: The Director combined the Graduate Committee and the Curriculum Committee into the new Architectural Council, because members of the two committees were the same people. The Architecture Council is comprised of Program Chairs and other faculty members. The Director and Associate Directors are ex-officio members. The Chair of the Architecture Council is elected by its members. The Architecture Council advises the Director on undergraduate and graduate curriculum issues.

ii. Faculty Assessment and Feedback

Faculty members provide feedback to administrators and each other by attending faculty meetings, serving on faculty committees, and serving on design reviews as detailed below.

Faculty Meetings

The Director chairs all-school faculty meetings approximately three times per semester. During these meetings the Director frequently solicits faculty assessment of the program. Faculty members often volunteer their opinions on their own about potential program improvements. The Director frequently asks faculty members to report on meritorious activities or to share best practices with colleagues. The Director reports to the faculty on the program’s annual budget and its implications for allocating resources most appropriately. Faculty members provide their opinions for allocating resources to the Director on these occasions.

Faculty Committees

The following key School committees provide routine faculty assessment of the School’s academic programs:

Executive Committee: Elected for terms of one year by the faculty, this five-person committee is chaired by the Director. It meets on the average once every other a week during the academic year to provide the Director with faculty perspectives on policy, including program assessment. This committee also has the responsibility to evaluate administrative and faculty accomplishments and performance on a yearly basis.

Program Chairs Committee: The Director chairs the Program Chairs Committee comprised of the Chairs of the Academic Faculties (Sub-units). The Program Chairs Committee advises the Director on coordinating the functions of the Academic sub-units. In advising the Director, it principally represents the best interests of the School curriculum as a whole and the contributions of the sub-disciplines to the curriculum.

Design Committee: Design, the largest Program in the School, is administrated by a Chair appointed by the Director, and two faculty members elected by the faculty. The Design Committee assists its Chair to assess and coordinates academic programs in the Design area.

Promotion and Tenure Committee: Membership consists of three Full Professors appointed by the Director. The Director serves as Chair. This Committee plays a vital role in evaluating and recommending faculty for advancement to Associate Professor with tenure and to Full Professor.

Bylaws Committee: The Director appoints members to this committee, which conducts periodic appraisal and improvement of School's Bylaws for consideration and approval by the faculty.
Affirmative Action Committee: The Director appoints the Chair and, with the Chair’s advice appoints members to serve on this committee. Members perform an advisory role to the Director and Search Committees with the objective of assuring fairness in the Search. This committee contributes to assessment and improvement of the School’s program by fostering excellence through diversity.

Search Committees: The Director appoints the Chair and members of these committees in consultation with Program chairperson. The committee conducts searches for and evaluation of candidates for faculty positions. These committees contribute to assessment and improvement of the School’s program by assessing the excellence of applicants for faculty positions in accordance with program improvements intended by the Director and Program Chairs.

Design Reviews

Faculty members sitting on student design reviews routinely observe and assess student achievements and, implicitly, the performance of the studio critic. Faculty members often use these opportunities to seek or offer advice about improving the pedagogic content of studio programs.

iii. Student Assessment and Feedback

Students provide feedback to faculty and administrators through their student organizations, by serving on faculty committees, by completing course instructor evaluation forms, and by attending all school “town meetings.”

Student Organizations

There are several student organizations that have faculty representation, thus enabling opportunities for student feedback to the administration or faculty.

AIAS American Institute of Architecture Students
APX Alpha Rho Chi
ASAC Architecture Students Advisory Council (described below)
EDC Ecological Design Consortium
GARGOYLE Architectural Honor Society
NOMAS National Organization of Minority Architecture Students
SAH Society of Architectural Historians
SBMA Society for Business and Management in Architecture
WIA Women in Architecture

Architecture Students Advisory Council (ASAC): The objective of the ASAC is to be an effective and accessible means of communication between students, staff, faculty and administration of the School of Architecture. The Director established this committee in 1983 to encourage student feedback. SAC membership is open to all students. ASAC works with faculty and staff on the Annual Architectural Awards banquet, Career Expo, and Convocation. They also publish a Student Handbook containing helpful information about the school, campus, and community. ASAC solicits student opinions about faculty excellence through their annual Excellence In Teaching awards program.
Faculty Committees

Students serve on four School committees to provide feedback to faculty and administrators: search, graduate, curriculum and lecture.

Instructor Course Evaluations

At the end of the semester faculty may voluntarily distribute Instruction and Course Evaluation System (ICES) form. The ICES program is a function of the UIUC Office of Instructional Resources (OIR). Faculty may employ some other methods to evaluate faculty teaching and course effectiveness. Such methods include “exit” interviews and custom-made survey instruments.

iv. Alumni Assessment and Feedback

School of Architecture Alumni feedback to administrators and faculty members attending Professional Advisory Council meetings, serving with faculty and administrators on professional committees and boards of components of the American Institute of Architects (AIA), and by attending alumni meetings and receptions.

Professional Advisory Council

In 1999, Acting Director Andrejasich appointed a panel of licensed architects to advise the School what students should know and be able to do upon graduation. These architects are also asked for improvements that they perceive are needed in curriculum or programs in the School.

Since his appointment in 2004, Director Chasco has met frequently with licensed architects to create an informal yet regular dialog between the School and the profession. Director Chasco plans to convene a new Professional Advisory Council to make this dialog more regular in the coming years.

Professional Committees and Boards

Faculty members in the School of Architecture have served recently as president, other officers and board directors of the AIA national, AIA Illinois, AIA Central Illinois, and AIA Champaign-Urbana. In this capacity assessment of the role of collegiate schools of architecture is frequently offered by alumni and other professional colleagues to the faculty members serving in leadership roles in these professional organizations. Associate Director Selby created and chaired the Academic Paper Sessions at the AIA Illinois Annual Meeting to permit a dialog among practitioners and scholars.

Alumni Meetings and Receptions

Alumni meetings and receptions are held annually during the AIA National Convention, Homecoming, and regional alumni receptions throughout the country. The Director of the School and other faculty attending these meetings solicit feedback from alumni regarding the academic program at the School.

Alumni regularly attend Career Xpo to recruit for their firms. They routinely volunteer their assessment of the current graduates. One announced emphatically, “They’re the best, better than 10 or 20 years ago!”
c. University Requirements for Self-Assessment

Student Outcome Assessment: In 1997 a Student Outcomes Assessment Committee was appointed by the Provost to develop mechanisms for assessing student achievement in all University undergraduate and graduate programs. The UIUC system of assessment was intended to be unit-based and faculty-driven.

In 2000 the Student Outcomes Assessment Committee asked units to report their assessment activities and any changes/improvements made in the units based upon their assessment results. Professor Robert Selby prepared the School’s 1999 Unit Assessment Plan which was posted on the Center for Teaching Excellence’s web site. He then prepared and submitted an Outcomes Assessment Progress Report for the School in September 2000.

In June of 2007, the Provost asked all academic units to prepare new Student Outcomes Assessment Plans in anticipation of next accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools to be submitted at the end of Academic Year 2007-08. Professor Selby was reappointed to be the assessment coordinator and author of the updated report. A new Student Outcomes Assessment Plan was prepared and submitted to the Center for Teaching Excellence in May 2008.

d. Other Pertinent Information

Many of the recent changes in the School’s graduate and undergraduate curricula described elsewhere in this Architecture Program Report were the result of the School’s multi-method self-assessment programs.
3.3 PUBLIC INFORMATION

a. The following are descriptions of the degree program as they appear on the School’s University web site:

Prospective Undergraduates

**Prospective Undergraduates**
The School of Architecture offers a four-year undergraduate pre-professional curriculum leading to the Bachelor of Science in Architectural Studies (BS in AS) degree. It is a comprehensive program, balancing general education and professional architecture content. Recognizing that the architectural design studio is where general and professional knowledge is applied to produce architecture, studio courses constitute a substantial part of the undergraduate experience. The program provides students with amazing opportunities. Visit *Why Illinois?* to learn more.

*WHY ILLINOIS?*
an introduction for prospective undergrads

**The Architectural Studies Program**
required courses, typical course sequence

**Architecture Admissions FAQ**

**Computing Info for New Architectural Studies Students**

**Becoming an Architect: The Journey Ahead**
info for prospective architecture students

**Transfer Students**
what you need to know if you won’t be entering as a freshman

**Campus Information**
Admissions
Financial Aid
Housing

**More Information about Architecture**
Student Organizations
International Programs
Student News
### Architectural Studies Degree Requirements

#### Bachelor of Science in Architectural Studies (BS in AS)

The schedule below represents a typical sequence for completing degree requirements in the Architectural Studies program. In this curriculum, normal progress is imperative. A student failing to complete any required course more than one semester later than the time designated in the curriculum is prohibited from progressive registration in architectural courses until the deficiency is corrected. To continue at the sophomore level and beyond, a student must have a cumulative grade point average of 2.25 (A = 4.0) for all University course work attempted. For the Bachelor of Science in Architectural Studies degree, a total of 127 semester hours are required.

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 101</td>
<td>Introduction to Architecture</td>
<td>3 hours</td>
</tr>
<tr>
<td>*MATH 220 or 221</td>
<td>Calculus I</td>
<td>5 or 4 hours</td>
</tr>
<tr>
<td>**MATH 231</td>
<td>Calculus II (or Physics 101 or 211**)</td>
<td>3 or 5 hours</td>
</tr>
<tr>
<td>RHET 105</td>
<td>Composition I Requirement</td>
<td>4 hours</td>
</tr>
<tr>
<td>General Education</td>
<td></td>
<td>14-15 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td>31 hours</td>
</tr>
</tbody>
</table>

*Placement determined based on Advanced Placement – Placement in Math 221 requires a score of 2 or 3 on the A.P. Exam.

**Architecture Students are required to complete either Math 231, Physics 101, or Physics 211.
### Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 271</td>
<td>Graphics for Architects</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 231</td>
<td>Anatomy of Buildings</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 210</td>
<td>Introduction to the History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 232</td>
<td>Construction of Buildings</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 272</td>
<td>Strategies of Architectural Design</td>
<td>4</td>
</tr>
<tr>
<td>ARCH History</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education/Electives</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Total:** 32 hours

*Students must have completed the Architecture Supporting Coursework of Math 220/221; 231 or Phys 101 by the beginning of their junior year.*

### Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 351</td>
<td>Statics and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 352</td>
<td>Mechanics of Materials and Design Applications</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 373</td>
<td>Architectural Design and the Landscape</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 374</td>
<td>Architectural Design and the City</td>
<td>5</td>
</tr>
<tr>
<td>UP 101</td>
<td>Planning of Cities and Regions</td>
<td>3</td>
</tr>
<tr>
<td>ARCH History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Education/Electives</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Total:** 32 hours

### Fourth Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 341</td>
<td>Environmental Technology - HVAC</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 342</td>
<td>Environmental Tech - Lighting and Acoustics</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 451</td>
<td>Theory &amp; Design of Steel and Timber</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 452</td>
<td>Theory of Reinforced Concrete</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 475</td>
<td>Architectural Design and Development</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 31 hours**
<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>4 hours</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>6 hours</td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>6 hours</td>
</tr>
<tr>
<td>Cultural Studies:</td>
<td></td>
</tr>
<tr>
<td>Western/Comparative Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>Non-Western/US Minority Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>Natural Sciences/Technology</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Quantitative Reasoning 1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Quantitative Reasoning 2</td>
<td>3 hours</td>
</tr>
<tr>
<td>Foreign Language: Completion of a 3rd semester college-level course or 3 yrs of High School</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Requirements Satisfied by the Architecture Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Reasoning I (Math 220, Math 221 or Math 231) required</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning II (Physics 101 or Physics 211) required</td>
<td></td>
</tr>
<tr>
<td>Natural Science/Technology (if Phys 101 is completed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History of Architecture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Architecture Undergraduate students must fulfill the Architectural History requirement by completing the following coursework:</td>
<td></td>
</tr>
<tr>
<td><strong>Beginning Architectural History (required)</strong></td>
<td>Introduction to the History of Architecture</td>
</tr>
<tr>
<td>ARCH 210</td>
<td></td>
</tr>
</tbody>
</table>

Architecture Undergraduates are required to complete three Architectural History courses from the following list.

- ARCH 409: Great Modern Architects (Versailles Only)
- ARCH 410: Ancient Architecture
- ARCH 411: Early Christian and Byzantine Architecture
- ARCH 412: Medieval Architecture
- ARCH 413: Renaissance Architecture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 414</td>
<td>Baroque and Rococo Architecture</td>
</tr>
<tr>
<td>ARCH 415</td>
<td>Neoclassical and Nineteenth Century Architecture</td>
</tr>
<tr>
<td>ARCH 416</td>
<td>Modern American Architecture</td>
</tr>
<tr>
<td>ARCH 417</td>
<td>Twentieth Century Architecture</td>
</tr>
<tr>
<td>ARCH 418</td>
<td>History of the Urban Environment</td>
</tr>
</tbody>
</table>

**Web Addresses**

<table>
<thead>
<tr>
<th>Service</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Architecture</td>
<td><a href="http://www.arch.uiuc.edu">http://www.arch.uiuc.edu</a></td>
</tr>
<tr>
<td>Course Catalogue; General Education Courses;</td>
<td><a href="http://courses.uiuc.edu/cis/index.html">http://courses.uiuc.edu/cis/index.html</a></td>
</tr>
<tr>
<td>Undergraduate Minor Degrees</td>
<td><a href="http://www.provost.uiuc.edu/students/advising/minors.html">http://www.provost.uiuc.edu/students/advising/minors.html</a></td>
</tr>
<tr>
<td>Transfer Artication</td>
<td><a href="http://uic.transfer.org/cas/">http://uic.transfer.org/cas/</a></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td><a href="http://www.finaid.uiuc.edu/">http://www.finaid.uiuc.edu/</a></td>
</tr>
<tr>
<td>Office of Admissions and Records</td>
<td><a href="http://www.oar.uiuc.edu/prospective/">http://www.oar.uiuc.edu/prospective/</a></td>
</tr>
<tr>
<td>Fine &amp; Applied Arts College Office</td>
<td><a href="http://www.faa.uiuc.edu/">http://www.faa.uiuc.edu/</a></td>
</tr>
<tr>
<td>Registration Web Page</td>
<td><a href="https://apps.uillinois.edu/selfservice/">https://apps.uillinois.edu/selfservice/</a></td>
</tr>
</tbody>
</table>
The School of Architecture offers three graduate study tracks, each presenting the diverse professional and academic opportunities possible within architecture and requiring concentrated study during the final graduate year. Graduates of the School depart with confidence in their abilities to contribute to professional practice. Because the studio is where general and professional knowledge meet through intense study, inquiry, and application, studio courses form the central element of the curriculum.

An introduction for prospective M. Arch students

M. Arch Program Prerequisites

M. Arch Core Courses

Graduate Degree Electives

Graduate Degree Policies

Options and Dual-Degrees
areas of specialization within the Master of Architecture program and opportunities to earn the M. Arch concurrently with another graduate or professional degree

How to Apply
requirements and criteria for admission

Financial Assistance

Computing Info for New Architectural Studies Students

General Information

Graduate College Admissions

Financial Aid

Life On Campus and Off
Welcome to the School of Architecture Graduate Program information pages
The School of Architecture offers two programs leading to a Master of Architecture degree and one leading to a Master of Science in Architectural Studies degree.

- **Master of Architecture.** This is a two year professional degree program for students holding a four-year Bachelor of Science in Architectural Studies (BS in AS), or a similar degree in architecture. To earn this degree, students must complete a total of 62 hours of graduate credit.

- **Master of Architecture (Limited Standing).** This is a program of variable length, but normally four years, for students holding a bachelor’s degree or higher in any field other than architecture. Upon completion of undergraduate courses as prerequisites, which normally takes two years, students pursue the two-year M. Arch professional degree program. To earn this degree, students may have to complete 65 hours of undergraduate credit (depending upon the undergraduate degree courses previously taken) and 54 hours of graduate credit.

- **Master of Science in Architectural Studies (MS in AS).** This is a one-year post-professional degree program for students holding a professional degree (B. Arch, M. Arch, or D. Arch) in architecture. This degree is not accredited by the National Architecture Accrediting Board (NAAB). This program is for students interested in conducting research in the field of architecture. To earn this degree, students must take a total of 32 hours of graduate credit. MS in AS students are not required to take a design studio. Priority for entry into graduate design studios will be given to M. Arch students who are required to take four graduate design studios. Therefore, MS in AS students may not be able to take a design studio if enrollment is closed.

The Master of Architectures lead to a professional M. Arch degree accredited by the National Architecture Accrediting Board (NAAB). Available areas of focus include Design, Structures and History & Preservation Options. All M. Arch programs follow a common professional core of courses. All of our Master of Architecture programs are an open curriculum, that is, you may elect to take all courses on the Option’s list of recommended electives, or you may select electives from any of the School’s sub-disciplines. You may also take electives in Landscape Architecture, Urban and Regional Planning, or in subjects in other disciplines.

The School of Architecture, together with the graduate programs of business administration, computer science, urban and regional planning and civil engineering, offers graduate programs leading to the following joint degrees: Master of Architecture and Master of Business Administration, Master of Architecture and Master of Computer Science, Master of Architecture and Master of Urban...
Planning, and Master of Architecture and Master of Civil Engineering (Construction Management or Structures).

The School of Architecture, together with the Department of Landscape Architecture, offers graduate program leading the Doctor of Philosophy degree.

**Contact**
School of Architecture Graduate Office
arch-grad@uiuc.edu
(217) 244-4723

**Link**
M. Arch Core Courses
M. Arch Options and Dual Degree Programs
M. Arch Electives
Graduate Degree Policies
M. Arch (Limited Standing)
MS in AS (Post Professional)
The following is one sample schedule showing typical degree requirements. See section 3.12 for greater detail on the breadth of the graduate curriculum.

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**Architectural Design**

**Sample Schedule (2-year Master of Architecture Degree Program)**

The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The Architectural Design Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 501: Architectural Practice (Core Course)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 571: Architectural Design Studio (Core Course)</td>
<td>6 hours</td>
</tr>
<tr>
<td>ARCH XXX Required Core Elective (eg. Architectural Thought)(Core Course)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 502: Structural Planning (Core Course)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 572: Architectural Design Studio (Core Course)</td>
<td>6 hours</td>
</tr>
<tr>
<td>ARCH YYY Required Core Electives (eg. Professional Issues)(Core Courses)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16 hours</td>
</tr>
</tbody>
</table>
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 573: Architectural Design Studio</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 574: Architectural Design Studio</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

---

<gallery exhibit>

M. Arch Options and Dual Degree Programs

**Contact**

Professor Paul Armstrong, Design Option Coordinator
b. Evidence that faculty members and incoming students have been informed of how to access the **NAAB Conditions for Accreditation** (including the Student Performance Criteria) on the NAAB Web site.

The following is posted on the School of Architecture Web site on page

http://www.arch.uiuc.edu/about/accreditation/.

### NAAB Accreditation

The Master of Architecture professional degree conferred by the School of Architecture is accredited by the National Architecture Accrediting Board (NAAB). The NAAB last reviewed the School in 2003, and following an accreditation visit granted a full six-year term of accreditation. NAAB visiting teams, with members representing each of the five collateral organizations, review programs against the **Conditions and Procedures** established by the NAAB Board. The School of Architecture is required to make all students and faculty aware of these documents (see below).

**NAAB Publications for Students and Faculty**

- **Guide to the 1998 Student Performance Criteria with 2002 addendum (.PDF)**

*The NAAB Conditions for Accreditation (including Student Performance Criteria) may be found on the NAAB web site: www.naab.org.*

This information is also provided to students at new student meetings and at the annual fall faculty retreat.

### 3.4 SOCIAL EQUITY

This section will describe how the School of Architecture provides all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an environment in which to learn, teach, and work. The School’s goals for demographic diversity are communicated to current and prospective faculty, students, and staff; and this policy is reflected in the distribution of the program’s human, physical, and financial resources; and faculty, staff, and students have equitable opportunities to participate in the School’s governance, as described below:

- **a. Criteria and Procedures used to Achieve Equity and Diversity in Faculty Appointments, Reappointments, Compensation, and Promotions**

The School of Architecture attempts to include women, minorities, and other under represented groups on its faculty. The School follows the University’s Search Guidelines and Procedures for Academic Appointments published by the University of Illinois’ Office of Equal Opportunity and Access when conducting searches for new faculty. The School Director appoints a Search Committee comprised typically of faculty and one student, women and minorities. The Search Committee submits faculty position announcements to OEOA for review and approval. Position announcements include the statement: “Women and Minorities are encouraged to apply. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.” The School sends position notices to a list of Historically Black Colleges and Universities, Hispanic-Serving Institutions of Higher Education, and recruitment sources for women and other ethnic minorities
prepared by OEOA for this purpose. Position announcements are posted on the School’s web site and on web sites serving women and minority ethnic groups.

The College requires the School, and other units in FAA, to submit documents for review and approval prior to interviewing candidates and prior to offering a candidate a position. These documents include the School’s Equal Employment Opportunity Guidelines and Goals, and a mailing and web posting lists showing women and minority contacts.

All candidates are asked identical scripted interview questions and provided identical itineraries to assure fairness and equality of opportunities.

School of Architecture Search Committees determine what qualifications are required to teach in the Program. These qualifications are shown in the position announcement. Interview questions and candidate evaluations are based specifically on those published qualifications.

Recent efforts by the School to achieve greater diversity on the faculty are as follows:

1. The University Provost Initiative program awarded $10,000 to Professor Kathryn Anthony to support her efforts to recruit more women to the School’s faculty,
2. The School hired two women scholars to the faculty outside of the normal search process using Target of Opportunity funds. TOP is administered by the Provost and provides salary support for new minority faculty.
3. Director David Chasco sent a personal letter to the top female graduates from the M. Arch structures program in the last five years inviting them express interest in joining the structures faculty, which is currently all male.

b. Criteria and Procedures used to Achieve Equity and Diversity in Student Admissions, Advancement, Retention, and Graduation

Undergraduate Admissions

Persons who wish to study architecture at Illinois apply to UIUC’s Office of Admissions and Records and to the College of FAA. Admission decisions are based on high school coursework, ACT score, and cumulative high school ranking. The University also admits minority students through the President’s Award Program and the Educational Opportunities Program. The School has been able to attract minority undergraduate students to transfer into architecture from other campus programs.

Undergraduate Advancement, Retention, and Graduation Programs

UIUC’s Office of Minority Student Affairs assists the School of Architecture and other campus programs create a welcoming and supportive learning environment for undergraduate minority students.

Office of Minority Student Affairs

The Office of Minority Student Affairs is responsible for providing leadership in developing, implementing and coordinating student support services and activities designed to assist minority students' personal development and academic achievement.
OMSA provides guidance and counseling support to minority students in all areas relevant to their persistence and success on the campus, including general adjustment, financial aid, and career selection. Particular emphasis is provided on assisting students who are academically under prepared or come from backgrounds underrepresented on the campus.

OMSA promotes and develops educational opportunities and enrichment activities to help facilitate the educational and personal growth of minority students through organized activities and collaborative efforts with other Student Affairs and campus units.

OMSA assists campus units and student organizations to create environments and programs which will attract, support and bolster minority students success and continuation at the University. Additionally, OMSA helps academic units monitor the progress of students and makes appropriate referrals to Student Affairs and/or academic units.

Graduate Admissions

The School of Architecture’s Associate Director for Graduate Studies and the Graduate Committee administrate graduate admissions. Applicants to the program submit university transcripts of undergraduate degree programs satisfactorily completed, a portfolio of undergraduate work, letters of recommendation, a statement of interest. International students also submit TOEFL scores verifying their ability to communicate in English.

Two members of the architecture faculty evaluate student applications. In the event of controversy, a third faculty member evaluates the application. Applicants are ranked according to evaluation scores.

UIUC’s Graduate College Office of Minority Affairs encourages the School to include minority students and that office provides additional support as follows:

Graduate College Office of Minority Affairs

The mission of the Graduate College Office of Minority Affairs is to address questions of access to and participation in graduate education by individuals from groups that are currently underrepresented at the University of Illinois at Urbana-Champaign. As our country becomes a more diverse society in terms of ethnic and racial identity, it is of paramount importance to our national well being that all groups participate in all aspects of the national enterprise. Graduate education is a key to the attainment of leadership positions and contributions to the development of new ideas. Unfortunately, not all sectors of our society participate in graduate education at a level which is representative of the general population. We therefore must strive to increase participation in graduate education by underrepresented groups. The Office of Minority Affairs directs and coordinates a number of activities toward this end.

The office serves as a central point of contact for information regarding the participation of underrepresented groups in graduate programs at the University of Illinois at Urbana-Champaign. In addition, the office provides advice to graduate students about our graduate programs and policies and also participates in outreach activities. The Director of the Office of Minority Affairs works with the assistant and associate deans of the Graduate College as well as with representatives from academic units in providing these services.
Summer Research Opportunity Program (SROP)

The Graduate College operates two summer programs, the Summer Research Opportunity Program and the Summer pre-doctoral Institute. These programs attract minority students to campus and introduce them to university life, and to career opportunities in higher education.

The University of Illinois at Urbana-Champaign offers a summer program that provides research experiences for students from underrepresented groups interested in graduate study and in an opportunity to explore careers in research and teaching. The program at UIUC provides each participant with information and experiences that help to build the knowledge and skills necessary to gain admission to graduate school. The many opportunities offered through the SROP will allow participants to establish important relationships with faculty in their respective fields of study, conduct graduate-level research under the supervision of one of UIUC’s renowned faculty members, become acquainted with the culture of graduate school, and to learn what is needed and expected as a graduate student in their discipline. The SROP experience at UIUC is extended to students who are African Americans, American Indians, Mexican Americans, Puerto Ricans and other students who are from populations underrepresented in UIUC graduate programs.

Summer Pre-doctoral Institute

The purpose of the Summer Pre-doctoral Institute (SPI) at the University of Illinois at Urbana-Champaign is to provide incoming underrepresented minority graduate students with an experience that will help them succeed in their graduate studies. The SPI encourages the rapid acclimation to the UIUC campus, and to the respective departments, graduate school culture, and the requirements of the specific disciplines of the participants. Architecture students accepted to participate in the SPI, become acquainted with graduate life on the UIUC campus by: 1) working closely with Graduate College administrators, 2) meeting and working with faculty and advisors in the School of Architecture, 3) learning necessary skills for a successful graduate school experience in architecture, and 4) interacting with their peers within the academic community.

Other University programs support the campus goal for greater diversity. For example, UIUC’s Office of Instructional Resources trains faculty and teaching assistants to create welcoming learning environments for a culturally diverse student body.

Finally, it is University and School policy to provide equal access to all courses, programs and facilities for its students, faculty, and staff regardless of race, ethnicity, creed, national origin, gender, age, physical ability, marital status, or sexual orientation.

c. Means by Which Faculty, Students, and Staff are Given Access to the Formulation of Policies and Procedures, including Curriculum Review and Program Development

The School’s Director and Associate Directors have an open door policy affording faculty, students, and staff continuous opportunities to address concerns or creative ideas regarding policies, procedures, curriculum review and program development. There are standing committees and routine events for more formal deliberation on these issues. The following examples are illustrative.
Faculty Access

Any faculty member may raise questions of offer suggestions regarding the above issues at any faculty meeting. Faculty may volunteer to serve on ad-hoc committee created to examine such issues.

Faculty members on the School’s Executive Committee routinely advise the Director on policies, procedures, curriculum review and program development. Minutes of Executive Committee are posted on a secure location on the School’s web site with full access to all faculty members.

The School’s Architecture Council is the standing committee with the responsibility to review proposals for curriculum improvements and to forward major proposals to the faculty for approval.

Student Access

The School’s Director formed the Architectural Student Advisory Council in 1983 to foster effective and accessible communication among students, faculty administration, and staff. ASAC solicits student opinions on such issues as policies, procedures, curriculum review and program development. ASAC has regularly scheduled meetings with the Director.

The Architectural Council has two student members who may speak frankly to faculty about program improvements and curriculum review. Students also sit on Search Committees. The School receives student opinions routinely.

Staff Access

The School’s administrative staff works closely with either the Director or one of the Associate Directors. Ideas for program improvement are provided almost daily. Staff attends meetings of the Architectural Council. Staffs frequently offer ideas for improving the program and procedures. Support staff work closely with the administrative staff. Support staff forward suggestions to their supervisors for consideration and implementation, more on procedures than on policy or curricular issues.

Administrator’s Accessibility

The Director of the School of Architecture uses every available opportunity to express his respect and appreciation of all faculty, students, and staff. He makes it clear that good ideas may originate from any faculty, student or staff member, regardless of whether that person has a direct responsibility for the issue or policy being discussed. At the same time, the Director makes every attempt at faculty meetings, committee meetings, and other occasions to exchange critical information about the effect of budgets on programs, and other topics often held in secrete by administrators. The Director and the Assistant to the Director present the annual budget at faculty meetings.

d. Identification of any significant problem, with recommendations for improvement

The School has identified the following issues and potential solutions:

- Budget Transparency: The Director would like to make state and tuition-differential budgets more accessible and understandable to the faculty and staff of the school. To do so, he is working with his staff to prepare this data into a unified spread sheet to be
distributed at faculty meetings. In the near future, the Director would also like to do the same plan of action regarding endowment funds.

- Faculty gender equity: Women are underrepresented on the faculty, especially in the disciplines of architectural structures and technology. The Director plans to conduct searches in these areas using funds from the Provost’s office. This is considered particularly because the student body is approximately 50% women.

- Faculty minority equity: The number of minority faculty numbers does not reflect the general population. The Director plans to university Target of Opportunity (TOP) and Excellence hires funding to conduct targeted searches for African-Americans and other underrepresented minority candidates.

3.5 STUDIO CULTURE

The School of Architecture Faculty at the University of Illinois at Urbana-Champaign voted to adopt this policy at its meeting on 29 April 2008.

Studios shall support a culture of

- Innovation, in which studio projects encourage critical thinking, foster risk-taking, and engage the use of alternative teaching methods to address creatively the critical issues facing architectural education.

- Purpose, with studios in which students are positive about the skills they are learning, knowing that architecture can make a difference to society, the profession, and associated disciplines they choose. We as educators reinforce the potential of architectural education to influence young professionals to contribute positively to the built environment.

- Respect, with a climate in which student health, constructive critiques, the value of time, and decision-making processes are all promoted. Studios shall be environments that promote respect for ideas, diversity, and the utilization of the physical space all of which are essential to enhance architectural education.

- Collaboration, in which interdisciplinary connections, and successful oral and written communication are promoted.

- Engagement, preparing students to serve as leaders within the profession and within communities. Studios may engage communities so that students understand the necessity of embracing clients, users, and social issues. Studio projects may engage the expertise and opportunities presented through partnerships with architectural practitioners and experts in allied disciplines.

Based on AIAS Studio Culture Task Force Report Redesign of Studio Culture 2002
Plan for Implementation

Perhaps it would be more accurate to refer to the process as a plan for refinement or improvement since the School of Architecture has embraced these principles for a number of years. Since 1988, the Design Committee has referred to student’s evaluated presentations to a panel of faculty as “reviews” in lieu of the former term “juries.” The design faculty believes that by renaming the event “reviews” they convey the message that these events will be held in an atmosphere of respect, collaboration and collegiality. Ungraded studio pin-ups are held in studios to foster a climate of risk taking, especially at the beginning of studio projects. Regularly scheduled pin-ups and “desk crits” foster a habit of time management, particularly in early design studios where students might otherwise learn to procrastinate and depend on heroic “all-nighters.” Time management is one of the most important and difficult skills to master; all-nighters have not yet disappeared from the studio culture. The Design Committee, Design Faculty, and the Architecture Students Advisory Council (ASAC) will need to continue to improve ways to instill the importance of time management among faculty and students.

Perhaps it would also be more accurate to assert that the School believes the values cited in this policy are those that should occur in all of its learning environments.

The School publishes a calendar every semester which is distributed to students and faculty with scheduled due dates for all courses, including studios, to make every reasonable attempt to avoid conflicts. Originally conceived as a “Design Studio Handbook,” the School is currently developing a Faculty Handbook to be published on line to clarify expectations for excellence in all of students graphic and verbal work products.

Further improvements to the implementation of the School’s Studio Culture Policy will continue to be made at discussions in faculty meetings, ASAC consultations, and Directors’ meetings.

3.6 HUMAN RESOURCES

This section will demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. This section will further demonstrate that student enrollment in and scheduling of design studios ensure adequate time for an effective tutorial exchange between the teacher and the student. Finally, this section will show that the total teaching load allows faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

a. Description of the Students’ Educational Backgrounds and the Degree Program’s Selectivity, Retention, and Time-to-Graduation Rates Since the Last the Last Accreditation Sequence

1. Students’ Educational Backgrounds and the Degree Program’s Selectivity

There are three entry levels into the School: 1) undergraduate students (with a high school diploma or college transfer credit); 2) graduate students (with the four-year degree Bachelor of Science in Architectural Studies or equivalent degree, or a five-year Bachelor of Architecture degree); or 3) as M. Arch (Limited Standing) graduate program students (holding at least a Bachelor's Degree in a discipline other than architecture).
Freshman admission to the undergraduate program is based on a combination of high school class rank and national test scores (ACT). Approximately 440 students apply with admission centering around the top 15-20 percentile and 26 ACT composite; grade point average for transfer students centers around a 3.2 average (on a 4.0 scale) with a substantial number higher, but a few slightly lower.

Admission to the graduate program requires that an applicant meet the admission requirements to the Graduate College with a minimum GPA of 3.0 (on a 4.0 scale) on the last sixty hours of undergraduate work. A portfolio, letters of recommendation, transcript, and a statement of purpose are required and evaluated by the School Graduate Committee.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Students</th>
<th>Fall Semester</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Students</td>
<td>Women</td>
<td>Minorities</td>
</tr>
<tr>
<td>Freshmen</td>
<td>130</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>Sophomores</td>
<td>139</td>
<td>57</td>
<td>39</td>
</tr>
<tr>
<td>Juniors</td>
<td>139</td>
<td>61</td>
<td>35</td>
</tr>
<tr>
<td>Seniors</td>
<td>139</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Totals</td>
<td>547</td>
<td>247 (45%)</td>
<td>118 (22%)</td>
</tr>
</tbody>
</table>

Out-of-state: 57 students; International: 27 students

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Students</th>
<th>Fall Semester</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Students</td>
<td>Women</td>
<td>Minorities</td>
</tr>
<tr>
<td>1 yr (Post Prof)</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 yr (Prof)</td>
<td>158</td>
<td>62</td>
<td>19</td>
</tr>
<tr>
<td>4 yr (Ltd Stndg)</td>
<td>44</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>PhD</td>
<td>14</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Non Degree</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>220</td>
<td>90 (41%)</td>
<td>28 (13%)</td>
</tr>
</tbody>
</table>

Out-of-state: 37 students; International: 49 students

The percentage of women and minority students has increased at both the graduate and undergraduate levels.

2. Students’ Retention Rates (%tg)

Information is from the University’s Division of Management Information Campus Profile does not show retention statistics for the various units of the College of Fine and Applied Arts, such as the School of Architecture. The data shown here is from the School of Architecture graduate and undergraduate records. The percentage shown is for the number in the program the second year divided by the number who began the program.
3. Students’ Time-to-Graduation Rates (number of semesters)

The following information is from the University’s Division of Management Information Campus Profile for the School of Architecture.

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>Unavailable in new</td>
<td>95</td>
</tr>
<tr>
<td>2003-04</td>
<td>Banner data base</td>
<td>98</td>
</tr>
<tr>
<td>2004-05</td>
<td>69</td>
<td>90</td>
</tr>
<tr>
<td>2005-06</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>2006-07</td>
<td>78</td>
<td>92</td>
</tr>
<tr>
<td>2007-08</td>
<td>77</td>
<td>90</td>
</tr>
</tbody>
</table>

b. Description of the Distribution of Effort Between Teaching and Other Responsibilities of Each Faculty Member and Evidence That Students Evaluate Individual Courses for Both Teaching Effectiveness and Course Content

1. Distribution of Effort of Faculty

Full time faculty members in the School of Architecture are expected to conduct scholarly research and/or conduct creative works including architectural practice. Examples of research topic areas include modern Japanese architecture, tall buildings, historic preservation, sustainable design, universal design, seismic design, poetics of light, vernacular architecture, history of the Prairie School, Italian architecture and urban design, and the list goes on.

Creative work conducted by faculty members in the School of Architecture include such projects as single family residences, master planning, housing for the elderly, memorials, and site installations.

The following information is from the University’s Division of Management Information Campus Profile for the School of Architecture for Faculty State-funded Activity expressed as a percentage of Full Time Equivalent (FTE). The DMI definitions for the categories shown in following chart are shown below.

**Instruction**
Percent of annualized faculty state FTE in contact with students in courses taught on and off campus, coordination and supervision of courses, preparation for teaching, acquiring and preparing instructional media, grading papers, academic advising, and course and curriculum development.
Thesis Supervision
Percent of annualized faculty state FTE devoted to thesis supervision.

Departmental Research
Percent of faculty state FTE in all research and scholarly development which is undertaken in general support of the instructional function of the institution and is NOT performed for specific sponsored research agreement(s). Scholarly development includes personal investigation into the professional literature, writing of manuscripts for publication and attendance and presentation of papers at scientific meetings and other such efforts related to the development and maintenance of the scholarly competence of a faculty member.

Organized Research
Includes all state-funded research and development activities that are performed for specific research project(s). This may include the percent of a faculty member's time spent on research projects as part of cost-sharing agreements with a granting agency. Also includes time spent preparing proposals.

Extension/Public Service
Includes all Cooperative Extension activities, activities of University and campus offices of Continuing Education and Public Services, and other continuing education and public services activities of colleges and departments.

Other
All other activities reported. Includes auxiliary activities such as housing or stores, fund raising, alumni activities, public relations, community relations, general administrative activities, committee assignments, provision of technical services such as statistical consulting, and library services, and administrative and sabbatical leaves for which the individual is paid. It does not include disability leave, vacation, or sick leave.

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructional % FTE</th>
<th>Thesis Supervision % FTE</th>
<th>Dept'l Research % FTE</th>
<th>Organized Research % FTE</th>
<th>Extension/Public Service % FTE</th>
<th>Other % FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>54.0</td>
<td>0.7</td>
<td>29.3</td>
<td>0.4</td>
<td>0.2</td>
<td>15.5</td>
</tr>
<tr>
<td>2003-04</td>
<td>51.7</td>
<td>2.0</td>
<td>28.9</td>
<td>0.0</td>
<td>0.0</td>
<td>17.4</td>
</tr>
<tr>
<td>2004-05</td>
<td>46.9</td>
<td>2.8</td>
<td>28.5</td>
<td>0.3</td>
<td>0.0</td>
<td>21.5</td>
</tr>
<tr>
<td>2005-06</td>
<td>22.19</td>
<td>3.3</td>
<td>26.3</td>
<td>0.4</td>
<td>0.0</td>
<td>19.8</td>
</tr>
<tr>
<td>2006-07</td>
<td>25.34</td>
<td>2.6</td>
<td>24.2</td>
<td>0.3</td>
<td>0.0</td>
<td>19.5</td>
</tr>
<tr>
<td>2007-08</td>
<td>22.26</td>
<td>2.3</td>
<td>26.1</td>
<td>0.1</td>
<td>0.0</td>
<td>17.5</td>
</tr>
</tbody>
</table>

The following selected news items sent to *ACSA News* provides highlights of the activities of the faculty of the School of Architecture in recent years:

2005

**Associate Professor Joy Monice Malnar, AIA** gave the inaugural address, titled “Design Comes to its Senses” at the Canadian Centre for Architecture (CCA) in Montréal. The address opened the *Sensory Collections and Display* conference presented by The Concordia Sensoria Research Team (CONsert), Concordia University, Montréal, Canada.

**Professor Malnar's** co-authored book has been reviewed in Architecture Review (January 2005, page 88). Bobby Open wrote that, “Sensory Design is an excellent book…it's as much 'Poetics of Space' and 'Phenomenology of Perception' as 'Sensory Design'. Bachelard and Merleau-Ponty have been merged with Lewis Carroll, Mark Twain, Freud and Jung to create a literary, poetic and
scientific analysis of how and why we experience spaces and places in the way we do….This is a serious body of work, and a rewarding object of study….Sensory Design is an important and thoroughly considered design polemic.”

Professors Mohamed Boubekri and Botond Bognar received Released Time awards in the Humanities from the UIUC Campus Research Board. Professor Boubekri’s award will support his book research effort entitled ‘Architecture, Daylighting and the Health of Building Occupants’. Professor Bognar’s award is in support of research of the most recent developments in Japanese architecture, and the completion of the architectural guidebook, The Japan Guide.

In December 2004, Director David Chasco visited the School of Architecture’s Study Abroad Program at Versailles. At this time he signed a renewal of the agreement between the School of Architecture at the University of Illinois at Urbana-Champaign and the Ecole d’ Architecture de Versailles. The alumni who have participated in the Versailles program continually tell us that the experience is life-changing. 40 UIUC students and 8 UIC students spend a full year studying in the Versailles Program.

Director Chasco is the Architectural Advisor for the City of Peoria, Illinois Lakeview Museum and Caterpillar Museum Complex, an $80,000,000 plus museum square complex. He is assisting both in identifying possible national and international firms to be short listed through and RFP quality based selection process.

Director Chasco was also selected by the ACSA as one of two national faculty representatives to work with the (TSA) Transportation Agency to discuss airport design responses as a result of heightened security measures applications.

College of Fine and Applied Arts Special Grants were awarded to Professors Botond Bognar, Kevin Hinders and Kathryn Anthony. Professor Bognar will be traveling to Fort Worth, Texas to visit and document the Japanese architect Tadao Ando’s new Modern Art Museum (2002). Bognar will be utilizing this research in two books he is working on entitled, Japan Guide and Modern Architectures in History: JAPAN. Professor Hinders will be studying digital technology and the generation of ideas and design strategies using a real design competition as the vehicle for inquiry. He will undertake the NAZCA 2005 Architecture Competition: An Observatory in Ica, Peru. Professor Anthony’s award is in support of travel to the upcoming Environmental Design Research Association Conference (EDRA), “Design for Diversity”, in Vancouver, BC. Professor Anthony will receive the national EDRA Achievement Award for 2005. She will also be presenting a session at a workshop on “Life After Loss and the Physical Environment,” and will participate in a working group on “Creating Learning Environments More Supportive of Diversity: An On-going Working Group.”

2006

Associate Professor Abbas Aminmansour has been asked to join the International Advisory Committee for the 2006 Asia Pacific Structural Engineering and Construction Conference, which will take place on September 5-6, 2006 in Kuala Lumpur.

On December 7, 2005, in the Board Room at the Headquarters of the American Institute of Architects in Washington, D.C., Institute President Douglas Steidl, FAIA, conferred the Richard Upjohn Fellowship on Professor Robert I. Selby, FAIA. “who (in the words of the citation) has contributed to the profession of architecture through service on the AIA Board of Directors (2002-2005).” Professor Bob, as he was called on the Board, is now one of the nation-wide planners of “AIA 150” the celebration of the founding of the AIA in 1857. The School of Architecture at UIUC intends to involve its students and faculty in lecture series, panel discussions and/or community design charrettes now in preliminary planning.
For the past six years, the Museum of Science and Industry Black Creativity Advisory Committee has celebrated Black Creativity. In 2006, the program focus is on African American architects. The School of Architecture is represented at a new exhibit at the Museum of Science and Industry, Chicago on January 13 – February 28, 2006, titled “Architecture: Pyramids to Skyscrapers.”

Visiting Professor Marc Mitalski was awarded the Central Illinois 2005 AIA Service Award for Outstanding Educator in the School’s Structures program.

Assistant Professor Lynne Dearborn and 19 graduate architecture students from the University of Illinois are working with tribal staff and members to design 16 new single-family houses and a Tribal community building for the Pokagon Band of Potawatomi, located in Dowagiac, Michigan. This collaboration is part of an exciting new partnership between UIUC’s School of Architecture and this Native American group. The Pokagon Band's cultural viewpoint on development incorporates ideas of sustainable solutions which limit negative impact on the environment and promote healthy interior and exterior settings for band members and their neighbors. As a response to this directive, the students are working to design energy efficient, environmental friendly and healthy tribal buildings which employ passive systems, incorporate green materials, and provide for healthy indoor air quality. The studio includes several field trips to investigate the site, to conduct design charrettes with Tribal staff, administrators and residents. Students will present their work-in-progress to HUD Deputy Assistant Secretary for the Office of Native American Programs, Rodger J. Boyd as well as tribal staff and members in late February.

Associate Professor Abbas Aminmansour was invited by the Iranian Permanent Mission to the United Nations to attend activities planned for select Iranian-Americans to meet with the Iranian President who was in NY for the UN General Assembly meeting, which took place Sept. 17, 2005.

Professor Robert Ousterhout has a new book, “A Byzantine Settlement in Cappadocia” that was just published as Dumbarton Oaks Studies 42 (Washington, DC, 2005). Meanwhile, “Monuments of Unaging Intellect: Historic Postcards of Byzantine Istanbul”, which he wrote with Nezih Basgelen in 1995, was reissued in a revised paperback edition at the behest of the Mayor of Istanbul as a gift for the participants at the UIA World Congress of Architecture (Istanbul 2005). Professor Ousterhout’s “Master Builders of Byzantium” (Princeton 1999) has just appeared in a Russian translation as “Vizantiiskie Stroiteli”, jointly sponsored by the Russian Academy of Sciences Institute of Archaeology and the Ukrainian Academy of Sciences Institute of Archaeology (Kiev and Moscow, 2005).

Associate Professor Joy Monice Malnar, AIA, has been invited to be the editor of the “Design Review Section” for The Senses and Society journal. This pioneering journal provides a crucial forum for the exploration of the senses in culture and society. It brings together groundbreaking work in the social sciences and incorporates cutting-edge developments in art, design and architecture. For additional information about the journal, go to the web site at: http://www.bergpublishers.com/us/senses/senses_about.htm. Reviews on architecture and products that activate our senses are being taught.

Associate Professor Joy Malnar and her graduate students met with Chicago Mayor Richard M. Daley, the Chicago Commissioner of Urban Design and Planning and the CEO of the Chicago Park District to discuss their Lake Michigan Ferry Terminal projects, as part of the completion of the David Burnham Lakefront plan.

Associate Professor Joy Malnar, AIA, and the Chicago organization “Friends of the Parks” were granted $10,000 by the Graham Foundation for their project titled “The Vision of the Last Miles of Lakefront: Community Participating Design Charrettes”

Professor Mir Ali has been an invited US Delegate and speaker at a joint US-Bangladesh Conference on “Windstorm/Storm Surge Mitigation: Issues of Strom, Shelter and Safety” that was
held on December 19-22, 2005, in Dhaka, Bangladesh. He was among 20 US delegates from various universities and organizations. The topic of his paper and presentation was “Wind Effects on Cyclone Shelters in Coastal Regions.”

Professor Paul Kruty presented material at the International Symposium on Marion Mahony Griffin in conjunction with an exhibition of her work at the Block Museum, Northwestern University. Professor Paul Kruty examined the origins and developments of one of the most famous rendering styles of the twentieth-century, known to the world through the drawings Wright’s Wasmuth portfolio.

Professor Henry Plummer was awarded an appointment at the University of Illinois Center for Advanced Study during 2005-06, to work on his book Masters of Light, Volume 2: Contemporary Experiments. He has also received a grant for this project from the Graham Foundation to support research travels in Germany, Austria, the Netherlands, and Spain.

Associate Professor Jeffery Poss is currently working on two additional memorial projects. Construction will begin this spring on a Killed-In-Action Cenotaph and Information Kiosk for the World War II Illinois Veterans Memorial in Springfield, a project designed by Poss and dedicated in 2004. Poss is also completing drawings for the Peoria County World War I & II Veterans Memorial. Construction is expected to begin on that project later in the year.

Associate Professor Michael Andrejasich has been elected to serve on the State of Illinois Architecture Licensing Board starting April 2006.

Professor John Garner is currently on sabbatical for the spring 2006 semester has been afforded the opportunity to explore and research the broad landscape of company towns in Brazil’s development history. This will be accomplished by visiting the communities, working with Brazilian scholars and editing an issue of Po’s (The Journal of Graduate Studies in Architecture and Urbanism.)

Professor Kathryn Anthony completed her fall 2005 sabbatical leave which allowed her to continue her research, publications, and dissemination of three bodies of work: 1) Designing for diversity: gender, race and ethnicity in the architectural profession, 2) gender and family issues in restroom design, and 3) architecture and health.

The UIUC Campus Research Board has awarded Assistant Professor Scott Murray an award to support his project titled, “Design & Technique: Translucent Glass Skins in Contemporary Architecture.” As a new Assistant Professor in Design beginning in August 2005, Scott comes to the School of Architecture with extensive professional experience working on a range of high-profile architectural projects, such as the renovation of the Museum of Modern Art with Kohn Petersen Fox, the Museum of Arts & Design and Seattle Art Museum with Allied Works Architecture, the Nelson-Atkins Museum with Steven Holl Architects, the Clinton Presidential Library with Polshek Partnership, and the LVMH Tower II with Atelier Christian de Portzamparc. As his previous experience focused on the design and construction of glass building facades, his proposed research project builds upon this expertise and is part of his larger research/creative project to study and develop the integration of technology and design in contemporary architecture. This is an important topic in current architectural practice and discourse.

Assistant Professor Scott Murray will give a presentation to the Chicago Chapter of the American Institute of Architects on the recent project for the restoration of the original 1939 façade of the Museum of Modern Art in New York City, a restoration project that he worked on as a professional architect prior to joining the faculty of the School of Architecture. The presentation will take place in Chicago on April 13, 2006, as part of the Historic Resources Knowledge Community of AIA Chicago.
Assistant Professor Heather Hyde Minor's research centers on architecture and learned culture in eighteenth-century Rome. Her article on palaces in Rome in the 1700s will appear in the Journal of the Society of Architectural Historians in March. A book of essays on G.B. Piranesi, titled The Serpent and the Stylus, which she co-edited is currently in press with the University of Michigan Press. She is completing a book tentatively titled "Reforming Rome: Architecture and Culture, 1730-58."

2007

Professor Scott Murray has received a Leonarda F. Laing Special Grant in the amount of $2,500 for travel expenses to study the effects of light and glazing in the Maison de Verre in Paris.

Professor David Chasco is chair of ACSA Grant Advisory Committee that has received a $500,000 Cooperative Research Grant from the Department of Homeland Security for “Architectural Solutions to Security in the Design and Construction of Airports”.

Professor Henry Plummer has been granted Released Time in the Humanities for Completion of a New Book, “Building with Light”.

Professor Heather Minor has been given a monetary award from the Campus Research Board for the support of her project titled, “Reforming

Professors Mir Ali and Paul Armstrong have been awarded a grant by the American Institute of Architects under its 2006 AIA RFP Program to conduct research on “Integration of Physical Systems in Sustainable Tall Buildings”.

William B. Rose, Research Architect, received the Lee Nelson Book Award given by the Association for Preservation Technology, for his book titled, *Water in Buildings: An Architect’s Guide to Moisture and Mold*. William B. Rose was the Policy Chair for the Environmental Health Committee of ASHRAE.

Professors Lynne Dearborn and Kevin Hinders have been selected as two of the NCSA/UIUC Faculty Fellows for the 2006-2007 academic year, and will receive funding to support their joint project entitled, “Comparative Urban Design Changes Generated by Planning Policy in the 20th and 21st Century”. The research will link urban policy regimes with the changes in the physical fabric of cities and their architecture, and develop tools of data organization and analysis. Dr. John Stallmeyer, newly hired Assistant Professor in Architecture, will join Hinders and Dearborn in the research.

Assistant Professor Lynne Dearborn and 19 graduate architecture students collaborated with tribal staff and members to design 16 new single-family houses and a Tribal community building for the Pokagon Band of Potawatomi, located in Dowagiac, Michigan. This collaboration is part of a partnership between UIUC's School of Architecture and the Native American group. The Pokagon Band's development incorporates ideas of sustainable solutions which limit negative impact on the environment and promote healthy interior and exterior settings for band members and their neighbors. The students are working to design energy efficient, environmental friendly and healthy tribal buildings which employ passive systems, incorporate green materials, and provide for healthy indoor air quality. Students presented their work-in-progress to HUD Deputy Assistant Secretary for the Office of Native American Programs, Rodger J. Boyd as well as tribal staff and members. Professor Lynne Dearborn presented at the CDMS Fellows Spring Symposium on May 2, 2006. She also presented at the Environmental Design Research Association (EDRA) Annual meeting in Atlanta, GA.

Professor Robert Ousterhout’s new book, “A Byzantine Settlement in Cappadocia” was published by Dumbarton Oaks Studies. Meanwhile, “Monuments of Unaging Intellect: Historic Postcards of Byzantine Istanbul”, which he wrote with Nezih Basgelen in 1995, was reissued in a
revised paperback edition at the behest of the Mayor of Istanbul as a gift for the participants at the UIA World Congress of Architecture (Istanbul 2005). Professor Ousterhout’s “Master Builders of Byzantium” (Princeton 1999) has just appeared in a Russian translation as “Vizantiiskie Stroiteli”, jointly sponsored by the Russian Academy of Sciences Institute of Archaeology and the Ukrainian Academy of Sciences Institute of Archaeology.

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Associate Professor Joy Monice Malnar, AIA, has been invited to continue as the editor for two additional years for the “Design Review Section” of The Senses and Society journal published by Berg, an imprint of Oxford Press.

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2008

The University of Illinois at Urbana-Champaign, School of Architecture was chosen along with 20 other schools from all over the globe to be a part of UIA’s Education Commission exhibit at the XXIII World Congress of Architecture in Torino, Italy that was held this summer from June 29-July 3, 2008.

Assistant Professor Lynne M. Dearborn was recently honored with New Researcher Award by the Architectural Research Centers Consortium for her work titled, "Financing, Foreclosure and the Residential Environment: Identifying and Remediating Housing Deficits for Low-income Homeowners."

Associate Professor Erik M Hemingway was a visiting critic and presented a lecture on the work of his firm, hemingway+a/studio at B.A.S.E. in Beijing, China founded by Robert Mangurian and Mary- Ann Ray. The lecture entitled "3 weeks or less [for more]" illustrated the design/ fabricate works completed in 21 days or less. It featured the [LIGHT]house, a component of this was on exhibition at i_space gallery in Chicago and is to travel to the School of Architecture at Washington University in St. Louis for an exhibition in September. In addition, he received a $13,200 Research Board Grant to continue to fund these design/ fabricate exhibitions. This is a self-published book. He also served on the 2008 Schiff Awards Jury for the Art Institute of Chicago, which was organized by Joe Rosa. The jury also included Philip Berger, Tom Jacobs, and Florencia Pita who awarded $25,000 for a student design project.

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Associate Professor Erik Hemingway’s exhibit was featured at the I Space Gallery in Chicago from June 6-July 3, 2008. The title of the exhibit was [RE]mote Chicago I II III which questions the role of the architect as master builder in the 21st Century. Also being featured at the I Space Gallery in fall 2008 is Professor Botond Boglar’s exhibit titled A Life in Culture: Introducing Kengo Kuma from September 5-October 11. Kengo Kuma, the School of Architecture’s 2007-2008 Plym Distinguished Professor and one of Japan’s most prominent architects, will have an exhibit featured at the I Space Gallery in Chicago from October 10-November 15.

David M. Chasco, Professor and Director of the School of Architecture, was a Design Award juror for the ACSA / U.S. Department of Homeland Security International Student Design Competition, “New visions of Security: Re-Life of a Dallas Fort Worth Airport Terminal.” Professor Chasco has also been invited to serve on the AIA Illinois State Board in the coming year.

Assistant Professor Areli Marina has received the J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities for her research titled, "Sanctified in Water, Sealed in Stone: The Italian Baptistery from 1000 to 1500". She will be in residence in Italy for her research during the AY 08-09.

Assistant Professor Panayiota Pyla received the JAE Best Scholarship of Design Article Award for her article which looked at the period of collaboration between Hassan Fathy and Doxiadis.

Allison Warren, Lecturer, presented a paper entitled “Digital Photography: The New Alternative to Drawing in Basic Architectural Design Development” at the ARCC International Conference on New Paradigms in Architectural Research in Copenhagen, Denmark in June. Warren has also been commissioned by Stone Quarry Hill Park in upstate New York to create an environmental, text-based installation entitled “Un-Silent Spring”, which examines the multi-faceted relationships between ecology and nature. The project will be on view May – November 2008.

Associate Professor Mohamed Boubekri has been selected as a Fulbright research scholar to conduct an environmental and economic study of several green buildings in the United Arab Emirates in spring 2009. Prof. Boubekri also has a new book being released by the Architectural Press on September 22, 2008, titled, “Daylighting, Architecture and Health: Building Design Strategies.” This is the first book to examine the specific impact on human health of levels of natural light in buildings, bringing together a range of findings in the field into one accessible publication.

Associate Professor Ralph Hammann is the author of Chapter 7, “Urban Space and Building Location,” in the new book Plusminus 20°/40° Latitude: Sustainable Building Design in Tropical and Subtropical Regions, published in December 2007 by Edition Axel Menges, Stuttgart, Germany. The editors are Dirk U. Hindrichs and Klaus Daniels. The chapter offers an in-depth analysis of the vernacular strategies for lowering energy consumption and increasing thermal comfort by passive means in traditional cities such as Cairo, Ahmadabad, and Jodhpur, India, and it compares potential solutions for our new urban megacities such as Tokyo, Sao Paulo, and Bangkok.

The latest issue of Illinois Innovations: Tomorrow’s Technology, Today published the article “Integrated Lightweight Disaster Shelters are Portable and Sustainable,” which describes the provisional patent for an energy- and water-autonomous temporary shelter structure for tropical and sub-tropical climates—the global region that has experienced the greatest increase in natural disaster occurrences and human lives effected by them. The design of the Integrated Lightweight Disaster Shelter (ILDS) was developed by Ralph Hammann, Associate Professor at the School of Architecture, University of Illinois in Champaign-Urbana.
The **Smart Energy Design Assistance Center** (SEDAC) is operated by the University of Illinois’ School of Architecture in Urbana-Champaign. The SEDAC is sponsored by the Illinois Department of Commerce and Economic Opportunity. SEDAC provides energy efficiency and renewable energy advice, guidance, analyses, and training to the private sector in the state of Illinois for both existing buildings and new designs. The program is expanding under the newly implemented Energy Efficiency Portfolio Standard with additional funding provided by Ameren Illinois Utilities and Commonwealth Edison through the state energy office. SEDAC’s added scope will provide assistance to both commercial buildings in the private sector and all public buildings within the state (K-12, community colleges, universities, state buildings, municipal buildings, and federal buildings).

**Allison Warren**, Lecturer, delivered a paper at the EAAE ARCC Conference on Changes in the Paradigms of Architectural Research in Copenhagen, Denmark in June. Her paper examined digital photographic collage as a form of pre-design research in beginning architectural design. During the month of May, Warren mounted a permanent outdoor installation at the Stone Quarry Hill Park in upstate, New York. The work, entitled "Forest Walk (Grow)," connected trail walkers with the cycles of nature through the injection of textual disks along the site. Warren has also recently been asked to install a work at Washburn University in Topeka, Kansas later this summer.

### 2. Student Evaluation of Individual Courses

Full time faculty members in the School of Architecture are expected to have routine student evaluations of their courses. These evaluations are a requirement in promotion and tenure papers. Evaluations are made using the University’s Instructor & Course Evaluation System or ICES, created and operated by the Center for Teaching Excellence. The system is a combination of a structured survey instrument (questionnaire) and open-ended questions. The University is currently beta-testing ICES On-line to replace the current paper forms.

### c. Faculty-Student Teacher Ratios for Studios for all Design Levels

The following information is from the studio enrollment records of the graduate and undergraduate offices. Sophomore studios include teaching assistants in the faculty count.

<table>
<thead>
<tr>
<th>Year</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Grad 1</th>
<th>Grad 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
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<td>1:22</td>
<td>1:14</td>
<td>1:13</td>
<td>1:3</td>
</tr>
<tr>
<td>2003-04</td>
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<td>1:19</td>
<td>1:15</td>
<td>1:14</td>
<td>1:2</td>
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<tr>
<td>2004-05</td>
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<td>1:17</td>
<td>1:12</td>
<td>1:2</td>
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<tr>
<td>2005-06</td>
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<td>1:18</td>
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<td>1:2</td>
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<tr>
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<td>1:6</td>
</tr>
<tr>
<td>2007-08</td>
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<td>1:15</td>
<td>1:15</td>
<td>1:13</td>
<td>1:5</td>
</tr>
</tbody>
</table>

*Includes TAs
d. Administrative Positions with a Description of the Distribution of Effort Between Administrative and Other Responsibilities

Description of Positions, Responsibilities

The School is governed by its Bylaws as required by the College of Fine and Applied Arts and the University. The chief administrative officer of the School is the Director who is responsible for the management of degree programs, faculty, students, staff, and all other affairs of the School, both internal and external. The Director, in turn reports to the Dean of the College of Fine and Applied Arts and through her to the Office of the Provost. The faculty elects an Executive Committee in the Spring of each academic year to work with and advise the Director. Additional administrative officers in the School include an Associate Director who also serves as Chair of the Graduate Committee, an Associate Director for Undergraduate Affairs, and an Assistant to the Director.

Each of the four teaching sub-units (Architectural Design, History and Preservation, Practice and Technology, and Structures) and the fifth sub-unit of the School, the Building Research Council, are represented by a Sub-unit Chair appointed annually by the Director, except the Architectural Design Faculty, which operates with a three-person committee. The Chair of the Architectural Design sub-unit is appointed by the Director and the other two members are elected by the design faculty to represent the undergraduate and graduate programs, respectively. The Teaching Sub-units Chairs, the Architectural Design Committee, and the Chair of the Building Research Council interface with the Director on matters affecting their respective teaching divisions, related study options, and research. The Architecture Study Abroad Program in Versailles (SAPV) is administered by the SAPV Director who, appointed by the Director of the School, has the administrative rank of Assistant Director of the School of Architecture.

Aside from permanent faculty appointments, decisions on personnel are made either by the Director or on recommendations received from the Executive Committee and/or Sub-units Chairs in the School.
e. Staff Position with a Description of the Distribution of Effort Between Administrative and Other Responsibilities

Description of Positions, Responsibilities

**ADMINISTRATIVE OFFICE** (117 Temple Buell Hall)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Years</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cheryl Heck</td>
<td>3 yrs</td>
<td>Assistant to the Director</td>
<td>To provide administrative support to the Director of the School. Manage the budget, financial, personnel and payroll operations. Manage operations staff. Establish and/or enforce policies and procedures to ensure compliance.</td>
</tr>
<tr>
<td>2.</td>
<td>Stefanie Meents</td>
<td>2.5 yrs</td>
<td>Administrative Secretary</td>
<td>To provide secretarial assistance for the Director of the School. Assist the Assistant to the Director in the completion of administrative duties for the Director and daily operations of the school.</td>
</tr>
<tr>
<td>3.</td>
<td>Spring Harrison</td>
<td>6 yrs</td>
<td>Secretary IV</td>
<td>To provide secretarial assistance for the Director of the School. Assist the Assistant to the Director in the completion of administrative duties for the Director and daily operations of the school.</td>
</tr>
</tbody>
</table>

**BUSINESS OFFICE** (117C Temple Buell Hall)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Years</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Edward Karr</td>
<td>6 mos</td>
<td>Account Tech II</td>
<td>To provide clerical and accounting assistance in the expenditure and recognition of funds for the school.</td>
</tr>
<tr>
<td></td>
<td>Vicki McGinness</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3 years/School of Architecture</td>
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<tr>
<td></td>
<td>8.5 years/U of I</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Account Tech II</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

To provide clerical and accounting assistance in the expenditure and recognition of funds for the school.

**GRADUATE PROGRAM OFFICE**  (104 Temple Buell Hall)

<table>
<thead>
<tr>
<th></th>
<th>Gary Ambler</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>21 years/School of Architecture</td>
</tr>
<tr>
<td></td>
<td>28 years/U of I</td>
</tr>
<tr>
<td></td>
<td><strong>Admissions and Records Officer</strong></td>
</tr>
</tbody>
</table>

To provide professional specialist assistance in the admission, registration, record maintenance, and financial aid activities for the Graduate Office. To provide assistance to the Associate Director for Graduate Studies for all graduate affairs.

<table>
<thead>
<tr>
<th></th>
<th>Molly Blixen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 years/School of Architecture</td>
</tr>
<tr>
<td></td>
<td>3 years/U of I</td>
</tr>
<tr>
<td></td>
<td><strong>Secretary IV</strong></td>
</tr>
</tbody>
</table>

To provide assistance to the Admission and Records Officer in the admission, registration, record maintenance, and financial aid activities for the Graduate Office. To provide secretarial assistance to the Associate Director for Graduate Studies in the completion of administrative duties.

**UNDERGRADUATE PROGRAM OFFICE**  (106 Architecture)

<table>
<thead>
<tr>
<th></th>
<th>Rhonda Frank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 years/School of Architecture</td>
</tr>
<tr>
<td></td>
<td>12 years/ U of I</td>
</tr>
<tr>
<td></td>
<td><strong>Staff Secretary</strong></td>
</tr>
</tbody>
</table>

To provide secretarial assistance for the Associate Director for Undergraduate and Administrative Affairs. Assist the Academic Advisor in the completion of administrative duties for the school.

<table>
<thead>
<tr>
<th></th>
<th>Sharetta Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 months/School of Architecture</td>
</tr>
<tr>
<td></td>
<td>5 months/ U of I</td>
</tr>
<tr>
<td></td>
<td><strong>Extra Help</strong></td>
</tr>
</tbody>
</table>

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### BUILDING RESEARCH COUNCIL  (1 E. St. Mary’s Road)

<table>
<thead>
<tr>
<th>10. Laura Battle</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years/Building Research Council</td>
</tr>
<tr>
<td>27 years/U of I</td>
</tr>
</tbody>
</table>

*Program Administrative Assistant*

To provide administrative support and serve as Assistant to the Chair of Building Research Council, the research division of the School of Architecture.

<table>
<thead>
<tr>
<th>11. Janice Shiffer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 year/Building Research Council</td>
</tr>
<tr>
<td>9 Years/U of I</td>
</tr>
</tbody>
</table>

*Staff Secretary IV*

To provide secretarial assistance to the Chair and to the individual researchers conducting research on specific contracts and grants of the Building Research Council, the research division of the School of Architecture.

<table>
<thead>
<tr>
<th>12. Joyce Curry</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 year/Building Research Council</td>
</tr>
<tr>
<td>6 Years/U of I</td>
</tr>
</tbody>
</table>

*Accounting Tech II*

To provide clerical and accounting assistance in the expenditure and reconciliation of funds by the principal investigators for the Building Research Council.

### OFFICE OF MEDIA AND COMMUNICATION  (6E Architecture)

<table>
<thead>
<tr>
<th>13. Selah Peterson</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 years/School of Architecture</td>
</tr>
<tr>
<td>19 years/U of I</td>
</tr>
</tbody>
</table>

*Graphic Designer II*

**ALUMNI DEVELOPMENT OFFICE** (218 Temple Buell Hall)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Years/School of Architecture</th>
<th>Years/U of I</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>Sarah Brauze</td>
<td>1 month/School of Architecture</td>
<td>1 month/U of I</td>
<td>Associate Director of Development</td>
</tr>
<tr>
<td>15</td>
<td>Anne Jackson</td>
<td>4.5 years/School of Architecture</td>
<td>4.5 years/U of I</td>
<td>Secretary IV</td>
</tr>
</tbody>
</table>

Initiates and coordinates all fund raising efforts (aside from research grants and proposals) for private and independent support for the School. A large portion of activities relate to alumni affairs and the administration of the School's Fund for Excellence.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Years/School of Architecture</th>
<th>Years/U of I</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Open Position</td>
<td></td>
<td></td>
<td>Clerical Assistant</td>
</tr>
</tbody>
</table>

This position is responsible for administrative assistance to the Associate Director of Development.

**DUPLICATING CENTER** (6E Architecture)

The Duplicating Center is equipped with a high speed output available to assist faculty in preparation of class materials. Equipment is available (opaque, overhead, carousel, tape recorders, video equipment, spiral binders, slide viewers, digital projectors, digital still and video cameras, etc.) for check out by faculty and students, and a full range of supplies are available for distribution to faculty and staff.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Years/School of Architecture</th>
<th>Years/U of I</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Barbara Prahl</td>
<td>32 years/School of Architecture</td>
<td>32 years/U of I</td>
<td>Duplicating Machine Operator I</td>
</tr>
</tbody>
</table>

To provide operator support in the daily operations of the Duplicating and Equipment Center.
Computer support is provided to all students, faculty, and staff with regards to all aspects of academic, research, and administrative computing including graphics and CADD applications; e-mail, web page browsing, authoring, and other Internet groupware; word processing; desktop and web publishing; accounting applications; digital cameras, sound recordings, and other digital audio/visual equipment; campus administrative computing applications; printed and plotted drawings and photographs; and computer hardware troubleshooting.

The School's Computing Services plans and maintains Internet connectivity for the entire School; maintains inventory records of all computer software and hardware; installs and repairs new and existing computing hardware and software; and provides user assistance with computer hardware and software selection, proposal writing, and purchase. Additional duties include assistance with advanced audio-visual technologies and equipment such as video-projection systems, lecture hall sound systems, and overhead cameras; and computerized door locks.

<table>
<thead>
<tr>
<th>18.</th>
<th>Bill Ryan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 years/U of I</td>
</tr>
<tr>
<td><strong>Manager of System Services</strong></td>
<td></td>
</tr>
</tbody>
</table>

Oversees School's Computing Services and five quarter-time Graduate Assistants and eight hourly lab monitors.

<table>
<thead>
<tr>
<th>19.</th>
<th>John Cox</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 year/ U of I</td>
</tr>
<tr>
<td><strong>Visiting Research Programmer</strong></td>
<td></td>
</tr>
</tbody>
</table>

**OVERSEAS STUDY ABROAD PROGRAM IN VERSAILLES**

<table>
<thead>
<tr>
<th>20.</th>
<th>Magali Lapunzina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 years/Study Abroad Program in Versailles</td>
</tr>
</tbody>
</table>

To provide secretarial assistance for the Director of the Study Abroad Program. Additional duties include accounting arrangements, housing procurement for our students, and staff liaison with EAV.

**f. Identification of Any Significant Problem, with Recommendations for Improvement**

The School does not currently have any significant problems in human resources. However, at the end of AY 2008-09, two Associate Directors will retire. This will afford the Director an opportunity to do the following.
• Associate Director for Undergraduate Studies: Search for an Academic Professional with an M Arch degree who will teach one course or seminar per semester and administrate the undergraduate office with a staff for advising.

• Associate Director for Graduate Studies: Search for a Design faculty at the assistant or associate professor rank and promote a current faculty member to the position of Associate Director.

### 3.7 HUMAN RESOURCE DEVELOPMENT

This section will outline individual and collective opportunities for faculty and student growth inside and outside the program.

#### a. The School’s Policy for Human Resource Development

The School of Architecture as a unit of the University of Illinois uses the Provost’s published policies for human resource development. The first tenet of the University’s “Framework for Self Study” is: “First, we shall invest in people.” Details of this policy are as follows:

1. Recruit the very finest faculty, primarily at the junior level, and encourage their long-term commitment to Illinois, while holding them to the highest standards of performance in the classroom and on the broader professional platform. 2. Urge units to model their recruitment, tenure, and promotion practices and procedures on those that have proven most successful campus wide. 3. Ensure that senior faculty mentors are available to advise and counsel all junior faculty. 4. Provide development programs for junior faculty with limited teaching experience, and ensure that they receive adequate support for their research efforts during the years before tenure. 5. Improve mechanisms for departmental assessments of progress for all non-tenured faculty, and ensure that departmental expectations, policies, and procedures are communicated clearly. 6. Recommend faculty hiring and tenure only when demonstrably in the best interests of the University. 7. Achieve 100 percent salary parity with our peers by the year 2000, in order to retain the best faculty we are able to recruit. 9. Recruit the best graduate students in all disciplines in which we offer graduate degrees. 10. Achieve competitive assistantship and fellowship total support packages, taking into account both campus-wide standards and discipline-based market issues, and 11. Create an expanded fellowship program based on merit, with emphasis on substantial fellowships to beginning graduate students and those at dissertation stage.

#### b. Professorships, Visiting Critics and Guest Lecturers

**Distinguished Professorships and Fellowships**

Historically, the School of Architecture has three existing endowed distinguished teaching positions:

The *Plym Distinguished Professorship* was made possible by a gift from the late alumnus Lawrence J. Plym, past president of the Kawneer Corporation and director of a number of other companies prior to this retirement. The Plym Professorship is conferred on an architect or architectural educator who has a distinguished record of achievement and who can make an outside contribution to the enrichment of the professional education of the students.
The School has hosted nine Plym Professors: Gunnar Birkerts (1982-83); Paul Rudolph (1983-84); Joseph Esherick (1986-87); Minoru Takeyama (1989-90); Edmund Bacon (1991-92); Thom Mayne (1992-93), Carme Pinos (1994-95, Dominique Perrault (1997-98); Francis Halsband (2001-02); Norman Crowe (2002-03); William Miller (2003-04); Kenneth Yeang (2005-2006) and Kengo Kuma (2007-08). The last two of them, Kenneth Yeang from Malaysia and Kengo Kuma from Japan have been appointed since the last NAAB accreditation visit. Moreover, negotiations are underway for appointment of the Plym Professor for 2008-09.

Each of these visitors was involved in the teaching activities of the School in different ways. Both Kenneth Yeang and Kengo Kuma were involved in the design studios which are requirements for the professional degree, offered public lectures and participated in numerous other extra curricular activities.

The Alan K. and Leonarda F. Laing Distinguished Professorship in Architecture began in 1997. The Laing Professorship is conferred upon a person who has a distinguished record of achievement in the field of architectural history and/or preservation, and who can make a contribution to the enrichment of the professional education of students in the School of Architecture. The Professorship is a visiting faculty position, and includes teaching in lecture courses and seminars, participating in the School lecture series, and joining in colloquia with the faculty. The visiting faculty position is for a period (or periods) of time during one semester in the academic year.

Previous Professors include Professor Dmitry Shvidkovsky from the Moscow Institute of Architecture (1997), on Russian architecture; restoration architect Jaime Hernandez-Perez (1998) on Colombian architecture; Allen Ceen (1999) on the architectural history of Rome; Ian J. Lochhead from New Zealand’s University of Canterbury (2000), on New Zealand architecture; Mohammad al-Asad, from Jordan’s Center for the Built Environment (2001), on Islamic architecture; Olga Paterlini de Koch from Argentina’s University of Tucumán (2002), on Latin American Town Planning; Lydia Soo from the University of Michigan (2003) on architecture theory in the 17th century; Keyvan C. Rafii (2004); and Gabriela Campagnol from the University of Sao Paulo (2005). The courses offered by Laing Distinguished Professors qualified as professional electives in our professional degree program. Keyvan C. Rafii and Gabriela Campagnol have been appointed since the last NAAB visit.

The Dean F. and Avis E. Hilfinger Faculty Fellowship in Architecture was established to encourage and advance the study of architectural structures through visiting faculty fellowships. It was made possible because of a generous gift by the Hilfingers to the School of Architecture. The objective of the fellowship is to support and encourage individuals who wish to pursue a career in architectural education with emphasis on building structures. The Hilfinger Fellows are appointed as visiting lecturer in the Structures Division and are expected to spend one academic year in residence at the school. During this time, they teach structures courses, conduct studio reviews, deliver public lectures and pursue research interests in architectural structures. The first Hilfinger Fellow was Professor Robert Dermody, an UIUC alumnus from Boston, Massachusetts (2002) He was followed by Marc Mitalski (2004) and Christopher Rockey (2006).

Director Chasco and the Development Office have named four new Endowed Chairs / Professorships.

The Edgar Tafel Endowed Chair
In 2006, Professor Botond Bognar has been named the first Edgar Tafel Endowed Chair in Architectural Design. Edgar Tafel apprenticed with Frank Lloyd Wright with major experience on projects such as Fallingwater & the Johnson Wax Building. He shared Wright’s passion for Japanese influences as well as the manipulation of light. After Wright, he had a highly successful career with his own practice as well as authoring books and articles of his experiences with Wright.

The Stouffer Endowed Professorship
Richard R. Stouffer established the Ernest L. and Reba E. Stouffer Professorship in Architecture in 2007 to the School of Architecture. Reverend Stouffer established the professorship as a memorial to his parents, Ernest L. and Reba E. Stouffer. Ernest Stouffer was personally dedicated to the development and beautification of the University of Illinois at Urbana-Champaign campus and served as its Chief Architect Architecture. The goal of the Stouffer Professorship is to advance excellence and enrich the academic lives of students and faculty in the School of Architecture. The inaugural selection of the Ernest L. and Reba E. Stouffer Professorship in Architecture will occur during the 2008-2009 academic year.

The Thomas Hubbard Endowed Professorship
The Thomas D. Hubbard Distinguished Professorship in Architecture shall be given to an individual who is accomplished and distinguished in the research/applications of building system investigations, building material sciences investigations, sustainable building technologies and structures. This person should also be accomplished in project management or professional practice where the emphasis is on building technologies. Mr. Hubbard retired from Corwin Booth & Associated Architects in San Francisco in 1992. He had served as a specifications consultant on many jobs in the Bay Area. Mr. Hubbard graduated from the School of Architecture in 1956 with Bronze Tablet honors.

The Robert Kleinschmidt Endowed Professorship
The Robert D. Kleinschmidt Professorship in Interior Architecture was established in 2007 through a bequest in support of the School of Architecture by Robert D. Kleinschmidt who graduated from the School of Architecture with a bachelor’s degree in Architecture. Since graduating in 1963, Mr. Kleinschmidt esteemed career included working at Skidmore, Owings & Merrill and establishing Powell/Kleinschmidt, Inc. based in Chicago. Powell/Kleinschmidt specializes in corporate, hospitality, educational, and residential interior architecture, and the Robert D. Kleinschmidt Professorship in Interior Architecture was established for the support of education and research in the discipline of Interior Architecture.

Visiting Critics and Professors

The School of Architecture regularly hosts a large number of visiting critics and guests who participate in numerous activities. Some of them come through the following well established programs:

The Faculty Exchange with the Mackintosh School of Architecture (MSA), from Glasgow, Scotland, was established in 1998 and consists of a four-week mutual exchange of faculty from the two institutions. MSA’s Professor Ken Macrae inaugurated the exchange in the Fall 1998; he was followed by Professors David McMillan and Frederick Smith in the Fall 2000 and 2001 semesters respectively. UIUC’s Design Professors Jeffery Poss (1999 and 2001), Botond Bognar (2002), Jim Warfield (2003 and 2005), Scott Murray (2006) and Ralph Hammann (2008) reciprocated their visit with four-week long teaching interventions (regularly in the month of
May) at MSA. This teaching exchange is focused on Design instruction. As a result, MSA Visiting Professors take a leading role in Design studios during their four-week tenure at UIUC at the beginning of the Fall semester of each year.

Another regular Visiting Critic opportunity is provided through the School’s long-standing Exchange Program with France’s EAV (Ecole d’Architecture de Versailles; see below). Every year, a professor from the EAV visits the School of Architecture and participates in design reviews, ideally at—but not limited to—the Design Thesis level. Professors David Mangin (1998), Jean Castex (2000) and Michel Denès (2002), as well as the EAV’s Director, Nicholas Michelin (2001) have been invited as part of this program since the last NAAB visit. Nicholas Michelin and Jean Castex also visited the School of Architecture in 2006 as part of the school’s Lecture Series.

In the regional scene, the Chicago Visiting Critics Program involves several noted architects and their firms, who participate in our program in a wide variety of activities. For instance, in design, distinguished architectural designers from Chicago such as Ralph Johnson and Carol Ross Barney, participate as critics at our end-of-semester design studio reviews. In the Practice and Structures graduate options, staffs from several leading architectural firms participate as consultants or reviewers, particularly in graduate level courses. These firms include Perkins and Will; Skidmore, Owings and Merrill; Loebl Schlossman and Hackl; OWP&P Architects; and, Lohan Associates to name only a few of the most important Chicago-based firms associated with our program.

In addition to the participation of visiting critics through established exchanges and programs, the School of Architecture hosts every semester dozens of guests who participate as critics in design reviews, make special presentations at seminars and required courses, and/or participate in other curricular and extra curricular activities. Whereas not limited to, most of these special guests are practitioners and scholars from the Central Illinois region, the three metropolitan areas located within a 180-mile radio to Urbana-Champaign (Chicago, Indianapolis, Saint Louis), and peer institutions from Illinois and other neighboring states (Indiana, Iowa, Michigan, Minnesota, Missouri, Wisconsin).

**Guest Lectures**

Every semester, the School of Architecture organizes a Lecture Series open to the public with especially invited speakers—practitioners, critics, historians, architectural engineers, theorists, etc.—who present their recent work. Some of these lectures are sponsored by the School of Architecture and/or by the wide availability of UIUC’s funded programs (i.e., Lorado Taft Lectureship on Art, College of Fine and Applied Arts-UIUC; NOMAS; Millercom; etc.). The most distinguished lectures are possible thanks to generous endowments from alumni and donors; most notably the Plym Professorship Endowment, the Alan K. and Leonarda F. Laing Endowed Lectures in Architectural History, the Max Abramovitz Endowed Distinguished Lecture in Architecture, the Paul I Cripe Endowed Lecture in Architecture, and the Phillips Swager Associates Endowed Lecture in Architecture.

The national and international reputation of our guest speakers, as well as the richness, variety and diversity of topics and themes presented each semester are a mirror image of the undergraduate and graduate programs offered by the School of Architecture. The following is a
list of the public lectures delivered at the School of Architecture between the Fall 2002 and Spring 2008 semesters.

**Fall 2002**

**Simon Chadwick**, Mackintosh School of Architecture

*You Don’t Need a Big One to be Happy*
Mackintosh Faculty Exchange

**Marcos Novak**, University of California at Santa Barbara

*Liquid Architecture*
Max Abramovitz endowed lecture

**Jason Griffith**, University of Westminster, London

*Collection Point*
Max Abramovitz endowed lecture

**Robert Dermody**, University of Illinois at Urbana-Champaign

*Spanning with Elegance*
Hilfinger Faculty Fellowship

**Pam Hutter**, Hutter Architects, Chicago

*Listening:*
OWPP

**James Wines**, Penn State & SITE

*Green Architecture*
Max Abramovitz endowed lecture

**Spring 2003**

**Brian Meade**, David Woodhouse Architects, Chicago, IL

*Ecology, Craft, Experimentation: Learning from the ‘Building Artists’ of Switzerland and Austria*
2001 Clyde Lee & Jane Cecilia Baker Traveling Fellowship Recipient

**Norman Crowe**, University of Notre Dame, School of Architecture

*Architecture, Urbanism and a Memory of the Polis*
2002-2003 Plym Distinguished Visiting Professor

**John Ronan**, John Ronan Architect, Chicago, IL

*Contingent Realities*
Doug Garofalo, Garofalo Architects, Chicago, IL

*From Virtual to Actual*

Ralph Johnson, Ralph Johnson Architects

*Sustainability in Context*

Max Abramovitz endowed lecture

Lise Anne Couture, Asymptote Architecture, New York, NY

*Forming and Informing*

Max Abramovitz endowed lecture

**Fall 2003**

Paul Simpson, Mackintosh School of Architecture

*Housing the Other Half*

Visiting International Scholar

Juan Jose Iahuerta, Escuela Tecnica Superior de Arquitectura

*Gaudi: The Temptation of Matter*

William C. Miller, University of Utah, School of Architecture

*Themes and Variations: The Architecture of Alvar Aalto*

2003-2004 Plym Distinguished Visiting Professor

Bonna Wescoat, Emory University & New York University

*Architecture and Ritual in the Sanctuary of the Great Gods, Samothrace*

Paul Groh

Plym Travelling Fellowship

**Spring 2004**

Robert Mast

*Turning Ideas Into Reality*

Max Abramovitz Distinguished Lecture

Edgar Tafel

*Frank Lloyd Wright and Me*

Max Abramovitz Distinguished Lecture

Joseph Burns

*Soldier Field and Design Integration*

Michael J. Theiss Memorial Lecture

Marc Mitalski

*Working Together – Influencing Architecture as a Structural Engineer*

Dean F. and Avis E. Hilfinger Fellow Lecture
Edward Allen

*Structure, Space, Form*
Phillips Swager Associates Lecture

Donlyn Lyndon

*The Structures of Place: The Sea of Ranch*
Max Abramovitz Distinguished lecture

Andres Duany

*A Unified Theory for Post-Suburban Planning*
Max Abramovitz Distinguished lecture

Elizabeth Smith

*Case Study Houses and Mid-Century Modernism*
Paul I. Cripe Charitable Foundation, Inc. Lecture

Rafael Pelli

*Design and the Environment: Observations and Experiments*
Max Abramovitz Distinguished lecture
Phillips Swager Associates Lecture

**Fall 2004**

Sarah Susanka, AIA

*An Evening With Sarah Susanka*
Max Abramovitz Distinguished Lecture

Stanley Tigerman, FAIA

*Morality and Ethics In Architecture*
Phillip Swager Associates Lecture

Carol Ross Barney, FAIA

Beyond Metaphor: Shaping Buildings
Max Abramovitz Distinguished lecture

Jeanne Gang, AIA, Studio Gang Architects

*Clip Technology*
Paul I. Cripe Charitable Foundation, Inc. Architecture Lecture Funds

Toshiko Mori, Chair Department of Architecture Harvard Graduate School of Design

*Material Evidence*
Phillip Swager Associates Lecture

Steve Badanes

*The Architect As Artisan*
Architecture Lecture Funds

**Spring 2005**

Martin Felsen and Sarah Dunn: Urbanlab
Unsolicited Actions
Architecture Lecture Funds

Richard Killingsworth
We Are Where We Live: The Role of Place in Public Health
Max Abramovitz Distinguished lecture

Guy Nordenson
Keynote Address
Max Abramovitz Distinguished lecture

Steve and Cathi House, House + House Architects
Mediterranean Villages: An Architectural Journey
Architecture Lecture Funds

Slobodan Curcic
Accessing the Holy: Saints’ Cults, Relics, and Church Planning in Early Byzantium
Alan K. and Leonarda F. Laing Lecture

Bruce Mau
Design Synergy Symposium: Keynote Address
Max Abramovitz Distinguished lecture

Jose C. Silvestre-Lugo
Old San Juan: Historic and Cultural Legacy
Max Abramovitz Distinguished lecture

Leslie Robertson
Structural Engineering: Cultural Legacy
Max Abramovitz Distinguished lecture

Toshiko More
Material Evidence
Phillip Swager Associates Lecture

Fall 2005

Elias Vavaroutsos, OWPP Architects, Chicago, IL
Real Building
Baker Traveling Fellowship Lecture

Bing Thom, FRAIC, AIA, Principal, Bing Thom Architects, Vancouver, British Columbia
Reflections
School of Architecture Annual Fund

Robert Frasca, FAIA, Principal, Zimmer Gunsul Frasca, Portland, Oregon
Recent Work
Max Abramovitz Distinguished lecture

James L. Cutler, FAIA, Principal, Cutler Anderson Architects, Bainbridge Island, WA
Making Things Fit
Phillip Swager Associates Lecture

Nicholas Michelin, Ecole d’Architecture de Versaille, France
Recent Work
School of Architecture Annual Fund
Spring 2006

Ken Yeang, Principal, TR Hamzah & Yeang
   Green Design and Planning
   2006 Plym Distinguished Visiting Professor

John A. Pinto, Howard Crosby Butler Memorial Professor of the History of Architecture
   Piranesi’s “Speaking Ruins”
   Alan K. & Leonarda F. Laing Lecture

Design in Detroit, Ply Architects, Gunthry Van Tine, StudiozOne
   Recent Work
   School of Architecture Annual Fund

Michael Pyatok, Principal Pyatok Architects, San Francisco
   Good Design: Affordable Housing
   Max Abramovitz Distinguished lecture

Ken Neumann, Neumann Smith & Associates
   Building on Lessons Learned from the UIUC
   School of Architecture Annual Fund

Jeff Poss, Associated Professor, School of Architecture, University of Illinois at Urbana Champaign
   The Glorious Dead, Six Memorials to the Great War, 1914-1918
   Plym Traveling Fellowship

Vince De Simone, DeSimone Consulting Engineers
   Casinos: Bold New Challenges
   Michael J. Theiss Memorial Lecture

Tod Williams and Billie Tsien, Tod Williams and Billie Tsien Architects
   Max Abramovitz Distinguished lecture
**Fall 2006**

Patrick MacLeamy, HOK, San Francisco, CA  
 *The Future of Architecture & the Building Industry*  
 Max Abramovitz Distinguished Lecture

Jorge Silvetti, Machado-Silvetti Architects, Boston, MA  
 *Recent Work of Machado and Silvetti*  
 Max Abramovitz Distinguished Lecture

Stephen Vogel & Dan Pitera, University of Detroit-Mercy  
 *Part I (Dan Pitera) If it Works, Then it is Obsolete*  
 *Part II (Stephen Vogel) The 8 Mile Divide*  
 School of Architecture Annual Fund

Dr. Kenneth Yeang, Llewelyn, Davies, and Yeang, London, U.K.  
 *Deep Green Design*  
 Distinguished Endowed Plym Professor of Architecture

Graham Foundation, 4 W. Burton Place, Chicago, IL  
 Graham Foundation in conjunction with I-Space Exhibit

Nicolas Michelin, Ecole d’ Architecture de Versailles  
 *Recent Work*  
 School of Architecture Annual Fund

Jean Castex, Ecole d’ Architecture de Versailles, France  
 *Chicago, City of the Future, 1910-1930, and transformation of the river area around the loop*  
 School of Architecture Annual Fund

Rick Joy, Rick Joy Architect, Tuscon, AZ  
 *Recent Work*  
 Phillip Swager Associates Lecture

Tom Kundig, Olson Sundberg Kundig Allen Architects, Seattle, WA  
 Tom Kundig: Recent Work  
 Phillip Swager Associates Lecture

Barry Bergdoll, Professor, Chair, Philip Johnson Chief Curator of Architecture and Design at the Museum of Modern Art in New York City  
 *“The Eyes Need a Rest”: Pei, Breuer, Barnes and the new American Museum Design of the 1960s*  
 Allen K. and Leonarda F. Laing Lecture

**Spring 2007**

Chris Rockey, Hilfinger Faculty Fellow, UIUC  
 Dean F. and Avis E. Hilfinger Fellow Lecture

Michael Sorkin, Michael Sorkin Studio, New York, NY  
 Max Abramovitz Distinguished Lecture

Amy Papalexandrou, Laing Distinguished Professorship, UIUC  
 Alan K. & Leonarda F. Laing Lecture

Andrew Freear, Director, Rural Studio, Auburn University  
 Max Abramovitz Distinguished Lecture in conjunction with the Planning Institute, the Department of Urban and Regional Planning, the College of Fine and Applied Arts Lorado Taft Lectureship on Art, and the Center for Advanced Study

Architecture Program Report 2008  91  University of Illinois at Urbana-Champaign
Botond Bognar, Edgar A. Tafel Chair in Architecture, UIUC
Edgar A. Tafel Distinguished Lecture

Anthony Grafton, Department of History, Princeton University
Visions of Time in Early Modern Europe
Miller Comm Lecture sponsored by the School of Architecture

John Kissinger, Managing Engineer of Graef, Anhalt, Schloemer, and Associates, Milwaukee, WI
Michael J. Theiss Memorial Lecture

James Howard Kunstler, Author, Saratoga Springs, NY
New Urban Discourse Lecture

Thom Faulders, Professor, California College of the Arts/BEIGE Architecture and Design, CA
School of Architecture Annual Fund

William Massie, Architect-in-Residence, Cranbrook Academy of Art
PSA Dewberry Lecture

b. Public Exhibitions

The School organizes a series of exhibitions in the Temple Hoyne Buell Architecture Gallery (TBAG) located in the Architecture Building (TBAG), as well as in the Architecture Gallery located in Temple Hoyne Buell Hall. These exhibits provide enrichment for students and faculty of the School as well as the University and public communities. In some instances, exhibits are associated to public lectures.

The following exhibits took place since 2003 at either one of the two above mentioned galleries:

Martin Wolf Exhibit, Soloman Cordwell Buenz
Fall 2007

Richard A. Williams, Professor Emeritus
Fall 2007

Michael Hughes, Catovic Hughes Exhibit
Spring 2008

Erik Hemingway, H+A, School of Architecture
Spring 2008

Jeanne Gang, Studio Gang Architects
Spring 2008

David Chasco, AIA, Director, School of Architecture
Fall 2008

Botond Bognar, School of Architecture
Fall 2008

Erik Hemingway, H+A, School of Architecture
Fall 2008
Fall 2007

Martin Wolf, Solomon Cordell Buenz
School of Architecture Annual Fund

Anthony Vidler, Dean of the School of Architecture, The Cooper Union (NYC).
Max Abramovitz Distinguished Lecture

Ann Bergren, Professor of Classics at UCLA
Animate Chora Form: The Architecture of Greg Lynn and Elena Manferdini
Max Abramovitz Distinguished Lecture in conjunction with the Timaeus Conference

Robert D. Kleinschmidt, Powell/Kleinschmidt, Chicago
Interior Architecture
Max Abramovitz Distinguished Lecture

Brian Messana, Messana O'Rorke Architects, New York
PSA Dewberry Lecture

Lise Anne Couture, Asymptote Architecture, New York
Max Abramovitz Distinguished Lecture

Lisa Iwamoto, Iwamoto/Scott, San Francisco
Status Report
School of Architecture Annual Fund

Raveevarn Choksombatchai, Veev Studio, San Francisco
Gray Matters
School of Architecture Annual Fund

Kengo Kuma, Kengo Kuma & Associates, Tokyo, Japan
Distinguished Endowed Plym Professor of Architecture

William McDonough, William McDonough + Partners, Charlottesville, VA

Dietrich Neumann, Professor of European Modernism, Brown University, Providence, RI
Alan K. & Leonarda F. Laing Lecture

Spring 2008

Joseph Burns, Thornton Tomasetti, Chicago IL
Block 37 and Design Integration
Michael J. Theiss Memorial Lecture

Mary-Ann Ray, Studio Works, Los Angeles CA, Beijing China
Off Center City Conundrums, Los Angeles, Beijing, Rome
Max Abramovitz Distinguished Lecture

William Browne, RATIO Architects, Indianapolis IN
AIAS Midwest Quad Lecture | School of Architecture Annual Fund

Jonathan Hess, Browning Day Mullins Dierdorf Architects, Indianapolis IN
AIAS Midwest Quad Lecture | School of Architecture Annual Fund

Mark Sexton, Krueck & Sexton Architects, Chicago IL
Past, Present, and Future
Max Abramovitz Distinguished Lecture

Mia Reinoso Genoni, College of Visual and Performing Arts, Kutztown University of Pennsylvania, Kutztown PA
To See and Understand: Illustration as Persuasion in Filarete’s Architettonico Libro
Lorado Taft Lectureship on Art, College of Fine and Applied Arts

NOMAS
NOMAS Symposium Keynote Speaker
School of Architecture Annual Fund

Sophie Wolfrum, Technical University of Munich, Munich Germany
School of Architecture Annual Fund

Fuensanta Nieto and Enrique Sobejano, Nieto Sobejano Arquitectos, Madrid Spain
School of Architecture Annual Fund

Fikret Yegul, UC Santa Barbara, Santa Barbara CA
Howard Crosby Butler, the Director of the First Sardis Expedition:
Discoverer, Recoverer, Sullied Hero
Alan K. and Leonarda F. Laing Lecture

Fall 2008

Nader Tehrani, Office dA, Boston, Massachusetts
Num Num
Max Abramovitz Distinguished Lecture

Kengo Kuma, Kengo Kuma and Associates, Tokyo
MATERIAL / IMMATERIAL - The Architecture of Kengo Kuma
Plym Distinguished Visiting Professor

Ned Cramer, Editor-in-Chief, Architect Magazine, Hanley Wood
The Great Leap Backward
PSA Dewberry Lecture

Kenneth Kaplan and Ted Krueger, Columbia University, New York, N.Y.; Rensselaer Polytechnic Institute, Troy, N.Y.
Design of the Future  
School of Architecture Annual Fund

William Massie, Architect-in-Residence, Cranbrook Academy of Art
School of Architecture Annual Fund

Joseph Rosa, Curator of Architecture and Design, Art Institute of Chicago  
Figuration in Contemporary Design  
Max Abramovitz Distinguished Lecture

I-Space Gallery

In addition to the exhibitions on-campus, the School of Architecture is an active participant and contributor to exhibits at I-Space, the Chicago-based gallery and public forum for the visual, performing and design arts of the College of Fine and Applied Arts at the University of Illinois at Urbana-Champaign. I-Space’s mission is to encourage the exploration, experimentation and understanding of the arts as a vibrant expression of human experience and intellectual discourse through exhibitions, performances, classes, and lecture-demonstrations.

With over 2500 square feet of exhibition area, the gallery is located in the heart of the River North Gallery district. Many architectural exhibits take place at I-Space; some of them are originated and/or sponsored by the School of Architecture. The following ones are only a few of the most recent and important ones:

Walter Burley Griffin: Architectural Models, an exhibition organized by Paul Kruty.  
Sullivanesque: Urban Architecture and Ornamentation, an exhibition organized by Ron Schmitt.  


Prelude to the Prairie Style: Eight Models of Unbuilt Houses by Frank Lloyd Wright  
February 3–February 28. September 9 - October 22. Fall 2005

Critical Dualities: Jeffery Poss and Thomas Kamm from the U of I at U-C School of Architecture. October 13 – November 11. Fall 2006


erik m. hemingway: h+a [WORK]. June 15 – July 7. Summer 2007


d. Student Support Services

Undergraduate Advising

Advising for undergraduate students is the responsibility of the Associate Director for Undergraduate Affairs. Student progress is monitored by both the Associate Director and the Associate Dean of the College of Fine and Applied Arts, as well as degree audits completed by the Associate Dean of FAA.

Graduate Advising

Academic and career advising is accomplished in large group meeting and individual conferences as follows:

The Associate Director presents information about the graduate curriculum and options of study to first-year graduate students for Graduate Studies and the Option Coordinators at the New Graduate Student Orientation Meetings. The Track 3 Coordinator provides information about that program at the same orientation meeting.

Students in the graduate program are required to select an Option. Option coordinators advise students on an individual basis in conference regarding their course of study. The Track 3 coordinator advises Track 3 students in their first two years of undergraduate study. Subsequently, they receive academic advice from their Option coordinator.

Personal Counseling

Individual counseling is provided by individual faculty, Option Coordinators, Director and Associate Directors, and by campus level advisors listed below.

Job Placement

The Office of the Associate Director for Undergraduate Affairs has a Job Placement Coordinator who advises students of available job openings, arranges on-campus job interviews and assists students with their resumes. The Placement Coordinator hosts an annual Career Expo at the School to facilitate on-campus interviews in a festive atmosphere. The Coordinator also maintains a Virtual Job Fair on the School’s web site where employers place job ads, and students to post their resumes.

University Student Support

Services for students provided by the University include:

Career Planning and Counseling
General Counseling
Services for the Disabled
Financial Services
Health Services
Minority Services
Job Placement
Recreation
Student Services:
  Conflict resolution
  Student discipline
  Student employment
  Extramural programs
  Financial aid
  Judicial Affairs
  Landlord/tenant disputes
  Legal services
  Medication services
  Women’s programs
  Student Organizations

e. Study abroad, field-trips off-campus activities and other programs

Study Abroad Programs

The following international programs are available through the School:

The Architecture Study Abroad Program in Versailles, France (SAPV), is an undergraduate program that originated in 1967 and is considered the oldest continuing year-long architecture study abroad program offered by an American School of Architecture. The program was first located in La Napoule, near Cannes, but in 1970 it was transferred to Versailles, inaugurating a student exchange program with the Ecole d’Architecture de Versailles (EAV), which formerly known as Unite Pedagogique d’Architecture No. 3 (UPA 3) is one of the original schools separated in 1968 from the renowned and central Ecole de Beaux Arts in Paris. With a student and faculty population that matches UIUC’s School of Architecture, the EAV is one of the leading architecture programs in France and Europe. This UIUC-EAV exchange program now enables 48 students from the Urbana-Champaign campus to spend an academic year in France. Approximately one-third of our junior class participates in this program every year. For many years we invited the School at the University of Illinois in Chicago to participate and they sent 9 students per year until 2006 when they dropped out of the program.

The curriculum offered in Versailles is consistent and equivalent to the courses the students would be taking if they were here on campus. Studio projects and exercises, history courses, and seminars are geared to the European setting. Field trips and special visits to sites and cities of architectural significance, 10 to 14 days long “Sketch Trips” led by SAPV faculty and invited artists and guests to develop sketching techniques in specific European sites, basic yet intensive French language instruction, and independent study are required. Additionally, students participate in, and attend to, numerous extra-curricular activities such as exhibitions, lectures and workshops. Moreover and as an integral part of the UIUC-EAV exchange program, every year seven students from the EAV spend one year of study at Urbana-Champaign as non-degree international exchange students, adding to the richness and diversity of our already diverse student body.

Since the last NAAB visit, the opportunities offered by the Versailles program continue to grow by developing more active joint activities with students and faculty from the EAV and by the instituted visit of a faculty member from the EAV as a special guest during the UIUC Design Thesis final review week in April of each year.
The China Study Abroad Program is conducted by the School of Architecture, and the Departments of Landscape Architecture and Urban and Regional Planning. It is a six-week summer workshop at Tongji University in Shanghai, China. China's long history and rich culture combine to provide an unparalleled setting for studying the evolution of urban and rural settlement forms. Our faculty, in association with faculty at Tongji University, provide lectures, workshops, and seminars on the Shanghai campus. Weekly study trips to historical buildings, rural villages, and towns are organized by Tongji University and conducted by Illinois faculty. The architecture school at Tongji University is the leading program in the country.

Our program was successfully initiated in 1988, and it has subsequently been conducted in the summers of 1991, 1993, 1997, 1999, 2001, 2002, 2004, 2006, 2008. This workshop is open to juniors, seniors, and graduate level students. There are usually 15-20 students with one faculty member from one of our programs on an alternating basis. Through directed study, discussion, and site visits students experience and analyze unfamiliar environmental and architectural settings, and as a result they develop insights into a different culture and environment that enrich their personal and professional education forever. Since the last NAAB visit and while still open to students in other units and departments, the China program has been handled by the School of Architecture under the premise that it will be offered every-other year.

The Munich Graduate Exchange Program, established in 1998 with the Architekturfacultat Technische Universitat Munchen (TUM), is the newest study abroad program offered by the School of Architecture. The rationale for the exchange is straightforward: as architecture is increasingly an international discipline and profession, the exchange provides the opportunity to experience a completely different educational, urban, historical and architectural environment. This program operates without interruption and highly successfully since the summer of 1999.

In general, the exchange with TUM establishes that three students from each school study for one semester at the other institution (the selection for participation is competitive and based on evaluation of interested students’ credentials and proposal). UIUC’s students go to Munich for the German summer semester (thus not interfering with the regular academic year at UIUC), while TUM’s students spend the Fall semester at our school. The emphasis is on studio teaching, which in Munich can be broadened with an independent study course and field-trips. At UIUC, the German students are enrolled in the fifth-year design studios and take additional courses on the wide variety of topics offered by the School’s curriculum. Not unlike the exchange with the French school, the regular semester-long presence at UIUC of three German students adds to the international richness and dimension of our student body.

In addition to the three established and active study abroad programs currently operated by the School of Architecture, discussions are underway with the University of Melbourne (Australia), the Mackintosh School of Architecture (Glasgow, Scotland), and with the Pontificia Universidad Católica de Chile (Santiago, Chile). The objective of these preliminary discussions is to develop and implement a wider variety of international exchange opportunities for UIUC’s architecture students.

Field-trips and other off-campus activities

The School of Architecture offers a wide variety of off-campus learning opportunities through established programs and organized field-trips.
The **East St. Louis Action Research** (ESLARP) has been in operation since 1987. East St. Louis is an old industrial city, now one of the nation’s most economically distressed urban centers. It is located 180 miles from campus, directly across the Mississippi River from St. Louis, MO. The program begun by faculty and students of our School has been funded by grants from the State of Illinois, the Federal Government, and other sources.

Beginning in 1990, the School of Architecture invited other campus units to participate. Today, the East St. Louis Action Research Project (ESLARP) is a multidisciplinary service-learning program comprised of students and faculty in Architecture, Landscape Architecture, Urban and Regional Planning, Law, Library and Information Science, and Applied Life Sciences.

ESLARP has an office in East St. Louis coordinating the service-learning activities of over 500 students per year with 80 community-based organizations throughout East St. Louis and surrounding communities. Students travel to East St. Louis to work side-by-side with residents on neighborhood improvement projects. Neighborhood residents teach important lessons about community rebuilding to our students. In return, our students contribute design and planning ideas to meet the neighborhood’s needs. Projects are presented in person in East St. Louis and are archived on the ESLARP web site. Graduates of the program cite their service-learning experience as life and/or career altering.

**Field-trips** occupy a central position in many components of the Architecture graduate and undergraduate programs. Design studios routinely visit sites in Chicago, Champaign-Urbana, and other cities in Illinois when the program is on an actual site. Practice courses take field trips to view projects under construction. Courses or student organizations conduct field trips frequently to Columbus, Indiana.

**Other Programs**

The **Discover Architecture** program, created in 1989 as the *Atelier Summer Program*, is a two-week summer program for high school juniors and seniors that introduces Architecture as a career. The program offers an opportunity for interested students to learn about the roles and responsibilities of an architect in society and to assess their own strengths and weaknesses in this field. The primary focus of the program is the "hands on" introduction to the design process through work in the studio. During the two-week session, lectures, films, demonstrations, field trips, and discussions are scheduled to enhance this experience.

Participants of the **Discover Architecture** program live in a supervised on-campus residence hall. This arrangement allows them to participate in both day and evening activities that utilize the academic as well as recreational facilities of the University. The School of Architecture awards a certificate to the participants who successfully complete the two-week program.

Over the years this program has grown in popularity and attendance. In its initial years, the program enrolled 30 students who attended one of the three sessions then offered. As a result of two successive periods of reorganization, the program is now offered in two summer sessions with an enrollment of 15 students per session. In the Summer 2002, the program changed denomination from the original *Atelier Summer Program* to the current, more appropriate, name of **Discover Architecture**.
f. Student Societies and Other Student Opportunities

Students interact with each other, faculty, administration, and visiting practitioners through the following organizations:
AIAS  American Institute of Architecture Students  
APX  Alpha Rho Chi  
FIRMITAS  Local organization for students in Structures  
GARGOYLE  National Honor Society  
MGMT/MBA CLUB  Local organization of students in Arch/MBA  
NOMAS  National Organization of Minority Architecture Students  
SAC  Students Advisory Council  
SAH  Society of Architectural Historians  
WIA  Women in Architecture

g. Faculty appointments, development, and promotion & tenure

Faculty Appointments

New faculty members in the School of Architecture are required to meet the minimum standards published in the position announcements, a M. Arch degree and professional license, or a Ph.D. in architecture or engineering.

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

All searches for permanent faculty positions in the School must be monitored by the Affirmative Action Committee, which consists of a group of faculty appointed by the Director of the School. Members of the committee must review the advertisements, applicants, procedures for identification of candidates for interviews, and be involved in the interview process. The Chair of the committee must approve and sign off on the search results. The results of the search must be reviewed by the College Equal Opportunity Committee and approved before submission to the University for Appointment.

The following is a detailed description of the searches conducted since the last accreditation visit:

In 2003-2004, one hire in Design resulted in a Spousal Hire with Landscape Architecture.

In 2004-2005, a successful search was conducted to fill three or four full-time, tenure-track positions in the areas of Design, History, and Structures. The search resulted in three hires in the areas of Design, History, and Structures.

In 2005-2006, a successful search was conducted to fill two full-time, tenure-track positions in the areas of Design, and Building Technology. The search resulted in two hires in Design. In addition to the faculty searches, the School of Architecture successfully completed four additional tenure-track hires in the area of History & Preservation, and Design through the University’s TOPs, Excellence, and Spousal Hire programs.

In 2006, we hired an Academic Advisor via a search waiver.
In 2006-2007, a search was conducted to fill two full-time, tenure-track positions in the areas of History, and Building Technology. The search resulted in one hire in the area of History.

In 2007-2008, four searches were conducted to fill full-time, tenure-track positions in the areas of Design, Building Technology, and Preservation. The search was successful with three hires in those areas. In addition to the faculty searches, the School of Architecture successfully completed four additional tenure-track hires in the areas of Design, and Practice through the University’s TOPs, Excellence, and Spousal Hire programs.

In 2008, we hired a full-time adjunct professor in the Structures program.

During the above mentioned searches for full time positions, four were women and sixteen were men.

**Promotion and Tenure**

The promotion process for faculty in the School is well defined. Yearly, the Director accepts nominations for promotion from the faculty-at-large, including self-nominations, and by the Teaching Program Chairpersons.

The University Provost publishes “Communication #9” on paper and on the web outlining expectations for promotion and tenure. The communication also specifies the precise format for placing information regarding teaching experience, publications, presentations at conferences, and other accomplishments.

The Provost’s “Communication # 13” specifies the expectations and procedures for faculty’s third-year progress review. Finally, “Communication # 21” identifies procedures for faculty’s annual merit reviews.

Upon review by the Director and the Promotion and Tenure Committee, a decision is made about initiating the lengthy and rigorous promotion process. Promotion papers consist of two parts: factual and evaluative. Candidates for promotion prepare the factual material for evaluation.

Program Chairs, the Director, and external referees conduct evaluations of candidates for promotion. The latter are crucially important to the process. Candidates' promotion papers are reviewed at the School and College levels. A small campus committee reporting to the Provost makes final review and recommendation.

Since 2003 the School has been successful in promoting two highly qualified faculty members: one Assistant Professor to Associate Professor with Tenure in 2003, and one Assistant Professor to Associate Professor in 2004.

**h. Faculty Research, Scholarship and Creative activity**

This section highlights faculty research accomplishments and creative work since the last NAAB team visit. Faculty in the School of Architecture pursue a broad spectrum of research interests in such topics as historic preservation in small communities, the contemporary architecture of Japan, the history of Byzantine, Renaissance, and American architecture, the vernacular architecture of China, planning and design theory, diversity in the architectural profession, materials research, architectural photography, Sullivanesque architecture and terra cotta, virtual reality as a tool in
architectural design thinking, computer-aided structural modeling, high-rise buildings, and the list goes on.

Creative work includes award winning architectural design, urban design, and neighborhood redevelopment.

Faculty members are also active in professional societies such as AIA, ACSA, DBIA, EDRA.

Further descriptions of faculty accomplishments may be found in the resumes included in the Appendix. The following is representative:

**Books**


Professor Paul Kruty, *Between Europe and Japan: The Frederick C. Bogk House and Related Wisconsin Commissions*, Annual Convention, Frank Lloyd Wright Building Conservancy, Madison, WI. 14, October, 2004


Professor Kathryn Anthony, 2008 paperback edition of *Designing for Diversity: Gender, Race, and Ethnicity in the Architectural Profession*. The book earned the American Institute of Architects' Institute Honor for Collaborative Achievement and the Environmental Design Research Association's Achievement Award. It serves as a valuable text for professional practice courses, offering tools for achieving and maintaining diversity in architectural firms.

**Chapters in books**


Professor Alejandro Lapunzina, Maison Curutchet (chapter introduction); published in Le Corbusier Plans, volume 9; Tokyo & Paris: echelle-l publishers, 2006 (a monumental trilingual digital English/French/Japanese publication consisting of 16 interactive DVD volumes that include all existing drawings of Le Corbusier for each of his projects. Each project consists of an individual chapter introduced by a short article written by internationally renowned “Corbusian scholars.”).

Professor Alejandro Lapunzina, Funerary Chapel for Delgado-Chalbaud” (chapter introduction); published in Le Corbusier Plans, volume 11; Tokyo & Paris: echelle-l publishers, 2006 (a monumental trilingual digital English/French/Japanese publication consisting of 16 interactive DVD volumes that include all existing drawings of Le Corbusier for each of his projects. Each project consists of an individual chapter introduced by a short article written by internationally renowned “Corbusian scholars.”).


Journal Articles


Professor Kathryn Anthony, “Students as a Rich Resource: Working Together Creates a Win-Win


Professor Lynne Dearborn, “Envisioning the Future in the South End Neighborhood work from an Interdisciplinary Studio” Jointed authored with Laura Lawson and Stacy Harwood. Part of a special focus session on AIA Education Honor Awards, Paper Published for and Presented at the 92nd ACSA Annual Meeting, Miami, FL, (March 2004).


Professor Paul Kruty, “At Work in the Oak Park Studio,” Arris 14 (2003): 17-32. Essay refuting F. L. Wright’s claim that his Oak Park office employed only “novices” by showing that , in fact there were two distinct phases to what has been presented in the literature as an unchanging procedure, the first phase using only University-educated, seasoned professionals. Scholarly journal article, Refereed. Published Fall 2003.


Professor Kyoung Sun Moon, “Diagrid Structures in Tall Buildings: Characteristics and Preliminary Design Methodology.”


Professor Scott Murray, “Material Experience: Peter Zumthor’s Thermal Bath at Vals,” *The Senses and Society*.


Professor Mohamed Boubekri, “Daylight, architecture and people’s health”, WIT Transactions of Environmental Health Risk I, Malta, June 2007.

**Creative Works/Awards**

Director David Chasco, AIA Michigan President’s Award. Awarded on basis of lifelong professional contribution to education of its members, 2004.

Director David M. Chasco, AIA, Detroit Honor Award for the Rosza Center for the Performing Arts, Michigan Technological University, Houghton, Michigan, 2002.


Jeffery Poss, First Place for Design Portfolio Submission, 2004 Plym Distinguished Traveling Fellowship, sponsored by the UIUC School of Architecture.


Professor Kathy Anthony was named as the 2005 recipient of the Environmental Design Research Association (EDRA) Achievement Award in recognition of her teaching and scholarship, which focuses on the ways designed environments affect vulnerable groups including single parent families, women and minorities, and her overall contributions to the environment and behavior field.

Professor Botond Bognar was awarded the Cultural Appreciation Prize by the Architectural Institute of Japan (AIJ) in 2005. The prestigious prize is given to non-members of AIJ, and only rarely to foreigners, for the “excellent contribution to architecture.”

Two graduate designers from the School of Architecture in 2007, Vien-Phong Trinh and Scott Clay, working with faculty advisor Asst. Professor Thomas Kamm, were awarded second place honors in a national competition for the design of a sustainable portable classroom prototype. The competition was sponsored by the Montgomery County Public Schools in partnership with the Council for Educational Facility Planners and the Emerging Green Builders of the US Green Building Council.

Associate Professor Jeff Poss has recently won three awards for his built designs. The “WWII Illinois Veterans Memorial” received a Merit Award last November in the AIA Central Illinois Chapter bi-annual design program. Another project, “Meditation Hut II: Le Cadeau” won the Honor Award from the AIA Central Illinois Chapter, and also received a national design award this spring in the AIA Small Projects Award Program.

Assistant Professor Lynne Dearborn and Associate Professor Kevin Hinders, NCSA Faculty Fellows, University of Illinois U-C, awarded September 2006, will receive funding to support their joint project entitled, “Comparative Urban Design Changes Generated by Planning Policy in the 20th and 21st Century”.

Assistant Professor Scott Murray, Alan K. and Leonarda Laing Special Grant for research and travel to the Maison de Verre in Paris, France. Competitive grant awarded by the UIUC School of Architecture in 2007.

Assistant Professor Scott Murray, Alan K. and Leonarda Laing Special Grant for research and travel to the Maison de Verre in Paris, France. Competitive grant awarded by the UIUC School of Architecture.


Assistant Professor John Stallmeyer, Fulbright Fellow (India), 2003.


Professor Robert Selby, At the AIA Illinois Honor Awards ceremony in November 2007, Robert Selby received the statewide organizations highest award for educators, the Nathan Clifford Ricker Award. For his dedication and talent of an AIA member architecture educator in Illinois. The award is named after the first person to graduate from a university program in architecture in the United States. Ricker graduated from the University of Illinois in 1873.

Professor Joy Malnar received the 2007 Alpha Sigma Nu National Jesuit Book Award in the category of professional studies for her co-authored book Sensory Design.

Assistant Professor Heather Minor; Founder’s Award from the Society of Architectural Historians for the best journal article by a junior scholar in the Journal of the Society of Architectural Historians.

Assistant Professor Heather Minor won the Founder’s Award from the Society of Architectural Historians in 2007 for the best journal article by a junior scholar in the Journal of the Society of Architectural Historians.

Professor Henry Plummer, Arnold O. Beckman Award, UIUC, 2007.

Associate Professor Jeff Poss; Merit Award in November 2007 in the AIA Central Illinois Chapter bi-annual design program for his build design titled WWII Illinois Veterans Memorial; Another project, Meditation Hut II: Le Cadeau won the Honor Award from the AIA Central Illinois Chapter and also received a national design award in the AIA Small Projects Award Program.

Assistant Professor Lynne Dearborn was recently honored in 2008 with the New Researcher Award by the Architectural Research Centers Consortium for her work titled Financing,
Foreclosure and the Residential Environment: Identifying and Remediating Housing Deficits for Low-income Homeowners.”

Assistant Professor Kevin Erickson, 2006 RTKL Travelling Fellowship, American Architectural Foundation AAF, American Institute of Architects AIA.

Assistant Professor Julie Larsen, 2002 Smyser Lowenfish Memorial Prize, Columbia University, Excellence in Design.

Assistant Professor Stewart Hicks, several awards for project “Spertus Institute.” ACSA Faculty Design Award, ACSA National Conference, Miami, FL, 2004; Boston Society of Architects Unbilt Architecture Award, 2003; Chicago Architecture Club Burhnam Prize Competition, 2002.

Associate Professor Paul Kapp, Charles E. Peterson Fellowship for the study of the work of William Nicholas, Architect, 2005.

Associate Professor Paul Kapp, Preservation Award for the Restoration of the Morehead Planetarium Sundial at the University of North Carolina at Chapel Hill given by the Preservation Society of Chapel Hill, 2004.

Associate Professor Paul Kapp, Architect of the Year Award for the Restoration of The Grove for the New Offices of the Children Advocacy Center of Bristol and Washington County, Virginia, by the Association of General Contractors of East Tennessee, 2003.

Assistant Professor Mark Taylor, EPA P3 (People, Prosperity, and Plant) Award, Water Distribution, Pignon, Haiti, 2007-present.


Assistant Professor Kevin Erickson, Artist-in-Residence, Geoffrey Bawa Lunuganga Trust, Colombo, Sri Lanka, 2006.


Professor Joy Malnar, National Book Award, 2007 Alpha Sigma Nu Jesuit Book Award given by the Association of Jesuit College and Universities to Sensory Design.

Assistant Professor Areli Marina, Scott Opler Publication Fellowship, Society of Architectural Historians, 2007.
Special Recognition


Robert I. Selby, American Institute of Architects Central Illinois AIA 150 “Champion.”

Professor Botond Bognar was appointed as the first endowed Edgar A. Tafel Chair in Architecture, 2006.

Assistant Professor Heather Hyde Minor won the Founder’s Award from the Society of Architectural Historians for the best article by a junior scholar in the Journal of the Society of Architectural Historians from the past two years, 2007.

Assistant Professor Areli Marina has received the J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities for her research titled, "Sanctified in Water, Sealed in Stone: The Italian Baptistery from 1000 to 1500". She will be in residence in Italy for her research during the AY 08-09.

Assistant Professor Panayiota Pyla received the JAE Best Scholarship of Design Article Award for her article which looked at the period of collaboration between Hassan Fathy and Doxiadis. 2007.

Associate Professor Mohamed Boubekri has been selected as a Fulbright research scholar to conduct an environmental and economic study of several green buildings in the United Arab Emirates in spring 2009.

Associate Professor Erik Hemingway, 2005 Selected Architect/ Professor, Hyde Chair of Excellence, University of Nebraska- Lincoln.

Professor Kathryn Anthony has been selected for the 2008 Faculty Fellows in Entrepreneurship program at UIUC for her proposal for a discipline-specific entrepreneurship course titled, Entrepreneurship in Design, Diversity, Environment and Behavior.


Professor Mir Ali was selected for a Fulbright Senior Specialist Grant by J. William Fulbright Foreign Scholarship Board, the Bureau of Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars. Dr. Ali undertook the project at the University of Malta, Malta during the summer of 2008.

i. **How faculty remain current with their knowledge**

Being a part of one of the world’s leading and most prestigious research and teaching institutions, the School of Architecture has the benefit of enjoying a multi-disciplinary, highly prolific and talented faculty composed of a well-balanced number of faculty members at senior and junior ranks. The diversity of the faculty is best exemplified by wide variety of fields and disciplines from which they come from—architecture, engineering, art history, social sciences—as well as by their academic background and professional experience.
The faculty of the School of Architecture remain current in their knowledge through an ample spectrum of scholarly and professional activities that include: participation in architectural design competitions; scholarly research (publishing books, chapters, essays and articles); experimental and professional research; professional practice and consulting (architectural, engineering, management); presentation of conference papers; organizing, chairing sessions and/or attending regional, national and international conferences; exhibiting their work and delivering lectures at peer institutions in the United States and abroad; developing new courses; computer training; community service and development; continuing education; service to the profession (AIA); and travel. Whereas not all faculty members are engaged in all of these activities, and a detailed description of every member’s activity may be too lengthy, it is fair to mention that every full-time member of the faculty is engaged in at least three of the above mentioned ways of remaining current with their knowledge of the changing demands of architectural practice.

The publications, research projects, professional work, teaching and service as presented in the Faculty Resumes (section 4.4) stand as evidence of the School’s commitment to maintaining and advancing a current and holistic knowledge of the architectural discipline.

3.8. PHYSICAL RESOURCES

a. General Description of Physical Plant

The School of Architecture facilities are located in five buildings. These are Temple Hoyne Buell Hall, the Architecture Building, the Architecture Annex, Flagg Hall, and the Building Research Council Building. Space controlled by the School of Architecture is as follows.

Temple Hoyne Buell Hall contains administrative offices, faculty mail room, conference room, graduate program offices, faculty offices, seminar room, review space, design studio space, digital print and fabrication room, and an exhibition gallery. The Plym Auditorium in TBH is used by the School, but is not under the control of the School. The Atrium space is used by the School for design reviews, receptions, awards ceremonies, and other functions. The Atrium is also used by other campus administration and teaching units for banquets and other functions.

The digital print and fabrication room in Buell Hall contains state of the art printers, plotters, and laser cutters for use by graduate students.

The Architecture Building contains undergraduate program offices, faculty offices, PhD student offices, design studio space, design studio space, structures labs, classrooms, seminar/review space, a computer lab, publications office, a photo studio, the wood shop, Temple Buell Architecture Gallery, media and communication office, supply/copy room, administrative storage, staff lounge, and general storage. The Ricker Library of Architecture and Art, the Slide Library, 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.

The Architecture Annex was acquired and remodeled in 2007. It contains sophomore foundational design and technology studios, faculty offices, and a fabrication shop/control room with two new laser cutters, a CNC (Computer Numerical Control) Router room, review spaces, student lounge, “in-studio” hand tool shop, locker room, a computer network room and storage space.

Flagg Hall contains visiting and emeritus faculty offices, T.A. offices, computer network administrator’s office, and student organization space. The School of Architecture’s deteriorating
studio spaces in this building, referred to by the last NAAB Visiting Team as the “undergraduate ghetto,” were vacated and relocated to the Architecture Annex.

The Building Research Council Building contains administrative offices, individual faculty research offices, assistants’ offices, storage, a shop, and a materials research lab.

Building plans and a Space Use Summary are included in this section. All spaces in all buildings are universally accessible.

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

In the Study Abroad Program at Versailles, France, we have accommodations provided by Ecole d'Architecture de Versailles (EAV) in the Petites Ecuries which is part of the extended complex of the Chateau de Versailles. There is office space for faculty and staff, conference and computer rooms, integrated studios, and a large lecture room. Illinois students and faculty use the library of EAV.

b. Description of Changes Underway or For Which Funds Have Been Committed by the Institution

At the time of this writing a new CNC router and associated controllers, vents, etc. are being installed in the Architecture Annex. The School plans to remodel an existing locker room to become an “in-studio” hand tool shop. As described above, the Architecture Annex is the location of sophomore design and technology studios which will use much of this new equipment. Graduate students will also have access to the CNC router.

c. Description of the Hardware, Software, Networks, and Other Computer Resources Available to Students and Faculty

In academic year 2005-2006, the School adopted a general laptop computer policy with recommendations for what type of computer students should bring to campus for their own use. These policies and recommendations are published on the School’s web site. Since most students bring their own computers, the School has been able to reduce the number of work stations and the size of its computer labs.

All of the School’s teaching spaces have wireless capability; students may also use data port connections in all of the studios.

The following is a list of digital resources:

Temple Hoyne Buell Hall
- TBH 20 Printing and Fabrication Lab (for graduate students)
  - Four Workstations
  - One Universal V460 Laser Cutter
  - One Universal X660 Laser Cutter
• Four High Speed Color and B/W Plotters
• B/W and Color Laser Printing up to 11x17
  ▪ TBH 307 Graduate Studio
    • One plotter
    • B/W and Color Laser Printing up to 11x17

Architecture Building
  ▪ Architecture 315 Lab
    • 34 HP Workstations
    • Four Plotters
    • B/W and Color laser printing up to 11x17

Architecture Annex I
  ▪ Annex 100 Lab
    • 20 Dell Workstations
    • B/W laser printing up to 11x17
    • one plotter
  ▪ Fabrication Lab/Shop
    • Two Universal Laser X660 laser cutters with workstations
    • (future) CNC Router with workstation
    • (future) CNC Mill with workstation

Building Research Council (BRC)
  ▪ MS Sharepoint Portal/Website for researchers collaborating with non-campus agencies
  ▪ BRC web and file servers (SEDAC website for Smart Energy Project)
  ▪ Six workstations for student researchers
d. Identification of Any Significant Problem that Impacts the Operation or Services with a Recommendation for Improvements

The School of Architecture would like to relocate offices from Flagg Hall to Architecture Annex, and proposes to do so when financial resources become available. Although this is not a significant problem that impacts the School’s operation, it is preferable to centralize operations.

Similarly, the School would like to be able to relocate the BRC operations closer to its orbit of buildings on campus. Discussions of this idea have occurred over time but await physical and financial resources for implementation.

The following pages have building plans and facility use lists for Temple Hoyne Buell Hall, Architecture Building, Flagg Hall, Building Research Council, and the Architecture Annex.
## Facility Use List

**TEMPLE HOYNE BUELL HALL**

<table>
<thead>
<tr>
<th>Existing Facility Use</th>
<th>ROOM</th>
<th>USE</th>
<th>OCCUPANTS</th>
<th>FT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil</td>
<td>spray booth</td>
<td>Architecture</td>
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<tr>
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<td>Architecture/LA/URP</td>
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## Facility Use List

**BUILDING RESEARCH COUNCIL**

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### BASEMENT

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| 6     | storage       | Architecture: Publications            | 270     |
| 7     | library       | Architecture: Stacks & Lab Space      | 448     |
| 8     | corridor      |                                        | 180     |
| 11    | office/ janitor closet | Architecture: Archive Files/Shipping | 72     |
| 14    | storage       | Architecture: Electronics             | 234     |
| 20    | lab/classroom | Architecture: Electronics             | 442     |
| 20 A  | storage       | Architecture: Old Photoshop           | 180     |
### Facility Use List

#### Architecture Annex

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3.9 INFORMATION RESOURCES

This section will demonstrate that the School of Architecture has a readily accessible library and visual resource collections essential for architectural study, teaching and research.

a. Institutional Context and Administrative Structure of the Library and Visual Resources

RICKER LIBRARY OF ARCHITECTURE AND ART

Context and Institutional Relationships:

The foundation for the collections of RICKER LIBRARY OF ARCHITECTURE AND ART was laid by the country’s first college graduate of architecture, Professor Nathan Clifford Ricker (1843-1924), who in 1873 purchased several important architectural treatises and folios. 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. The slide library is located down the hall from the Ricker Library and is administered by the School of Art and Design.

The Library serves the College of Fine and Applied Arts which includes the Schools of Architecture and Art and Design. Ricker Library supports the teaching and research missions of the faculty and students in the School of Architecture. 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. Ricker has strong and close ties with other libraries in its division such as Classics, English, History, Modern Languages and Music. In addition, its collection is augmented by several overlapping areas within the City Planning and Landscape Architecture Library as well as the Rare Book and Manuscript Library.

Library and Information Resource collections:

1. Goals: Ricker Library serves the School of Architecture by collecting materials for use by the students and faculty to research a broad and diverse range of topic areas. The collection is exemplary and is more than sufficient to meet the needs of our faculty and students. A collection development statement exists for all departmental libraries at the University: [http://www.library.uiuc.edu/administration/collections/tools/developmentstatement/architecture.htm](http://www.library.uiuc.edu/administration/collections/tools/developmentstatement/architecture.htm). The statement is modified after consultation with the faculty to determine specific needs. In addition, both the research needs of the faculty and graduate students as well as the curriculum needs of the undergraduates are considered in making purchases. Highly specialized works in foreign languages are acquired as well as basic texts. The Librarian and Assistant Librarian consult frequently with faculty on an individual basis as to selection of titles needed for research and teaching. A faculty Library Committee also advises the librarians. All materials required for course reserves are purchased, and as the budget permits, all items requested by faculty for immediate research needs are acquired. The overall size and depth of the collection makes Ricker Library one of the outstanding architecture libraries in the nation.
2. Collection Description:

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 University Library stacks contain vast runs of architectural periodicals and other materials that are pertinent to the program. The Rare Book Room of the Main Library contains a significant collection of rare architectural treatises and books which support teaching and research in the School of Architecture. In addition, the City Planning and Landscape Architecture Library holds materials of interest. The coverage of the collection ranges 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 and is well-suited to support the goals of the School of Architecture with regard to research, teaching and service.

a. Books: The Library collects comprehensively in the field of architecture acquiring both current and retrospective materials. Approximately, 1,200 architecture listings are added annually to the collection. Our budget and rate of growth compares favorably with most of our peer institutions. However, universities such as that of Michigan and California (Berkeley) continue to have larger budgetary allotments.

b. Serials: Approximately two-hundred and twenty architecture related periodical titles are received annually. In addition, Ricker Library receives an additional three-hundred serial titles in the arts. These cover all aspects of the 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 journal titles. Every effort is made to add important current journals. Most recently we were able to improve our holdings by subscribing to the following significant new resources: Architectural Research Quarterly, Architecture + Design, Senses & Society, Journal of Green Building, and MADCAD. In addition, the Library subscribes to JSTOR which provides electronic access to over a dozen architecture journals such as: Design Issues, Grey Room, the Journal of the Society of Architectural Historians, Journal of Architectural Education, Perspecta, Perspectives in Vernacular Architecture.

The Library provides access to many important indices online through a number of electronic subscriptions. Among the most important are: Avery, Art Full Text (1984 to the present), Art Index Retrospective (1929-1984), BHA (Bibliography of the History of Art), Grove’s Dictionary of Art and DAAI (Design and Applied Arts Index). Another index of interest, Architectural Periodicals Index, is received gratis via the Royal Institute of British Architects web site as well as through a subscription to the paper copy. In addition, Architectural Index is received in paper.

c. Core list: Nearly all our serial titles are indexed in these major periodical indices. Of the current architectural titles indexed in Avery, Ricker holds approximately 70% of these. Ricker Library receives approximately 99% of the periodicals cited in the Association of Architecture School Librarians Core List.

d. Visual and non-book resources: Ricker Library holds subscriptions to ARTSTOR, a digital library of 550,000 images and to Saskia Digital Archive containing 30,000 digital images.
Conservation and preservation: A centralized preservation program was begun in the Main Library in 2002 which assists Ricker Library in maintaining the physical and intellectual content of its collection. All journals are bound routinely and paperback books are hardbound. Several concerns regarding the physical collection are present: There are no controls for climate and humidity resulting in materials being exposed to large fluctuations in temperature. In addition, there is insufficient and inappropriate storage space for our larger quarto and folios.

Services

1. Reference: Reference help is available in Ricker library from 8:30 to 5:00 p.m. through three professional librarians and a highly trained staff. General and individualized tours are conducted upon request. The entire staff answers reference queries from library patrons and assists users in developing research strategies for writing papers and conducting more extensive research. Our Ricker Library home page available at: http://www.library.uiuc.edu/arx assists patrons in finding relevant materials throughout the UIUC Library system and beyond. Our home page serves as an information portal enabling patrons to click on the subject architecture and to browse sites worldwide that contain invaluable textual and visual information. In addition, the site provides rapid links to full-text resources and to on-line text indices.

2. Information Literacy: One of our assistant librarians is responsible for the provision of outstanding user-centered service for our students and faculty. This tenure-track position was created to provide library orientations and on-line reference assistance. The librarian maintains an on-line path finder to assist in locating books and periodical literature pertaining to architecture. In addition, the head librarian and second assistant librarian also provide bibliographic instruction.

3. Current Awareness: New titles in the collection are accessed centrally through the Online Public Access Catalog (OPAC) www.library.uiuc.edu/new. The location may be limited to a specific departmental library, such as Ricker Library, and then limited to a number of variables: language, call number range, and/or time span. In addition, new books are located on a designated table and their book jackets are displayed in the library. The most important acquisitions are noted in Ricker, the Library newsletter, available in both print and electronic formats. Ricker Library also hosts an average of six exhibitions a year in its display cases to highlight the holdings of the collection, usually, in conjunction with the School’s lecture series.

4. Access to collections:

a. Organization: Both the Ricker Library and Slide Library are located on the second floor of the Architecture Building. The building houses the architectural historians as well as the School’s computer lab, some administrative offices, carpentry shop and studio for undergraduates. Building access for the physically challenged is provided by a ramp from the north entrance of the Architecture building to the elevator serving all floors. The materials are catalogued using the Dewey decimal system and virtually all items are included in the online public access system. All materials are catalogued and made readily available to our students and faculty. The Ricker Library has only a very negligible backlog of uncataloged items.
b. Hours: The Library is open during the academic school year 62 1/2 hours weekly. The hours are:
8:30 a.m. to 8 p.m. Monday through Thursday
8:30 a.m. to 5 p.m. Friday
1-5 p.m. Saturday and Sunday

Library reduction in student wage budgets have reduced the hours from what they were five years ago, 78 ½ hours weekly, or a cut of 20%. A high density storage facility off campus opened in the fall of 2003 relieving some of the overcrowding in the Main Library stacks. Items are retrieved for patrons within a twenty-four hour period. Our circulation policies are available at our home page of Ricker Library: http://www.library.uiuc.edu/arx/fact.html#policies and there are also general policies available at the Main Library site: http://www.library.uiuc.edu/library/circ/policies.htm.

c. Reserves: Reserves are available 24 hours a day, seven days a week, for electronic versions of articles and chapters in books. However, Ricker Library still holds extensive reserves of print copies of books. Remote access is available to all our databases and we have seven public access terminals. The only case of difficulty involving simultaneous users occurred with our subscription to MAD CAD when we only provided access to one user at a time. We have improved access thanks to funds from the Engineering Library which have enabled us to add an additional user bringing the total to two.

5. Cooperative agreements: An extensive and remarkable system of interlibrary loan is available to all our students and faculty. Patrons can search the online catalog of 71 universities state wide belonging to CARLI (Consortium of Academic and Research Libraries in Illinois). Having located an item/items that the patron wishes to borrow, he/she may initiate the loan online. These items will be delivered to faculty offices and individual subject libraries. Access to a national database of holdings, Firstsearch, is available to all patrons. Requests are initiated by patrons electronically through the University Library’s interlibrary loan office.

Staff

1. Structure: Ricker Library is an integral component of the teaching and research mission of the School of Architecture. Ricker assists faculty members and students in collecting, organizing, and making available its architectural holdings. The staff ensures that patrons understand how to use authoritative sources. Ricker Library is a member of the Arts and Humanities Division, one of eight such divisions comprising the University Library. The Head Librarian reports to the Divisional Coordinator and to the Head Librarian, Dean Paula Kaufman. The staff of Ricker Library consists of three full-time professional librarians, two quarter-time graduate assistants, 1 ½ non-academic staff members and depending upon the budget, approximately six students annually. This is adequate to manage all the Library’s collections and services.

2. Professional expertise: Dr. Jane Block, the Head Librarian of Ricker Library holds a Ph.D in the history of art and a Masters of Library and Information Science. Previously, she had served as a bibliographer for the Art and Archaeology library at Princeton University, as a reference librarian at the Boston Public Library, and visual services curator for the Graduate School of Design, Harvard University. She is an endowed full professor and has a distinguished publication record. Christopher Quinn is an Assistant librarian and holds a Masters of Library and Information Science from UIUC. Mr. Quinn has served as the lead
of ARLIS Midstates—a regional chapter of the architecture and art librarians professional society. He has published on various aspects of the arts at UIUC including several articles on Nathan C. Ricker. He holds the rank of Associate professor with tenure. Jing Liao is a tenure-track assistant librarian whose responsibilities include information literacy, patron orientation and original cataloguing. She holds a Masters in Library and Information Science from UIUC and has established a reputation in the field of international librarianship. Prof. Liao has published papers dealing with the history of Chinese academic libraries and librarians. She previously served at Gest Library, Princeton University. In addition, Ricker Library has one 50% FTE graduate assistant. These are typically graduate students in Library and Information Science.

3. Support Staff: Staff receives extensive on the job preparation. Position descriptions are reviewed annually and revised as needed.

a. Compensation: Professional libraries have salaries commensurate with teaching faculty at UIUC and are promoted according to criteria in three areas: librarianship, publication and research, and service. The professional librarians attend a variety of conferences annually such as the Art Library Society of North America (ARLIS/NA), The Society for Architectural Historians (SAH), College art Association (CAA), and the Association of Architectural School Librarians (AASL). Staff members have attended various seminars and meetings held by the Library on book repairs, Conservation Workshop, Supervising Students Workshop, Circulation Overviews for the OPAC. Every effort is made to provide continuing education.

Facilities

1. Space: The location of the Library is convenient to faculty offices and to student facilities. Building access for the physically challenged is provided by a ramp from the north entrance of the Architecture building to the elevator serving all floors. The space provided in the School of Architecture is not adequate for the growing needs of the collection and its users. Some 65,000 volumes are housed in less than 6,000 square feet, and the collection is divided between Ricker Library and the Main Library. There are no private collaborative study spaces, seminar rooms, or classrooms for offering information literacy workshops. In addition, librarians are hampered by a lack of storage space in which to process incoming gift collections and in which to work. The Dean of the Library and the Dean of the College of Fine and Applied Arts are actively supporting the remodeling of the Stock Pavilion as a new fine arts facility. Donors are being targeted for advancement possibilities and President White is actively engaged in the project.

2. Environmental factors and security: At present, there are not adequate environmental controls for library materials. There is however, sufficient lighting, electrical service, heating and air-condition (through multiple window units) and ventilation in the Library. Ricker Library has a tattle-tape security system in place. There are Library-wide plans for dealing with disaster scenarios (http://www.library.uiuc.edu/prescons/eepl_handbook.html) as well as emergency procedures for the building. In addition, security guards hired by the University Library patrol departmental libraries.

3. Equipment: Ricker Library has an adequate number of public access terminals. In addition, we have a new digital microform scanner, color printer, photocopiers, and a public-access scanner. Both patrons and staff have reliable access to the Internet. In addition, the
School of Architecture maintains its own computer laboratory on the third floor of the building.

**Budget, Administration, and Operations**

1. Funds: The funding for the collection comes from a variety of sources, state monies, gifts and endowments. Funds are adequate to maintain the collection and services at high levels on a par with or superior to many of our peer institutions. The head librarian and one of the assistant librarians are responsible for budgetary expenditures.

2. Efficiency of operations and services: The Library functions extremely well in serving the needs of its faculty and students with regard to reference, circulation, reserves, collection development and instruction.

3. Participation of faculty and students: The School of Architecture has a library committee that meets annually (composed of faculty and students) as does the Library Committee of the College of Fine and Applied Arts.

**STAFFING**

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<tr>
<th>Types of positions</th>
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## Statistics Report

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<td>$48,986.78</td>
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<td>Other Books</td>
<td>In Ricker 29,356 Main: 50,000</td>
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<td>Periodical Subscriptions</td>
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<td>Other Serial Subscriptions</td>
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Visual Resources Collection

Context and Institutional Relationships:

The Visual Resources Collection was established in 1961 under Dean Alan Weller of the College of Fine and Applied Arts, primarily to accommodate the Art History program of the School of Art and Design and its’ School of Architecture counterpart, Architectural History. The collection has been growing steadily since its foundation and now contains approximately 350,000 -35mm transparencies, 20,000 digital images with accompanying metadata for ca. 15,000 and 125 VHS tapes and DVDs covering the History of Art and Architecture.

The Visual Resources Collection was set up and has been maintained as a teaching facility for the Art and Architectural History programs. The faculties of these programs are considered “regular” users and have unlimited access to the collection, holding keys to the collection itself. These users take out materials they need, leaving name cards in the place of the slides. To return, the slides are left in the Visual Resources Collection and are cleaned and refiled by the VRC staff. The use of the collection by Faculty and students in the studio/design programs of both Architecture and Art and Design as well as “special” users from programs across the Champaign-Urbana campus, is encouraged. The “check-out” procedure for these users is a bit more complicated including paperwork and the quick copying of the slides in order to maintain a record of outside use. The facility has made every effort to accommodate community use whenever possible. As the visual materials in the collection are the primary teaching resource for Art and Architectural History, other users are asked to remove slides and films a minimal amount of time and return them to the VRC as soon as possible.

For copyright reasons, no provision is made for the borrowing/copying of digital resources. While it is not possible to “police” the use of materials by borrowers, it is strongly recommended that materials removed may not be used for “unauthorized” duplication or digitization.

VR Collection Resources:

1. Acquisition: The Visual Resources Collection maintains a collection of about 350,000 slides related to the teaching of Art and Architecture, and an ever-growing collection of digital images, as well as a collection of videotapes. The majority of new materials, in both analog and digital form, are produced in-house, although some is purchased from commercial image vendors and, upon occasion, resources are gifted to the collection by faculty, emeriti, and other members of the community. The selection is faculty-driven, with some input from the Visual Resources Curator, whose responsibility is to find appropriate sources for copy work and keep the faculty apprised of commercial resources as they are made available. In the case of vendor images and videotape/DVD acquisition, funds have provided primarily through the Tuition Differential funds awarded to the Art History program in the School of Art and Design, and through the College of Fine and Applied Arts.

   a. Analog Resources: The demand for 35mm. slides for teaching has almost ceased over the last academic year. The VRC continues to maintain the collection and the photographic equipment, as slides are still being used to provide a basis for digitizing and for the teaching of
several courses in Art History. We have had the occasion to do some copy work to make slides from books for special lectures outside the University where the use of digital images is not feasible. We have strong holdings in Western Art and Architecture, as well as African and Asian Arts.

b. **Digital Resources:** The VRC is providing digital resources for history courses. Digital production is done in-house from our holdings of 35mm transparencies. This is done by the staff and student assistants and hourly employees, on 2 dedicated slide scanners (Nikon SuperCoolscan 5000), and one bulk-feeder attachment. We do copy work from books, journals, etc. using a flat-bed scanner (Epson V750 Pro) as well as a digital camera (Canon EOS 20D with close-up lenses). We have purchased several hundred images from image vendors, including sets ranging from Spanish Colonial Art and Architecture, and Early Photography, to African Art. These digital images are currently housed on a server in the School of Art and Design, with access limited to the Curator and staff. As images are digitized from books and slides, they are stored on this server, and when a faculty member needs them, the staff pulls the images and copies the chosen images to a disk which is given to the requestor.

Through subscriptions from the Library of the University of Illinois, users have individual access to ARTSTOR, a digital library of 550,000 images and to the Saskia Digital Archive containing 30,000 digital images.

c. **Videotape/DVD Resources:** The VRC has been building a collection of film resources related to Art and Architecture. We have acquired, with funds from both the School of Art and Design and the College of Fine and Applied Arts, ca. 125 films over the past several years including those ranging from such titles as ‘Vezelay; Light upon the Stones,’ to “The Best of William Wegman,” and “Roman City” with a wide variety of subjects in-between. The VRC allows these to be checked out to faculty members or their representatives for classroom use only, but they may be previewed in the VRC or the adjacent seminar room, 210A Architecture when that classroom is available.

**Access to collections:**

d. **Organization:** The Visual Resources Collection, along with Ricker Library, is located on the second floor of the Architecture Building, Rooms 210B (offices) and 210C (faculty access). The building houses the architectural historians as well as the School’s computer lab, some administrative offices, carpentry shop and studio for undergraduates. Building access for the physically challenged is provided by a ramp from the north entrance of the Architecture building to the elevator serving all floors.

b. **Hours:** The Visual Resources Collection is open Monday-Friday from 9:00 A.M.-Noon; 1:00 P.M.-5:00 P.M. Although these are the official hours for public access and student access to the copy stand facilities, the staff makes every effort to remain open and staffed during the Noon hour, and to make the facilities available at other times when the need arises.
Staffing:

In the past, the Visual Resources Collection has grown from a staff size of 1 FTE professional curator and a 1/2 FTE Art History Graduate Assistant, to include 1.5 FTE clerical staff, and various students assistants and hourly employees, all funded by the School of Art and Design. Currently, due to retirements, and lack of re-funding, there is now .5 FTE professional curator, no clerical staff, and ca. 2 FTE equivalents of graduate student assistants, with ca. 1 FTE equivalent of student hourly employees.

<table>
<thead>
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<th>Types of positions</th>
<th>(FTE’s) Year Pre-1997</th>
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<th>(FTE’s) This Year 2008</th>
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Budget, Administration, and Operations

4. Funds: The Funding of the Visual Resources Collection has been provided by the School of Art and Design and the School of Architecture. It is understood that the School of Architecture and the College of Fine and Applies Arts provide funding for the physical plant of the VRC, including telephone service, utilities, and space. All salaried and hourly employees are provided by the School of Art and Design. A specific budget, with the exception of the Curator who is an Academic Professional within the School of Art and Design, has not been identified. Each year the Curator applies for a certain number of student hourly employees, and must get approval from the School of Art and Design. Graduate assistants are provided through the Art History and studio segments of Art and Design.

Equipment purchase and maintenance, and acquisition of new materials are provided by Tuition Differential Funds of the Art History program, and other special funding through the School of Art and Design, based on annual requests by the Curator, in conjunction with the Chair of the Art History program.

Thanks to special funding granted the School by the dean of College of Fine and Applied Arts (and with the unmet balance made up by the Laing endowment), the School has licensed a collection of 28,000 professional, high-quality images of architecture from antiquity to the
present from Archivision, a major provider of architectural photography for educational and other uses. This is a most welcome addition to our teaching and learning facilities, since the School no longer has full access to the services of the art history slide library. All Architecture faculty, staff and students will be able to access the images online, through the Luna Insight collections management interface.

The license fee for the 28,000 image collection (a one-time fee) was $15,000. Setup of the Luna Insight interface cost $350 (a one-time fee). Annual access and support for the Luna Insight image management interface cost $1,000.

Statistics Report

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</tr>
<tr>
<td>Digital Image Files *</td>
<td>Ca.20,000</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other electronic Publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawings</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Photographs</td>
<td>33,251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>164,652</td>
<td>$150,983.83</td>
<td>$167,565.08</td>
<td>$178,468.83</td>
</tr>
</tbody>
</table>
3.10 FINANCIAL RESOURCES

This section will describe the program’s access to sufficient institutional support and financial resources to meet its needs and how it is comparable in scope to those available to meet the needs of other programs within the institution.

A. Comparative Annual Budgets and Expenditures for Each Year Since the Last Accreditation Visit, Including Endowments, Scholarships, One-time Capital Expenditures, and Development Activities

Most of the following information is from the University’s Division of Management Information Campus Profile, except where noted otherwise. The figures shown are US $ x 1000. The DMI does not show capital expenditures for each unit. The University of Illinois capitalizes expenses at the University level; it is not done at the college or school level. A capital allocation of $360,000 was set aside in 2006-2007 to complete a renovation project on a building that was designated for use by the School of Architecture. In addition to those funds, the school has expended approximately $489,000 additional funds on modernization, renovation, and repair of facilities over the course of the last four fiscal years. The information on Capital Expenditures in the chart below is from the School of Architecture’s records for the above renovation and repair projects.

<table>
<thead>
<tr>
<th>Year</th>
<th>State Budget</th>
<th>Expenditures</th>
<th>Gifts &amp; Endowments</th>
<th>Capital Expenditures</th>
<th>Scholarships &amp; Fellowships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>3257</td>
<td>5698</td>
<td>512</td>
<td>-</td>
<td>300</td>
</tr>
<tr>
<td>2003-04</td>
<td>3163</td>
<td>5794</td>
<td>812</td>
<td>-</td>
<td>300</td>
</tr>
<tr>
<td>2004-05</td>
<td>3176</td>
<td>6040</td>
<td>633</td>
<td>48</td>
<td>304</td>
</tr>
<tr>
<td>2005-06</td>
<td>3478</td>
<td>6674</td>
<td>578</td>
<td>340</td>
<td>325</td>
</tr>
<tr>
<td>2006-07</td>
<td>3811</td>
<td>7832</td>
<td>631</td>
<td>94</td>
<td>367</td>
</tr>
<tr>
<td>2007-08</td>
<td>3649</td>
<td>7236</td>
<td>650</td>
<td>367</td>
<td>407</td>
</tr>
</tbody>
</table>

The information above on Scholarships and Fellowships is from the School of Architecture’s records of the total amount of awards presented annually at “A3” the Annual Architecture Awards banquet. What follows is a description of all of the awards presented at that occasion.

The BRUCE C. ABRAMS MEMORIAL AWARD was established by Related Midwest Sales LLC (formerly LR Development Company LLC) to honor and remember the company’s founder, a graduate of the University of Illinois at Urbana-Champaign. Bruce Abrams founded the company in 1988 with the vision of creating a multi-faceted development company with expertise in all aspects of the building process—marketing, legal, acquisitions, architectural design and construction. This team-based approach has allowed Related Midwest Sales to become a market leader successfully completing a growing list of complex high-quality projects. The award will seek to honor and recognize an architectural graduate student who, by virtue of his/her academic achievement and demonstrated aptitude in all aspects of architecture, shows great promise in continuing the values of Bruce’s vision.
The HENRY ADAMS MEDAL is given by the American Institute of Architects to a graduate who has received the Master of Architecture as the first professional degree and who is qualified by the highest scholastic standing, character, and professional promise. (The preceding degree lists for May, August, October, and January are used in determining the recipients.)

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

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

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

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

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

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

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

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

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

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

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

The DONALD E. BERGESON ENERGY AND ENVIRONMENTALLY SENSITIVE AWARD was endowed in the memory of Professor Donald E. Bergeson, an architect and teacher of mechanical and solar systems at the University of Illinois. A registered professional architect, he was a pioneer in the use of computers in the practice and teaching of architecture. His passion for computers and technology led him to teaching. This award is dedicated to Professor Bergeson’s belief in the importance of architectural technology and his willingness to help his students explore new avenues in the profession of architecture. This award is for a student’s portfolio of work, incorporating the
The GEORGE W. BLOOME MEMORIAL AWARD was established in 1998 by Mrs. Judith Bloome and her children, family, colleagues and friends to honor her husband, George W. Bloome (B. Arch. ’63, MS ’65). George and Judi are both from Carlinville, a small farming community in Illinois, so this fund has been structured to provide support for students whose hometown population is less than 20,000 people. The award is based upon academic merit with consideration for financial need.

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

The CHICAGO WOMEN IN ARCHITECTURE AWARD is given annually to a UIUC female student (graduate or undergraduate) based on the GPA of her final year of architectural studies. The student must have a minimum 3.0 GPA and respond to an essay question. The CWA, founded in 1974, exists as a forum for women in architecture and related professions to discuss topics of professional interest as well as areas of common concern.

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

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

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

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

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

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

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

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

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

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

The ALAN K. AND LEONARDA F. LAING MEMORIAL FELLOWSHIPS IN ARCHITECTURE have been bequeathed by them to provide funds for the encouragement of studies in the history and preservation of architecture. Professor Laing came to the University of Illinois in 1940, where he taught the history of architecture until his retirement in 1971. During the latter years he also served as Chairman of the Department of Architecture.
The ALAN K. AND LEONARDA F. LAING PRIZE is awarded for outstanding work by a Ph.D. student in Architectural History. It is funded by the Alan K. and Leonarda F. Laing Fellowship Endowment.

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

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

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

The NATIONAL ORGANIZATION OF MINORITY ARCHITECTS OUTSTANDING STUDENT LEADERSHIP MERIT AWARD honors a minority student in architecture and an active member of NOMAS for outstanding leadership, scholarship, and dedicated contributions to the student organization. This award was established in 1997 by Professor Ernest H. Clay. Professor Clay retired in June 1999.

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

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

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

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

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

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

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

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

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

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

The EDWARD L. RYERSON TRAVELING FELLOWSHIP IN ARCHITECTURE is an award made possible by Mr. Edward L. Ryerson. The stipend is to be used for travel and full-time study of architecture over a period of three to six months and within six months of being awarded. The award is made annually to students demonstrating outstanding design ability, technical
competence, personality, and promise of leadership in the profession of architecture. Awards are also given to students in Landscape Architecture.

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

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

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

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

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

SOCIETY OF ARCHITECTURAL HISTORIANS BOOK AWARD. The UIUC Student Chapter of the Society of Architectural Historians Book Award is given to a 4th-, 5th-, or 6th-year student who has been active in history and preservation activities within the School and shows promise in a career in architectural history and/or preservation.
WILLIAM T. SPOONER MEMORIAL SCHOLARSHIP IN ARCHITECTURE is awarded from an endowment established by the late Mrs. William T. Spooner and her two sons, Eli and Ethan, and from memorial gifts from friends and colleagues of William T. Spooner (Class of 1951). The scholarship is given to a 3rd- or 4th-year student from the city of Chicago who has demonstrated merit and financial need in his/her studies in a design option.

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

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

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

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

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

The JAMES M. WHITE MEMORIAL PRIZES were made possible by the students, friends, and associates of Professor James M. White, for many years Supervising Architect of the University. Income from the endowment is used for awards and prizes to students of the School of Architecture.
The WOMEN’S ARCHITECTURAL LEAGUE FOUNDATION OF CHICAGO SCHOLARSHIPS are awarded to two students (male or female) selected on the basis of both scholastic achievement and financial need. The scholarships are awarded to U.S. citizens and residents of the state of Illinois who are entering their final and full-time year of study for the professional degree.

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

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

Recent development activities are described on pages 9 and 10 in this APR.

**B. Data on Annual Expenditures and Total Capital Investments Per Student**

The School chose the Department of Landscape Architecture in the College of Fine and Applied Arts and the College of Business as two programs to compare capital investments. Expenditure/students is shown for the College of Fine and Applied Arts and the entire university for additional comparative information. The information shown below is from the University’s Division of Management Information Campus Profile. This data base does not breakout expenditures per student by undergraduate and graduate students. It shows cost/student for all students enrolled in the unit. Expenditures per student are determined by institutional (state-allocated permanent base budget) rather than total unit budget (non-recurring, grants & contracts, gifts and endowment income, etc.).

**Expenditure/Student in US $**

<table>
<thead>
<tr>
<th>Year</th>
<th>Architecture</th>
<th>LA</th>
<th>Business</th>
<th>FAA</th>
<th>UIUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>4907</td>
<td>8126</td>
<td>4541</td>
<td>-</td>
<td>13975</td>
</tr>
<tr>
<td>2003-04</td>
<td>4430</td>
<td>8068</td>
<td>3610</td>
<td>9589</td>
<td>13529</td>
</tr>
<tr>
<td>2004-05</td>
<td>4581</td>
<td>7954</td>
<td>4875</td>
<td>10079</td>
<td>13354</td>
</tr>
<tr>
<td>2005-06</td>
<td>4941</td>
<td>8544</td>
<td>6116</td>
<td>10291</td>
<td>13015</td>
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<td>5680</td>
<td>8980</td>
<td>6175</td>
<td>11035</td>
<td>14572</td>
</tr>
<tr>
<td>2007-08</td>
<td>5263</td>
<td></td>
<td></td>
<td></td>
<td>14750</td>
</tr>
</tbody>
</table>
Although the data base does not show cost/student broken down by graduate and undergraduate students, it does show the costs/instructional units for freshman/sophomore, junior/senior, grad 1 and grad I. This data has been summarized in the table below for all undergraduate and all graduate students in Architecture, Landscape Architecture, and Business. Grad I is defined as the Masters program. Grad II, not shown, indicates the Doctoral Program.

Cost/Instructional Unit in US $

<table>
<thead>
<tr>
<th>Year</th>
<th>Arch Grad I</th>
<th>Arch Frosh/ Soph</th>
<th>Arch Jr/ Sr</th>
<th>LA Grad I</th>
<th>LA Frosh/ Soph</th>
<th>LA Jr/Sr</th>
<th>Busi Grad I</th>
<th>Busi Frosh/ Soph</th>
<th>Busi Jr/Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>332</td>
<td>140</td>
<td>213</td>
<td>694</td>
<td>229</td>
<td>321</td>
<td>126</td>
<td>37</td>
<td>0</td>
</tr>
<tr>
<td>2003-04</td>
<td>328</td>
<td>124</td>
<td>188</td>
<td>606</td>
<td>276</td>
<td>330</td>
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<td>2004-05</td>
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<td>435</td>
<td>427</td>
<td>446</td>
<td>0</td>
<td>631</td>
</tr>
<tr>
<td>2005-06</td>
<td>331</td>
<td>166</td>
<td>214</td>
<td>410</td>
<td>461</td>
<td>377</td>
<td>340</td>
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<td>353</td>
<td>187</td>
<td>232</td>
<td>433</td>
<td>405</td>
<td>385</td>
<td>378</td>
<td>201</td>
<td>0</td>
</tr>
</tbody>
</table>

The School of Architecture is one of the largest units in the College of Fine and Applied Arts. The data above may suggest that Architecture is one of the more efficient units in the college, with a large student body, appropriately higher student/faculty ratio for a large unit, yet with a lower number of administrators per student than Landscape Architecture, a smaller unit in the college.

### 3.11 ADMINISTRATIVE STRUCTURE

#### a. Regional Accreditation

The University of Illinois at Urbana-Champaign is a public institution with more than 400 degree programs, including bachelor, master, and doctoral degrees. The University is accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, (NCA). The University received its first accreditation in 1913. Following a review in 1999 by an NCA accreditation team the University received continued accreditation until 2009.

#### b. Description of the Program’s Administrative Structure and Comparison of this Structure with Those of Other Professional Programs in the Institution

**College of Fine and Applied Arts**

The School of Architecture is an academic unit within the College of Fine and Applied Arts (FAA). The chief executive officer of FAA is the Dean who reports to the Provost and Vice Chancellor for Academic Affairs. FAA has an Associate Dean for Undergraduate Academic Affairs. The Associate Director for Development reports to the Dean on matters relating to alumni and fund raising programs.
The other academic units that comprise FAA are the School of Art and Design, Department of Dance, Department of Landscape Architecture, School of Music, Department of Theatre, Department of Urban and Regional Planning, Krannert Art Museum, and the Krannert Center for the Performing Arts, the East St. Louis Action Research Project, the I space Gallery in Chicago, and Japan House in Urbana.

School of Architecture

The chief executive officer of the School is the Director who reports to the Dean of the College. The Director is responsible for the academic leadership, management of the budget, and the effective allocation of resources in the School. The Director, in collaboration with the Associate Directors and the elected Executive Committee, is also responsible for the formulation of academic policy for the School.

The School has two Associate Directors who report to the Director on academic matters, an Associate Director for Undergraduate Affairs and an Associate Director for Graduate Studies. The School’s Business Manager reports to the Director on budget and finance issues.

The SAPV Director, appointed by the Director of the School, administers the School’s Study Abroad Program in Versailles (SAPV). The SAPV Director holds the administrative rank of Assistant Director of the School of Architecture.

The School is comprised of four teaching sub-units or Faculties, (Architectural Design, History and Preservation, Practice and Technology, and Structures), and a fifth sub-unit, the Building Research Council (BRC). All five sub-units are lead by a Chair, appointed by and reporting to the Director. The Architectural Design Faculty is further lead by the Design Committee, its Chair and two faculty members elected by the faculty.

The Faculty Program Chairs comprise the Faculty Program Chairs Committee, chaired by the Director. This committee advises the Director on academic and research matters. In AY 2007-08, this committee along with the Associate Director for Graduate Studies also served as the NAAB Review Committee.

Comparison of this structure with Other Professional Programs at UIUC

The School of Art + Design and the School of Music are two professional schools at the University with similarities to the School of Architecture.

The School of Art + Design

The chief executive officer of the School of Art + Design is the Director, who reports to the Dean of the College of Fine and Applied Arts. The School has an Executive Associate Director, an Associate Director, and an Assistant Director, Graduate Studies, who report to the Director of the School.
Undergraduate Administration is the responsibility of a Specialist in Undergraduate Academic Affairs. Graduate Administration is the responsibility of a Specialist in Graduate Academic Affairs.

Each of nine programs has a Program Advisor. According to the School’s web site, the programs are Industrial Design, Art Education, Foundation, Graphic Design, New Media, Painting/Sculpture, Art History, Photography, and Crafts.

The School has twenty staff personnel including the Director of I – Space gallery in Chicago.

According to the School’s web site Art Education has nine faculty members, Art History has fifteen, Book Arts has one, Ceramics has one, Foundation has seven, Graphic Design has nine, Industrial Design has six, Japanese Arts and Culture has one, Metals has one, New Media has five, Painting and Sculpture has eight, Photography has three.

The School offers a Bachelor of Fine Arts (BFA) degree and a Master of Fine Arts (MFA) degree in most programs. Art Education and Art History both offer Master of Arts (MA) or PhD degrees.

The School of Music

The chief executive officer of the School of Music is the Director, who reports to the Dean of the College of Fine and Applied Arts. The School has one Associate Director, an Assistant Director of Operations and an Assistant Director of Enrollment Management and Public Engagement. Administration also includes a Coordinator of Alumni Relations and Development and a Coordinator of Enrollment Management and Student Services. Including the above there are thirty-three staff listed on the School’s web site.

The School lists 115 faculty members, including the Director and Associate Director. The School is comprised of multiple divisions such as Voice, Strings, Brass, Woodwinds, Piano, Bands, Music Education, Musicology, Jazz Studies, Composition-Theory and others representing the broad and diverse forms of study in the field of “music.”

The School offers a Bachelor of Music and a Bachelor of Arts with a major in Music undergraduate degrees. The School of Music offers graduate study leading to the Master of Music, Doctor of Musical Arts, Doctor of Philosophy in Musicology, Master of Music in Music Education, and Doctor of Education in Music Education.

College of Fine and Applied Arts

Within the College of Fine and Applied Arts the Department of Landscape Architecture is a professional program with many similarities to the School of Architecture.

Department of Landscape Architecture

The chief executive officer of the Department of Landscape is the Department Head who reports to the Dean of the College of Fine and Applied Arts. The Department has one Associate Head, who also serves as Undergraduate Coordinator, and a Graduate Coordinator; both report to the Department Head.

The Department awards two professional degrees accredited by the Landscape Architecture Accrediting Board (LAAB): Bachelor of Landscape Architecture (BLA) and Master of Landscape Architecture (MLA).
The Department offers a PhD degree, an advanced, rigorous education for those students whose goal is the advancement of the intellectual base of the discipline through a career of research and scholarship. Three areas of concentration are offered: history and theory, environment and technology, and social and cultural factors in design. The program is administered jointly with the School of Architecture.

The Department has a committee structure similar to the School of Architecture: Committee including the following: Department Advisory, Department Grievance, Student Advisory, Undergraduate, Graduate, Promotion and Tenure, and Search Committees. These committees assist and advise the Head for the responsibilities referenced in their titles.

c. Other Degree Programs in the College

The School of Architecture is one of seven academic units of the College of Fine and Applied Arts (FAA). The other six are:

- The School of Art + Design
- The Department of Dance
- The Department of Landscape Architecture
- The School of Music
- The Department of Theater
- The Department of Urban and Regional Planning.

The College also includes six research/performance/exhibition units:

- Krannert Art Museum
- Krannert Center for the Performing Arts
- I space Gallery in Chicago
- Japan House
- Sinfonia da Camera
- East St. Louis Action Research Project

3.12 PROFESSIONAL DEGREES AND CURRICULUM

This section will demonstrate how the School of Architecture meets or exceeds all NAAB minimum requirements for degree programs. As shown below, the School has 127 credit hours at the undergraduate level and 62 credit hours at the graduate level for a total of 189 credit hours in the “4 + 2” program, exceeding the minimum of 168 total credit hours required for a NAAB accredited Master of Architecture program.

a. Specification of Degrees Offered

UNDERGRADUATE DEGREE PROGRAM

Bachelor of Science in Architectural Studies

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

GRADUATE DEGREE PROGRAMS

The following text is from the University’s Program of Study as found on the UIUC web site: http://courses.uiuc.edu/cis/programs/urbana/2008/fall/graduate/architecture.html

Degrees offered: M. Arch, M.S. in Architectural Studies, Ph. D.

Graduate Degree Programs

The School of Architecture offers two graduate programs leading to a Masters degree: 1) a two-year Master of Architecture (Professional Degree) and 2) a one-year Master of Science in Architectural Studies (Post-professional Degree).

The Master of Architecture program is for students holding a four-year Bachelor of Science in Architectural Studies (or similar degree in architecture). One may be admitted to the Master of Architecture program with Limited Standing if the student holds a bachelor’s degree (or higher) in any field other than architecture. Students in M. Arch (Limited Standing) typically take two years to complete undergraduate prerequisite courses to attain full standing in the M. Arch program. The Master of Architecture degree is a professional degree accredited by the National Architectural Accreditation Board (NAAB).

The Master of Science in Architectural Studies (Post-professional Degree) program is for students holding a five-year Bachelor of Architecture professional degree. The MS in AS degree is not accredited by NAAB.

The School of Architecture, together with the graduate programs of business administration, computer science, urban and regional planning, and civil and environmental engineering, offers graduate programs leading to the following joint degrees: Master of Architecture and Master of Business Administration, Master of Architecture and Master of Computer Science, Master of Architecture and Master of Urban Planning, and Master of Architecture and Master of Science in Civil and Environmental Engineering (Construction Engineering and Management) (Structures).

The School of Architecture, together with the Department of Landscape Architecture, offers a graduate program leading to the Doctor of Philosophy degree.

Admission

The admission grade point average for full standing in the Graduate College and the school must be at least 3.0 (A = 4.0). For applicants who meet the other requirements but have an admission GPA under 3.0, admission with limited standing may be permitted if evidence of exceptional qualification is presented.

Applicants are selected for admission on the basis of undergraduate academic performance and profession-related experience. Application material is evaluated by faculty members.
faculty’s recommendations are based upon an appraisal of the admission grade point average
determined from official transcripts, a portfolio or brochure of applicant’s past work in
architecture, a statement of objectives, three letters of recommendation, and relevant professional
work experience.

Application forms for graduate admission and financial aid may be obtained from the Web site
above. Application may be made on-line. Completed applications for the Masters or Doctoral
programs must reach the Graduate Programs Office by January 15; students are admitted in the
fall semester only. Graduate Record Examination (GRE) scores are not required for School of
Architecture Masters Degree applicants; the GRE is required for all Doctor of Philosophy
applicants. All applicants whose native language is not English must submit Test of English as a
Foreign Language (TOEFL) scores. A minimum score of 590 on the paper-based test or 243 on
the computer-based test or 96 on the internet-based test is required. The University of Illinois
also accepts IELTS (academic exam) score in lieu of TOEFL, with a minimum score of 6.5 and 6
in all sub-sections required.

Degree Requirements – Master’s

Master of Architecture (Professional Degree)

The two-year professional degree program, intended for students entering with a four-year
baccalaureate in architectural studies, emphasizes further study in architectural disciplines, study
in depth in one optional area of specialization, and/or participation in research.

The two-year graduate program is comprised of advanced study in architectural disciplines,
building upon the fundamentals established in a four-year undergraduate study program. All
students in the M.Arch. program must complete the following core course requirements: one
course in architectural practice, one course in structural planning, four studios including two
semesters of comprehensive design, and one core elective each from a select list of courses in
professional issues and one from a list of courses in architectural thought.

Students may elect to concentrate in any one of the areas of specialization including Design,
Structures, Technology, History and Preservation as well as newly developing areas of research
by taking additional courses in those areas.

Candidates admitted with full standing to the two-year professional degree program must
complete at least 62 hours of graduate work. Candidates must spend at least four semesters and
earn at least half of the required graduate hours in residence. Candidates admitted with full status
may complete the program in two years of full-time academic study.

Master of Architecture (Limited Standing)

The variable-length professional degree program has been designed for applicants who have a
bachelor’s degree in any field other than architecture. Emphasis is placed on the development of
sufficient background in introductory architectural studies so that the applicants may successfully
complete the equivalent of the two-year graduate program described above.

Applicants accepted into this program will initially be admitted with limited status. Full status
may be attained by completion of introductory architectural studies. Once full status is attained, a
minimum of 54 hours of graduate work is required for completion.
The time necessary to complete the program will depend on the nature of undergraduate coursework completed by the applicant.

Candidates must spend at least four semesters and earn at least half of the required graduate hours in residence. Candidates attaining full standing may complete the program in two years of full-time academic study.

**Master of Science in Architectural Studies (Post-professional Degree)**

Applicants who hold the five-year Bachelor of Architecture degree are considered to have earned the first professional degree. For those applicants, a one-year degree program has been developed emphasizing further study in depth of one optional area of concentration and/or participation in research, which is similar to the final year of the professional degree program.

Candidates admitted to this graduate program must complete at least 32 hours of graduate work. Candidates must spend at least two semesters and earn at least half of the required units in residence. Candidates admitted with full status may complete the program in one year of full-time academic study.

**Joint Degree Programs:**

**Master of Architecture and Master of Urban Planning**

This joint degree program offers an opportunity to obtain an education for a career that combines the disciplines of architecture and urban planning. For entry into this program, applicants must satisfy the admission requirements of each academic unit. Application for admission may be made either simultaneously to both units or in sequence.

Candidates entering the program with a four-year baccalaureate in architectural studies must complete at least 86 hours of graduate work and, if admitted with full status, may complete the program in six semesters and one summer session. Candidates entering the program with a five-year Bachelor of Architecture degree must complete at least 64 hours of graduate work and, if admitted with full status, may complete the program in four semesters and a summer session.

**Master of Architecture and Master of Business Administration, or Master of Computer Science**

Two joint master’s degree programs prepare graduate degree candidates for the broad range of management activity now developing in architectural practice. Work in the architectural degree programs can lead to one of the following joint master’s degree combinations: Master of Architecture and Master of Business Administration or Master of Architecture and Master of Computer Science.

For entry into one of these programs, applicants must satisfy the admission and performance requirements of each academic unit. Application for admission may be made simultaneously to both units or admission to one unit may be sought after gaining entry to the other.

Candidates entering the Master of Architecture/Master of Business Administration joint degree program with a four-year baccalaureate in architectural studies must complete 82 hours of graduate work. The combination of Master of Architecture and Master of Computer Science
degrees requires 74 graduate hours plus nine semester hours of prerequisites in computer science. Candidates entering either of these programs with a five-year bachelor of architecture degree must complete at least 64 hours of graduate work and, if admitted with full status, may complete the program in four semesters.

**Master of Architecture and Master of Civil and Environmental Engineering (Construction Management) or (Structures)**

This joint degree program offers qualified applicants the opportunity to develop competence in a career that combines the disciplines of architecture and civil engineering (construction management) or (structures). For entry into these programs, applicants must satisfy the admission and performance requirements of each academic unit. Application for admission should be made to the School of Architecture. Admission to the other unit may be sought after the first semester of graduate study in architecture.

Candidates entering the program with a four-year baccalaureate in architectural studies must complete at least 78 hours of graduate work and, if admitted with full status, may complete the program in five semesters. Candidates entering the program with a five-year Bachelor of Architecture degree must complete 64 hours of graduate work and, if admitted with full status, may complete the program in four semesters.

**Degree Requirements - Doctor of Philosophy**

This program offers advanced, rigorous education for those students whose goal is the advancement of the intellectual base of the discipline through a career of research and scholarship. Three areas of concentration are offered: history and theory, environment and technology, and social and cultural factors in design. The program is administered jointly with the Department of Landscape Architecture.

Students with a professional degree must complete 96 graduate hours of credit, including 32 graduate hours of thesis credit, culminating in a dissertation.

**b. Curriculum Outline**

The School of Architecture is a “4 + 2” program, BSAS pre-professional, general studies degree plus professional M. Arch program. The following is an outline of the BSAS program.

**UNDERGRADUATE CURRICULUM IN ARCHITECTURE**

**For the Degree of Bachelor of Science in Architectural Studies**

In this curriculum, normal progress is imperative. A student failing to complete any required course more than one semester later than the time designated in the curriculum is prohibited from progressive registration in architectural courses until the deficiency is corrected. To continue at the sophomore level and beyond, a student must have a cumulative grade point average of 2.25 (A = 4.0) for all University course work attempted. For the Bachelor of Science in Architectural Studies degree, a total of 127 semester hours are required.
### First year

<table>
<thead>
<tr>
<th>HOURS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ARCH 101 — Introduction to Architecture</td>
</tr>
<tr>
<td>4-5</td>
<td>MATH 220 or 221 — Calculus I</td>
</tr>
<tr>
<td>3-5</td>
<td>MATH 231 — Calculus II or PHYS 101(^1)</td>
</tr>
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<td>4</td>
<td>General education(^2): Composition I(^3)</td>
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<td>14-15</td>
<td>General education(^2)</td>
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<td>Total</td>
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### Second year

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<th>REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>ARCH 271 — Graphics for Architects</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 272 — Strategies of Arch Design</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 231 — Anatomy of Buildings</td>
</tr>
<tr>
<td>3</td>
<td>ARCH 210 - Hist of Arch</td>
</tr>
<tr>
<td>3</td>
<td>Architectural History</td>
</tr>
<tr>
<td>14</td>
<td>General Education(^2) or Electives(^4)</td>
</tr>
<tr>
<td>32</td>
<td>Total</td>
</tr>
</tbody>
</table>

### Third year

<table>
<thead>
<tr>
<th>HOURS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ARCH 351 — Statics &amp; Dynamics</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 352 — Mech of Mat &amp; Design Appl</td>
</tr>
<tr>
<td>3</td>
<td>ARCH 373 — Arch Design &amp; the Landscape</td>
</tr>
<tr>
<td>3</td>
<td>ARCH 374 — Arch Design &amp; the City</td>
</tr>
<tr>
<td>6</td>
<td>Architectural history(^5)</td>
</tr>
<tr>
<td>3</td>
<td>UP 101 — Planning of Cities and Regions (or approved urban studies substitute)(^6)</td>
</tr>
<tr>
<td>9</td>
<td>General Education(^2) or Electives(^4)</td>
</tr>
<tr>
<td>32</td>
<td>Total</td>
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Fourth year

<table>
<thead>
<tr>
<th>HOURS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ARCH 432 - Construction of Buildings</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 341—Environment Tech HVAC</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 342—Environment Tech Ltg &amp; Acoust</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 451—Theory &amp; Design Steel &amp; Timb</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 452—Theory of Reinforced Concrete</td>
</tr>
<tr>
<td>6</td>
<td>ARCH 475—Arch Design &amp; Development</td>
</tr>
<tr>
<td>6</td>
<td>Architectural Electives</td>
</tr>
<tr>
<td>32</td>
<td>Total</td>
</tr>
</tbody>
</table>

1. The MATH 231 requirement can be fulfilled by substituting PHYS 101 (see General Education requirements noted below). Students considering a concentration in Building Structures or Structural Engineering should take MATH 231.

2. See current University of Illinois General Education requirements.

The General Education quantitative reasoning requirement I is satisfied by the required MATH 220 or 221 course; the quantitative reasoning II requirement is satisfied by the MATH 231 or PHYS 101 course. The Advanced Composition requirement may be fulfilled by either a separate, approved Advanced Composition course or by an Advanced Composition course which also satisfies one of the general education distribution list requirements. If by the latter, electives would be taken to make up the credit deficiency.

General Education foreign language requirement 0 - 12 hours: Students entering the University of Illinois as freshmen in fall 2000 or later need to complete the foreign language requirement in order to graduate. To satisfy this requirement, students must complete a third semester level college foreign language course. This requirement may also be satisfied by three years of the same foreign language in high school. Students entering the University of Illinois without three years of the same foreign language in high school must take a foreign language placement test to determine the courses in which to enroll.

3. The Composition I requirement may be fulfilled by any of the following courses or course sequences (placement is determined by examination): ESL 114and115; RHET 100, 101, and 102; RHET 103 and 104; RHET 105; or SPCM 111 and 112.

4. For information about electives, see the Undergraduate Handbook at the FAA website: www.faa.uiuc.edu. A maximum of nine hours may be taken as professional electives.

5. Architectural history: All students in the undergraduate program in architecture must fulfill the architectural history requirement: three courses in addition to ARCH 210. Students should take one course from each of the following groups: ARCH 410, 411, and 412; or ARCH 413 and 414; or ARCH 409, Section V (Versailles only), 415, 416, 417, and 418.

6. The UP 101 requirement can be fulfilled by substituting one of the following approved courses: ARCH 418; GEOG 204,210,425,426, 427, 483; SOC 375.

c. Degree Minors or Concentration

Minor in Architectural Studies (Undergraduate, non-majors)

The minor in Architectural Studies allows non-architecture undergraduate students to gain an overview of architecture by taking a series of required courses in architecture. This is the only undergraduate minor offered by the School of Architecture.
Course Requirements:
The architecture minor requires the successful completion of a minimum of 20 hours of architecture courses. Students entering the program with advance credit for required courses must take courses from the Additional Courses list to attain the total hours needed for completion of the minor. All students in the minor must have at least 6 hours of 300- or 400-level courses.

<table>
<thead>
<tr>
<th>HOURS</th>
<th>REQUIRED COURSES (14 HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ARCH 101—Introduction to Architecture</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 271—Graphics for Architects</td>
</tr>
<tr>
<td>3</td>
<td>ARCH 210—Hist of Arch</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 231—Anatomy of Buildings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOURS</th>
<th>ADDITIONAL COURSES (MINIMUM OF 6 HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ARCH 341—Environment Tech HVAC</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 342—Environment Tech Ltg &amp; Acoust</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 351—Statics &amp; Dynamics</td>
</tr>
<tr>
<td>4</td>
<td>ARCH 352—Mech of Mat &amp; Design Appl</td>
</tr>
<tr>
<td>3 each</td>
<td>ARCH 410, 411, 412, 413, 414, 415, 416, 417 or 418—Architectural History</td>
</tr>
</tbody>
</table>

Graduate Minors and Concentrations

At the University of Illinois “Concentrations” are programs approved by the Faculty Senate. Concentrations appear on the student’s transcript. The School of Architecture does not offer any graduate level minors or concentrations.

The School of Architecture does allow students the opportunity to select an area of focus, if they so choose. All M. Arch students take the same core courses and they may select from the following Options

Architectural Design Option
   Architectural Design
   Design Research

History and Preservation Option
   History Emphasis
   Preservation Emphasis

Structures Option
Master of Architecture with Joint Degree

The School of Architecture together with other departments in the University offer programs leading to double degrees. These programs do not alter course requirements for the professional degree. Typically, the time required to complete these joint degrees is three years instead of four, if they were taken separately. The association of programs enables the required courses for one degree to act as electives for the other. The required courses of the other departments serve as electives in our program.

The current second degrees associated with the Master of Architecture are:

- Master of Urban Planning
  - History/Preservation Planning
  - Housing/Community Development
  - Urban Design/Land Use-Environmental Planning
- Master of Science in Civil and Environmental Engineering
  - Construction Management
  - Structures
- Master of Business Administration
- Master of Science in Computer Science

Doctor of Philosophy (Nonprofessional, Non-accredited)

The School of Architecture and the Department of Landscape Architecture at the University of Illinois, Urbana-Champaign, developed the Doctor of Philosophy program and admitted the first student in the Fall of 2001. The Doctor of Philosophy program is intended to foster future success of the disciplines through an expansion of the available knowledge and new intellectual approaches to broader areas of concern. There are three concentrations in the Ph.D. program: History and Theory, Social and Cultural Factors in Design, and Technology and Environment.

History and Theory

History and theory are critical components of both Architecture and Landscape Architecture, informing practice and education in both fields. They also, however, stand alone as independent disciplines that contribute to our understanding of human history. At the University of Illinois, histories and theories of the built environment are regarded as essential contributions to scholarship in the humanities. As such, our students and faculty engage in dialogue with a wide range of historians and theoreticians across the campus, contributing spatial and visual modes of inquiry. The concerns of this option encompass the evolution of the entire cultural landscape, including the work of architects, landscape architects, and planners, but also with builders, craftspeople, and the ordinary men and women who create the human environment. The study of architectural and landscape history continually incorporates new research and methods derived from its essential links to other humanistic, social scientific, and technical disciplines.

Social and Cultural Factors in Design

The option in Social and Cultural Factors in Design investigates the relationship between the designed and natural environment and human behavior. The implications of this relationship inform the basic questions of research in the option. The School of Architecture and the Department of Landscape Architecture each have well-established traditions of leading research
in this area. Design-Behavior interaction has been an area of concentration in the Master's program of each unit and has been the focus of much acclaimed research at Illinois. Cultural study is reinforced by close ties with the Departments of Geography and Anthropology and by the campus presence of centers for race, gender, critical, and area studies.

**Technology and Environment**

The option of Technology explores and studies the tools, methods and theories to improve our surroundings and building environments. This option presents a fertile field of research, which has a direct impact on design, management and construction, human comfort, economics, materials and structural systems. Technology encompasses several areas of study: (1) Building Science and Environmental Technology deals with the science and theory of thermal, luminous, acoustical environments as they relate to building design and human comfort, and environmental control systems; (2) Ecological Design focuses on research related to the design of human-constructed environments as they relate to ecosystem health, human health and comfort, and restoration, remediation and preservation of earth’s natural resources; (3) Structures, Materials, and Construction deals with the strength and properties of materials, structures, construction methods and business practice and management; (4) Information and Digital Technology deals with the development of new methodologies of communication and design management, integration and execution of design, methods of visualization, representation and experiencing of designed environments.

d. **A list of the minimum number of semester credit hours required for each semester**

The following is a list of typical required credit hours for each semester. Graduate students do not have a minimum number of credit hours unless they have a fellowship or are international students that requires that they be full time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate 1</td>
<td>15 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Undergraduate 2</td>
<td>16 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Undergraduate 3</td>
<td>16 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Undergraduate 4</td>
<td>16 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Graduate 1</td>
<td>16 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Graduate 2</td>
<td>16 hours</td>
<td>14 hours</td>
</tr>
</tbody>
</table>

e. **A list identifying the courses and credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered**

**Undergraduate Courses**

| Required Professional | 76 hours | 60% |
| Required Gen. Studies  | 37 hours | 29% |
| Other Electives        | 14 hours | 11% |
| **Total**              | **127 hours** | **100%** |
Graduate Courses

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Prof. Core</td>
<td>36</td>
<td>58%</td>
</tr>
<tr>
<td>Required Core Electives</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Other Electives</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>

f. A list of off-campus programs, description of facilities and resources, course requirements, and length of stay

The Architecture Study Abroad Program in Versailles

The School of Architecture of the University of Illinois at Urbana-Champaign established a Study Abroad Program in Europe in the late 1960s. Since 1970, it has operated as an exchange program with the Ecole d’Architecture de Versailles, one of eight schools of architecture located in the Paris region. The Versailles program is an integral part of the School of Architecture of the University of Illinois at Urbana Champaign, and it operates autonomously from, yet related to and within, the French host institution. Approximately 50 architecture students attend this program annually. Student, typically in their junior year, take courses in architecture under the guidance of four to six professors from the University of Illinois’ School of Architecture, who reside in Versailles for an extended period of time, typically for several years.

The program of study in Versailles includes courses in architectural design, history, and structures (all academically equivalent to those offered in Urbana) and additional course activities with seminar and independent study credit. Classroom activities are held in the remodeled Mansard designed former stables of the Château d’ Versailles. These classes are supplemented by guest lectures, field trips, and directed independent study-travel. The program draws on the uniqueness of its European setting to illustrate important principles and heighten learning.

In the design studios, students develop sensitivity to context through projects sited in European settings. Studio workspace is assigned in ateliers alongside French students. Architectural history courses include visits to exemplary historic and contemporary buildings. Students take the same sequence of structures courses as they would on the Urbana campus. Additional course credit is provided for participation in the orientation program, for optional French language classes, for sketching assignments and for seminars (usually focusing on some aspect of the European experience). All courses are taught in English by faculty appointed by the University of Illinois.

g. Additional information, not specifically requested, on the various graduate program Options students may elect to follow as a sub-discipline specialization opportunity.

The following will describe in greater detail the School’s graduate options in design, history and preservation, structures, and its joint degree programs with Business, Urban Planning and Regional Planning, and Civil and Environmental Engineering.
All M. Arch students take the same common core of professional courses, regardless of Option.

Professional M. Arch Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 501</td>
<td>Architectural Practice</td>
<td>4 hours</td>
<td>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. Prerequisite: Graduate standing or consent of instructor. Usually taken in first year of 2-year Professional Program</td>
</tr>
<tr>
<td>ARCH 502</td>
<td>Structural Planning</td>
<td>4 hours</td>
<td>General problems in the selection and design of structural systems for buildings; methods of analysis; site explorations, soils, and foundations; bracing; and special systems. Prerequisite: ARCH 451 and 452. Usually taken in first year of 2-year Professional Program</td>
</tr>
<tr>
<td>ARCH 571</td>
<td>Architectural Design Studio</td>
<td>6 hours</td>
<td>Design studies of intermediate size building types; planned communities; civic and social facilities at the community and urban scale; and collaboration among the several disciplines involved in planning the human habitat: urban planning, landscape architecture, sociology, and economics. Prerequisite: ARCH 476. Usually taken in first semester of 2-year Professional Program</td>
</tr>
<tr>
<td>ARCH 572</td>
<td>Architectural Design Studio</td>
<td>6 hours</td>
<td>Research and individual comprehensive design study for a selected architectural project; special emphasis on site development and the integration of construction technology, structure, and environmental systems. Prerequisite: ARCH 571, or consent of instructor. Usually taken in second semester of 2-year Professional Program</td>
</tr>
</tbody>
</table>
**ARCH 573: Architectural Design Studio**
Credit: 4 to 8 hours

Definitive design thesis focusing on design issues and various building types with optional choices related to the student's particular interests, talents, and capacities. Prerequisite: ARCH 572 or consent of instructor.

**ARCH 574: Architectural Design Studio**
Credit: 4-8 hours

Continuation of ARCH 573. Prerequisite: ARCH 573 or consent of instructor.

**Required Elective Area: Professional Issues**
Minimum Credit: 3 hours.

- ARCH 441 Heat and Moisture in Buildings
- ARCH 480 Sustainable Design Principles (online)
- ARCH 534 Building Economics
- ARCH 544 Building Systems & Design Integration
- ARCH 558 Structural Wood Design
- ARCH 559 Structural Masonry Design
- ARCH 595IN Special Problems Structural Theory & Design (new course - - temporarily offered under this course number)

**Required Elective Area: Architectural Thought**
Minimum Credit: 3 hours.

- ARCH 423 Social Behavior Factors for Design
- ARCH 424 Gender & Race in Contemporary Arch
- ARCH 510 History of World Landscapes
- ARCH 511 Seminar in Ancient & Medieval Architecture
- ARCH 513 Seminar in Renaissance & Baroque Architecture
- ARCH 517 Development of Contemporary Architecture Thought
- ARCH 563 Soc/Beh Research Designed Env
- ARCH 576 Architectural Design Seminar
- ARCH 577 Theory of Architecture
- ARCH 580 Advance Sustainability Principles
Design Option

Architectural Design

Overview
The Design Option addresses advanced design issues with emphasis on space, form, scale, context, program, materials and systems, and design theory. Within the Design Option students may focus on architectural design or conduct directed research.

The Architectural Design Concentration offers students the opportunity to gain specialized knowledge about specific topics in design while further improving their overall design abilities. Students have an opportunity to match their interests with those of a large, diverse faculty by selecting from a wide range of studio project offerings.

Students interested in design address their goals through graduate design studios, elective choices, a design thesis planning course, and a terminal design thesis project. The design thesis project may be a one-year or one-semester intensive design investigation conducted with a faculty advisor and faculty committee.

Contact
Professor Paul Armstrong, Design Option Coordinator
**Design Option**

### Architectural Design

#### Sample Schedule (2-year Master of Architecture Degree Program)

The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The Architectural Design Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

<table>
<thead>
<tr>
<th>First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 501: Architectural Practice (Core Course)</td>
</tr>
<tr>
<td>ARCH 571: Architectural Design Studio (Core Course)</td>
</tr>
<tr>
<td>ARCH XXX Required Core Elective (eg. Architectural Thought)(Core Course)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total:</strong> 16 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>ARCH 502: Structural Planning (Core Course)</td>
</tr>
<tr>
<td>ARCH 572: Architectural Design Studio (Core Course)</td>
</tr>
<tr>
<td>ARCH YYY Required Core Electives (eg. Professional Issues)(Core Courses)</td>
</tr>
<tr>
<td>Elective</td>
</tr>
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<td><strong>Total:</strong> 16 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 573: Architectural Design Studio (Core Course)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total:</strong> 16 hours</td>
</tr>
</tbody>
</table>
### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 574: Architectural Design Studio (Core Course)</td>
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</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

M. Arch Options and Dual Degree Programs

Contact

Professor Paul Armstrong, Design Option Coordinator
Design Option

Design Research Overview
The Design Option addresses advanced design issues with emphasis on space, form, scale, context, program, materials and systems, and design theory. Within the Design Option students may focus on architectural design or conduct directed research.

The course work in this concentration focuses upon the development and completion of a research thesis that addresses issues relevant to architectural design. Appropriate directions include the investigation of design practice and processes, the investigation of environment and behavior theory, post occupancy evaluation, and the investigation of the design requirements of special populations. The student is required to develop a proposal for a research thesis, which is a one-year study conducted as an individual with the supervision of a faculty committee. The individual student (with faculty advising and approval) selects the thesis topic.

Links
M. Arch Options and Dual Degree Programs
Contact
Professor Paul Armstrong, Design Option Coordinator
Design Option

Design Research

Sample Schedule (2-year Master of Architecture Degree Program)

The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The Architectural Design Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

In addition to the above, the Design Research program focuses upon the development and completion of a research thesis that addresses issues relevant to architectural design. Appropriate directions include the investigation of design practice and processes, the investigation of environment and behavior theory, post occupancy evaluation, and the investigation of the design requirements of special populations. The student is required to develop a proposal of a research thesis, which is a one-year study conducted as an individual with the supervision of a faculty committee. The individual student (with faculty advising and approval) selects the thesis topic. The written portion of the thesis must meet the requirements of the Graduate College.

<table>
<thead>
<tr>
<th>First Semester</th>
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</thead>
<tbody>
<tr>
<td>ARCH 501: Architectural Practice (Core Course)</td>
</tr>
<tr>
<td>ARCH 571: Architectural Design Studio (Core Course)</td>
</tr>
<tr>
<td>ARCH XXX: Required Core Elective (Professional Issues) (Core Course)</td>
</tr>
<tr>
<td>ARCH 423: Soc/Beh Factors for Design (Architectural Thought) (Core Course)</td>
</tr>
<tr>
<td><strong>Total:</strong> 16 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 502: Structural Planning (Core Course)</td>
</tr>
<tr>
<td>ARCH 572: Architectural Design Studio (Core Course)</td>
</tr>
<tr>
<td>ARCH 424: Gender &amp; Race in Contemp Arch</td>
</tr>
<tr>
<td>Elective</td>
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<td><strong>Total:</strong> 16 hours</td>
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</table>
# Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARCH 573: Architectural Design Studio (Core Course)</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 563: Soc/Beh Research Designed Env</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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<td><strong>Total:</strong></td>
<td><strong>15</strong></td>
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# Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARCH 574: Architectural Design Studio (Core Course)</td>
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<tr>
<td>ARCH 599: Thesis Research</td>
<td>7</td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

## Design Research Recommended Professional Electives

- ARCH 423: Soc/Beh Factors for Design
- ARCH 563: Soc/Beh Research Designed Env
- EPSY 480: Educational Statistic
- ARCH 599: Thesis Research

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History and Preservation Option

History and Preservation Option, History: Overview

Architectural History is about knowing buildings well—how to see them and how to understand the context in which they were built. Over the years the History and Preservation Option has gained national and international recognition through the work of such distinguished historians and educators as Nathan C. Ricker, Fiske Kimball, Rexford G. Newcomb, Turpin C. Bannister, James G. van Derpool, Frank J. Roos, Ernest A. Connally, Alan K. Laing, and Walter L. Creese. In this tradition, a visiting Laing professor is appointed to teach a graduate seminar in a specialist field.

Students in the History and Preservation Option may focus on Architectural History or Historic Preservation. Students in the Architectural History track take courses in the humanities and languages in addition to advanced Architectural History courses. Those in the Historic Preservation track take preservation planning, humanities, and some technical courses relating to restoration and rehabilitation. Graduate seminars in architectural history and preservation are offered by each faculty member. Architectural design seminars in vernacular architecture, theory, and Japanese architecture are also offered.
# History and Preservation Option

## History and Preservation Option, History: Sample Schedule

### Sample Schedule (2-year Master of Architecture Degree Program)

The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The History & Preservation Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 502</td>
<td>Structural Planning (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 571</td>
<td>Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 410-418</td>
<td>Architectural History</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 510-517</td>
<td>(Seminar on Architectural History)</td>
<td>4</td>
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</table>

**Total:** 17 hours

### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ARCH 410-418</td>
<td>(Architectural History)</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 510-517</td>
<td>(Seminar on Architectural History) *</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 501</td>
<td>Architectural Practice (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 572</td>
<td>Architectural Design Studio (Core Course)</td>
<td>6</td>
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</table>

**Total:** 16 hours

### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 573</td>
<td>Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 510-517</td>
<td>(Seminar on Architectural History) *</td>
<td>4</td>
</tr>
<tr>
<td>ARTHI 401-550</td>
<td>(Art History)</td>
<td>3</td>
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<tr>
<td>ARCH XXX</td>
<td>Required Core Elective (Professional Issues) (Core Course)</td>
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**Total:** 15 hours
### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARCH 574: Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 510-517: (Seminar on Architectural History) *</td>
<td>4</td>
</tr>
<tr>
<td>Electives (History, Art History, Foreign Language)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong>:</td>
<td><strong>13</strong></td>
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</tbody>
</table>

**Grand Total**: 62 hours

*ARCH 510, 513, 515, & 517 Qualify as Required Core Elective in Architectural Thought

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**M. Arch Options and Dual Degree Programs**

**Contact**

Professor Paul Kruty, History & Preservation Option Coordinator
History and Preservation Option

History and Preservation Option, Preservation: Overview

Students in the History and Preservation Option may focus on Architectural History or Historic Preservation. Students in the Architectural History track take courses in the humanities and languages in addition to advanced Architectural History courses. Those in the Historic Preservation track take preservation planning, humanities, and some technical courses relating to restoration and rehabilitation. Graduate seminars in architectural history and preservation are offered by each faculty member. Architectural design seminars in vernacular architecture, theory, and Japanese architecture are also offered.

Contact
Professor Paul Kruty, History & Preservation Option Coordinator
History and Preservation Option

History and Preservation Option, Preservation: Sample Schedule

Sample Schedule (2-year Master of Architecture Degree Program)
The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The History & Preservation Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 502: Structural Planning (Core Course)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 571: Architectural Design Studio (Core Course)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Electives (Including Architectural Thought) (Core Course)</td>
<td>6 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 416: Modern American Architecture</td>
<td>3 hours</td>
</tr>
<tr>
<td>ARCH 419: Historic Building Preservation</td>
<td>3 hours</td>
</tr>
<tr>
<td>ARCH 501: Architectural Practice (Core Course)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 572: Architectural Design Studio (Core Course)</td>
<td>6 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARCH 518: Recording Historic Building</td>
<td>3 hours</td>
</tr>
<tr>
<td>ARCH 519: Conserv of Building Materials</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 573: Architectural Design Studio</td>
<td>6 hours</td>
</tr>
<tr>
<td>Electives (Including Professional Issues)</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 574: Architectural Design Studio</td>
<td>6 hours</td>
</tr>
<tr>
<td>UP 420: Plng for Historic Preservation</td>
<td>4 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62 hours</strong></td>
</tr>
</tbody>
</table>

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**M. Arch Options and Dual Degree Programs**

**Contact**

Professor Paul Kruty, History & Preservation Option Coordinator

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**History and Preservation Option, Preservation: Professional Electives**

- ARCH 416: Modern American Architecture
- ARCH 419: Historic Building Preservation
- ARCH 518: Recording Historic Building
- ARCH 519: Conserv of Building Materials
- ARCH 591 P: Spec Prob Arch Hist & Pres
- UP 420: Plng for Historic Preservation

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*the Robie House*
Structures Option

Structures Option: Overview

Known in 1890 as the nation's first baccalaureate program in Architectural Engineering and now as the "Professional Option in Architectural Structures," specialization in "Structures" by architects at Illinois continues a long and proud tradition. In leading to the Master of Architecture (M. Arch) degree, the option continues to address the ever-present need for individuals who can bring architectural values and creative problem-solving skills to bear on the engineering of complex building structures.

The program is specifically intended for those who wish advanced knowledge and proficiency in the application of architectural and engineering principles to the planning, design, analysis, and execution of building structures. Emphasis is placed on the understanding of theory and practice, the attainment of a professional level of competence in structural engineering skills, and the development of mature judgment in making the decisions characteristically required in architectural engineering problems.

Contact

Professor Mir Ali, Structures Option Coordinator
Structures Option

Structures Option: Sample Schedule
(2-year Master of Architecture Degree Program)

The 2-year program is for students holding an undergraduate degree in architectural studies. Students with other backgrounds may enter the 2-year program after completing an accelerated program to meet the architectural studies requirements. The Structures Option leads to a professional Master of Architecture degree accredited by the National Architecture Accrediting Board (NAAB). Students should see their Option Coordinators every semester for advice on what recommended professional electives they should consider taking.

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARCH 501</td>
<td>Architectural Practice (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 551</td>
<td>Structural Analysis</td>
<td>4</td>
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<tr>
<td>ARCH 571</td>
<td>Architecture Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH XXX</td>
<td>Required Core Elective (eg. Architectural Thought) (Core Course)</td>
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</tr>
</tbody>
</table>

**Total:** 17 hours

### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARCH 550</td>
<td>Reinforced Concrete Design</td>
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</tr>
<tr>
<td>ARCH 502</td>
<td>Structural Planning (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 572</td>
<td>Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 554</td>
<td>Advanced Steel Design</td>
<td>3</td>
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</tbody>
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**Total:** 17 hours
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARCH 560: Advanced Structural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 573: Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 595EQ: Seismic Design of Buildings</td>
<td>3</td>
</tr>
<tr>
<td>ARCH YYY: Required Core Elective (eg. Professional Issues) (Core Course)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 553: Adv Reinforced Concrete Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 574: Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 552: Soil Mech and Found</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Grand Total** 64 hours
M. Arch/MS in CE Structures

Structures (M. Arch) / Civil Engineering: Structural Engineering (M.S.)

A dual masters degree program exists between the School of Architecture, Structures Option and the Department of Civil and Environmental Engineering (CEE), Structural Engineering area. Participants in the program can receive an M. Arch and an M.S. in CEE. Participation in the program is not automatic. You will need to be admitted to the CEE graduate program in structural engineering.

To be considered, you must be in your second semester of the first year of the 2-year M. Arch, Structures Option. MS in AS (1 year) or M. Arch (Limited Standing) students with full standing may also apply for consideration.

To apply, fill out and submit an application to the chair of the Structures Division in the School of Architecture. We will forward your academic records to the Department of Civil and Environmental Engineering for consideration for admission. You will be notified in writing when admitted.

The CEE Department requires a GRE score from all applicants. Therefore, you must take the GRE exam before you can be admitted. Contact the Testing Center (217-244-1342, Room G1, Turner Student Services Building) to inquire about taking the GRE Exam. In addition, you are expected to have had and successfully passed one course in matrix algebra and one course in differential equations as pre-requisites. Please see the Plan of Study (left column) for more information about course selection.

### Possible Courses

<table>
<thead>
<tr>
<th>Architecture</th>
<th>Civil and Environmental Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 501 - Architectural Practice</td>
<td>CEE 472 - Structural Dynamics</td>
</tr>
<tr>
<td>Arch 502 - Structural Planning</td>
<td>CEE 470 - Structural Analysis</td>
</tr>
<tr>
<td>Arch 550 - Reinforced Concrete Design</td>
<td>CEE 471 - Structural Mechanics</td>
</tr>
<tr>
<td>Arch 551 - Structural Analysis</td>
<td>CEE 560 - Steel Structures, III</td>
</tr>
<tr>
<td>Arch 552 - Soil Mech and Found Des</td>
<td>CEE 561 - Reinforced Concrete, III</td>
</tr>
<tr>
<td>Arch 554 - Adv Steel Design</td>
<td>CEE 570 - Finite Element Methods</td>
</tr>
<tr>
<td>Arch 571 - Architectural Design Studio</td>
<td>CEE Elective4</td>
</tr>
<tr>
<td>Arch 572 - Architectural Design Studio</td>
<td>CEE Elective4</td>
</tr>
<tr>
<td>Arch 573S - Architectural Design Studio Elective</td>
<td>Elective4</td>
</tr>
<tr>
<td>Arch 574S - Architectural Design Studio</td>
<td></td>
</tr>
</tbody>
</table>

Architecture Program Report                      192            University of Illinois at Urbana Champaign
A total of 78 graduate credit hours are required for graduation from the dual degree program.

1 Students should not take courses on similar topics in both departments (e.g. ARCH 552/CEE 480 Foundation Engineering, ARCH 555/CEE 468 Prestressed Concrete, ARCH 558/CEE 469 Wood Structures, ARCH 559/CEE 467 Masonry Structures, and ARCH 595 EQ/CEE 572 Earthquake Engineering).

2 Students are required to take Math 225-Introductory Matrix Theory and Math 385-Intro Differential Equations as prerequisite courses before entering the program.

3 Students must be registered as a full-time student (minimum of 12 hours) for one semester in CEE (fall or spring) prior to their degree completion.

4 Must be approved by appropriate advisor prior to taking courses.
M. Arch + M.B.A.

Master of Architecture and Master of Business Administration

The School of Architecture and the M.B.A. (Master of Business Administration) Program in the College of Business offer a M. Arch + M.B.A. joint degree program for qualified students. Students must apply and be admitted separately to each program. For students who enter the program with a pre-professional degree in architecture, the M.Arch + M.B.A. program will normally take three years (six semesters) to complete, three semesters each in M.B.A. (60 credit hours) and architecture (50 credit hours).

Students in the joint degree program spend their first year in the M.B.A. curriculum, paying tuition at the M.B.A. rate. In the second year, students take courses in architecture and pay tuition at the architecture (graduate student) rate. In the final (third) year, students take some courses in business and some in architecture; fall semester tuition is at the M.B.A. rate, spring semester tuition is at the architecture rate. Students in this program must take a two-semester sequence of architecture capstone courses in the third year (ARCH 573 and ARCH 574). The degrees are awarded simultaneously upon completion of all requirements in both curricula.

Each degree is under the full independent control and authority of its granting unit. Specific program and course requirements are established, maintained, and interpreted by each independent graduate office. Questions regarding the individual programs should be addressed to that specific unit's graduate office. Course titles, content, and schedules are subject to change. Many courses are not offered every semester, depending upon the availability of faculty and other resources. Interested students should work with program advisors and the graduate program offices in each unit to assure that degree requirements are met.

M. Arch + M.B.A. Sample Schedule

<table>
<thead>
<tr>
<th>First Semester (MBA tuition)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 501: Foundations of Business, I (first 8 weeks)</td>
<td>10 hours</td>
</tr>
<tr>
<td>MBA 502: Foundations of Business, II (second 8 weeks)</td>
<td>10 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>
# Second Semester (MBA tuition)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 503: Prin &amp; Proc of Management I (first 8 weeks)</td>
<td>6</td>
</tr>
<tr>
<td>MBA 505: Topics in Management (first 8 weeks)</td>
<td>2</td>
</tr>
<tr>
<td>MBA 505: Topics in Management (first 8 weeks)</td>
<td>2</td>
</tr>
<tr>
<td>MBA 504: Prin &amp; Proc of Management II (second 8 weeks)</td>
<td>6</td>
</tr>
<tr>
<td>MBA 505: Topics in Management (second 8 weeks)</td>
<td>2</td>
</tr>
<tr>
<td>MBA 505: Topics in Management (second 8 weeks)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total:** 20 hours

---

# Third Semester (architecture tuition)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 571: Architectural Design Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 502: Structural Planning</td>
<td>4</td>
</tr>
<tr>
<td>professional elective in architecture</td>
<td>4</td>
</tr>
<tr>
<td>open elective(s) (any graduate level course)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total:** 18 hours

---

# Fourth Semester (architecture tuition)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 572: Architectural Design Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 501: Architectural Practice</td>
<td>4</td>
</tr>
<tr>
<td>professional elective(s) in architecture</td>
<td>4</td>
</tr>
<tr>
<td>open elective(s) (any graduate level course)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total:** 18 hours

---

# Fifth Semester (MBA tuition)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>course in MBA concentration</td>
<td>4</td>
</tr>
<tr>
<td>course in MBA concentration</td>
<td>4</td>
</tr>
<tr>
<td>course in MBA concentration</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 573: Architectural Design Studio</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total:** 18 hours
### Sixth Semester (architecture tuition)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>course in MBA concentration</td>
<td>4</td>
</tr>
<tr>
<td>elective course in MBA</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 574: Architectural Design Studio</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*At work in studio*

**More Information**

[ M.B.A. Program Website ]

**Contact Information**

School of Architecture Graduate Office  
(217) 244-4723
M.Arch/M.U.P.

Master of Urban Planning and Master of Architecture

This 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. Each degree is under the control of its granting unit with its own advisor. While a graduate candidate must meet the requirements for each degree, application and admission to both units need not be simultaneous.

Reciprocity of credit hours allows students to complete these two degrees, normally requiring two years each, in a total of three years. Up to 20 of the hours required by Urban Planning can count toward the Master of Architecture, and up to 20 of the hours required by the Architecture degree can count toward the Master of Urban Planning. To receive both degrees, students must complete a total of at least 86 hours, including at least 32 hours of UP courses and 42 hours of Architecture courses. These courses must include the core and capstone courses for each program.

Normally a student would take one year emphasizing the Architecture core courses (Arch 501, 502, 571, 572), one year emphasizing the Urban Planning core (UP 501, 503, 504, 505, 506, 408), and the third year emphasizing the capstones (Arch 573-574, and a UP capstone option). In all years, students would take electives from either program as appropriate.

The capstone requirement can be met separately for each program, or jointly by means of a single project. If the latter is chosen, the student must assemble a committee with representatives of each program, who jointly agree that the project would meet the requirements of each program. Registration for the capstone would be under the course rubric of one of the programs, and the other program would agree to recognize this as meeting their capstone requirement.

To satisfy requirements of the Graduate College, joint degree students must be enrolled for at least two semesters in each of the two programs. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

Students currently enrolled in the Master of Architecture program can apply to the joint degree program by requesting Architecture to send their file (or a copy) to the MUP Coordinator, and submitting at least one new letter of recommendation and a statement of purpose. No application fee is necessary. If your application is approved, you can transfer to Urban Planning simply by means of a petition to the Graduate College.

Students can apply initially to both programs simultaneously, with one application fee. The application and supporting materials should be sent to either program, and should clearly specify that the application is for the joint degree. At the same time, applicants should send a letter to the other department, officially informing them that the joint degree application has been submitted.
### Dual Degree Program Courses

<table>
<thead>
<tr>
<th>Total Required for Dual Degree</th>
<th>86 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architecture Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH 501 Architectural Practice</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 502 Structural Planning</td>
<td>4 hours</td>
</tr>
<tr>
<td>ARCH 571 Architectural Design</td>
<td>6 hours</td>
</tr>
<tr>
<td>ARCH 572 Architectural Design</td>
<td>6 hours</td>
</tr>
<tr>
<td>ARCH 573 Architectural Design</td>
<td>8 hours</td>
</tr>
<tr>
<td>ARCH 574 Architectural Design</td>
<td>8 hours</td>
</tr>
<tr>
<td>ARCH ??? Architectural Thought</td>
<td>3 hours</td>
</tr>
<tr>
<td>ARCH ??? Practice Issues</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>42 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Urban Planning Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UP 408 Law and Planning</td>
<td>4 hours</td>
</tr>
<tr>
<td>UP 501 Cities, Societies, and Planning</td>
<td>4 hours</td>
</tr>
<tr>
<td>UP 503 Site and Physical Planning</td>
<td>4 hours</td>
</tr>
<tr>
<td>UP 504 History and Planning of Cities</td>
<td>4 hours</td>
</tr>
<tr>
<td>UP 505 Frameworks &amp; Methods: Analysis</td>
<td>4 hours</td>
</tr>
<tr>
<td>UP 506 Frameworks &amp; Methods: Evaluation</td>
<td>4 hours</td>
</tr>
<tr>
<td>Additional Courses in Urban Planning</td>
<td>8 hours</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>32 hours</td>
</tr>
</tbody>
</table>

| Electives in Urbana Planning | 6 hours |
| Electives in Architecture | 6 hours |
| **Total:** | 12 |

Total Required for Dual Degree: 86 hours
Master of Architecture (Limited Standing)

This professional degree program has been designed for applicants who have a bachelor's degree or higher in any field other than architecture. Emphasis is placed on the development of sufficient background in introductory architectural studies so that the applicants may successfully complete a two-year graduate program described below.

Applicants accepted into this program will initially be admitted with limited status. Full status may be attained by completion of introductory architectural studies. Once full status is attained, a minimum of 54 hours of graduate work is required for completion.

The time necessary to complete the program will depend on the nature of undergraduate coursework completed by the applicant.

The following is a typical sequence of undergraduate course prerequisites to be accomplished to achieve full standing in the M Arch program:

**Prerequisites before entering:**
Calculus equivalent to UIUC MATH 220 5 hours. It is critical to have this course taken before entering because it is a prerequisite for all of the architectural structures courses: ARCH 351, 352, 451 and 452.

Art History or Architecture History 3 hours. It is recommended that you take this before entering, however it is not critical if you do not. In the sample schedule you will note that you have four semesters to complete three architectural history courses. If you do not have this prerequisite, you will then need to take four architectural history courses in four semesters.

**Undergraduate Course Prerequisites for full standing 65 hours**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 471: Fundamentals of Architectural Design</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 231 Anatomy of Buildings</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 351 Statics and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 210 Intro to the Hist of Arch or ARCH 41x Architectural History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
## Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 472 Arch Des in Landscape &amp; Cities</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 341 Environmental Tech HVAC or ARCH 342 Environmental Tech LTG &amp; Acoust</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 352 Mech of Mat &amp; Design Appl</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 41x Architecture History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 475 Arch Design &amp; Development</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 342 Environmental Tech LTG &amp; Acoust or ARCH 341 Environmental Tech HVAC</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 451 Theory &amp; Design Steel &amp; Timber</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 41x Architecture History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 476 Arch Design &amp; Exploration</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 432 Construction of Buildings</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 452 Theory of Reinforced Concrete or ARCH 451 Theory &amp; Design of Steel &amp; Timber</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 41x Architectural History1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Full Graduate Standing 54 hours**

## Fifth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 501 Architectural Practice (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 571 Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH xxx Required Core Elective- Architectural Thought (Core Course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Sixth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 502 Structural Planning (Core Course)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 572 Architectural Design Studio (Core Course)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH yyy Required Core Elective- Professional Issues (Core Course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>13 hours</strong></td>
</tr>
</tbody>
</table>

Seventh Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 573 Architectural Design Studio (Core Course)</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>14 hours</strong></td>
</tr>
</tbody>
</table>

Eighth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 574 Architectural Design Studio (Core Course)</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>14 hours</strong></td>
</tr>
</tbody>
</table>

1 If you have an arch history prerequisite then this may be substituted with an elective course.
The MS in AS degree is not NAAB Accredited. It is shown here for informational purposes only.

## School of Architecture

### Master of Science in Architectural Studies (MS in AS)

**MS in AS (Post Professional) Sample Schedule**

The 1-year program is for students holding a professional degree in architecture (BArch or MArch). This program typically takes 1 year. This degree is not accredited by the National Architecture Accrediting Board (NAAB). Therefore, there is some latitude in what course may be taken, which may be determined in consultation with the Associate Director for Graduate Studies and with Option Coordinators. A typical Schedule may look like the following.

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Electives</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Electives</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
**Architecture Electives**

The following is a partial list of available architecture electives. Some of the following courses will have prerequisites. New courses may be added and some older courses may be replaced. Visit [http://courses.uiuc.edu/cis/catalog/urbana/2007/Fall/ARCH/index.html](http://courses.uiuc.edu/cis/catalog/urbana/2007/Fall/ARCH/index.html) for further information.

- ARCH 401 Japanese Architecture
- ARCH 401 Heat & Moisture in Buildings
- ARCH 409 Ancient Architecture
- ARCH 410 Great Modern Architects
- ARCH 411 Ancient Architecture
- ARCH 412 Medieval Architecture
- ARCH 413 Renaissance Architecture
- ARCH 414 Baroque & Rococo Architecture
- ARCH 415 Neoclassical & Nineteen Century Architecture
- ARCH 416 Modern American Architecture
- ARCH 417 Twentieth-Century Architecture
- ARCH 418 History of the Urban Environment
- ARCH 419 Historic Building Preservation
- ARCH 423 Social and Behavioral Factors for Design
- ARCH 424 Gender & Race in Contemporary Architecture
- ARCH 432 Construction of Buildings
- ARCH 451 Theory & Design Steel & Timber
- ARCH 480 Sustainable Design Principles (online)
- ARCH 498 Directed Research in Architecture
- ARCH 510 History of World Landscapes
- ARCH 511 Seminar in Ancient & Medieval Architecture
- ARCH 513 Seminar in Renaissance & Baroque Architecture
- ARCH 517 Develop of Contemporary Architectural Thought
- ARCH 518 Recording Historic Buildings
- ARCH 519 Conservation of Building Materials
- ARCH 534 Building Economics
- ARCH 538 Economic Issues in Architectural Development
- ARCH 544 Building Systems & Design Integration
- ARCH 545 Design & Constructability
- ARCH 550 Reinforced Concrete Design
- ARCH 551 Structural Analysis
- ARCH 552 Foundation Engineering
- ARCH 553 Advanced Reinforced Concrete Design
- ARCH 554 Advanced Steel Design
- ARCH 555 Prestressed Concrete Design
- ARCH 556 Advanced Structural Planning
- ARCH 557 Soil Mechanics
- ARCH 558 Structural Wood Design
- ARCH 559 Structural Masonry Design
- ARCH 560 Advanced Structural Analysis
ARCH 563 Social and Behavior Research Designed Environments
ARCH 564 Behavioral Research in Design
ARCH 576 Japanese Architecture
ARCH 576 Theory of Light
ARCH 576 Theory of Place
ARCH 576 Building Economics and Ethics
ARCH 576 Sensory Design
ARCH 576 Contemporary Thought and Practice
ARCH 576 Urban Design: The Writings of Colin Rowe
ARCH 576 Design and Detailing of Curtain Walls
ARCH 576 Intelligent Design
ARCH 576 High-rise and Habitat
ARCH 576 Craft and Concept
ARCH 576 Commodity and Architecture
ARCH 576 Listen to the Baby Kick
ARCH 576 Globalization: Theories, Spaces, Urban Forms
ARCH 577 Theory of Architecture
ARCH 591 Special Problems in Architectural History & Preservation
ARCH 593 Special Problems in Architectural Practice & Management
ARCH 594 Special Problems in Building Science & Technology
ARCH 595 Special Problems in Structural Theory & Design
ARCH 596 Special Problems in Housing Environments
ARCH 597 Special Problems in Architectural Design
ARCH 599 Thesis Research
3.13 STUDENT PERFORMANCE CRITERIA

This section will demonstrate how the School of Architecture accredited degree program ensures that each graduate possess the knowledge and skills defined by the NAAB’s thirty-four Student Performance Criteria. These criteria are all met in required coursework.

a. An Overview of the School’s Curricular Goals and Content

The School of Architecture at the University of Illinois curriculum is designed to provide future architects and citizens of a contemporary, complex, and fast-changing global society with a broad-based and holistic understanding of the world in which they will practice, beyond professional and technical skills. The School of Architecture’s undergraduate program, like many at the University of Illinois, is intended to foster critical thinking in order for students to be able to assemble and process disparate pieces of information, and to determine what to do or believe. Critical thinking requires students to have a sound verbal and cultural literacy. To this overall goal, the School also adds creative thinking as a fundamental objective. Creative thinking is developed first by students learning to think and communicate graphically. This skill is honed over the course of undergraduate and graduate courses especially in the sub-disciplines of design, practice, technology, and structures.

1. Fundamental Skills and Knowledge

Fundamental design related skills are first acquired in beginning courses in graphics and design in the first two years of the undergraduate program. Advanced computational skills are provided in the first year of the program. Fundamental knowledge of structural theory, historical context, and materials and methods of construction are introduced in the first two years of the undergraduate program. Computer literacy is introduced in the first year as well.

2. Technical Skills and Knowledge

Years three and four in the undergraduate program provide course work that develops student technical skills and knowledge to a more advanced level in areas of architectural design, history, practice, technology, and structures. Structures courses advance students’ computational skills as well as their conceptual understanding of structural systems and specific building materials. Verbal and critical thinking skills and knowledge the architect’s role in society develop in courses on architectural history, urban and regional planning, general education and electives. Many design studios focus on how architectural and urban design may meet the needs of current societal issues, including, but not limited to the ESLARP service learning studios. Beginning in the fall of 2007, all fourth year students complete a Capstone Studio in ARCH 475. All students follow the same program and work on the same site. In addition to working on the project, ARCH 475 provides breakout refresher lectures on Energy Analysis, Structural Systems, Environmental Systems, Lighting Systems, and Building Enclosure Systems. Students in ARCH 475 are concurrently enrolled in ARCH 342 (Lighting) and either ARCH 451 (Steel & Timber) or ARCH 452 (Concrete). Accordingly, students are expected to “integrate aspects of these subjects into their studio work, addressing specific structural, environmental and lighting issues related to their projects.” (From the Course Syllabus)
3. Practice and Societal Roles

The final two years of the 4 + 2 program, the years in which students earn the M. Arch degree, are the years of concentration. In the first year of the graduate program students allow students opportunities to choose from variety of design studio offerings, including more “service learning” studios cited above. Students in the master’s program choose an Option and Concentration or Emphasis that allows them to concentrate on the nature of practice specialty of greatest interest to them. The BS in AS and M Arch programs conclude with studios in which students are required to demonstrate mastery of comprehensive skills and knowledge acquired in their academic career at the School of Architecture including program comprehensiveness, response to site conditions and environment, response to historic and cultural context, structural, environmental, and life-safety systems, wall sections and building assemblies, and development of programmatic spaces. Students are further expected to exercise ethical and professional judgment at the conclusion of their academic career.

b. A Graphic Matrix: Required Courses / Performance Criteria

The following is a graphic matrix cross-referencing each required course with the performance criterion(a) it fulfills. In many cases the required level of “ability” is achieved through a sequence of courses. In such sequences, students progress from the level of “understanding of” to “ability to.” In the following matrix “ability” is only shown at the level of the course sequence when this criterion is met.
Back side of Matrix 1
Front side of Matrix 2
remove this page
(back side of matrix 2)
4. SUPPLEMENTAL INFORMATION
4.1 STUDENT PROGRESS EVALUATION

a. Procedures for evaluating transfer credit and advanced placement

Transfer credit, as defined, will be accepted at full value for admission purposes on transfer to the University of Illinois at Urbana-Champaign if earned at:

- Colleges and universities that offer degree programs comparable to programs offered by the University of Illinois and (1) are members of or hold Candidate for Accreditation status from the North Central Association of Colleges and Schools or another regional accrediting association, or (2) are accredited by another accrediting agency that is a member of the Council on Postsecondary Accreditation; or

- Illinois public community colleges that are neither members of nor holders of Candidate for Accreditation status from the North Central Association of Colleges and Schools, but that are approved and recognized by the Illinois Community College Board (ICCB) for a period of time not to exceed five years from the date on which the college registers its first class after achieving ICCB recognition.

The Advanced Placement Program

The Advanced Placement Program, administered by the College Entrance Examination Board, is designed for high school students who are about to enter college and wish to demonstrate their readiness for courses more advanced than those usually studied in the freshman year. Advanced classes are offered in many high schools in one or more of the following subjects: American and comparative government and politics, art history, art studio, computer science, English language and composition, English literature and composition, French language, French literature, German language, Latin, Spanish language, Spanish literature, biology, chemistry, mathematics (calculus), micro-and macroeconomics, physics, psychology, music theory, statistics, and social studies (American history and European history). A national examination in each subject, administered in May by the Educational Testing Service, is designed to measure the competence of students in terms of the point at which college study in that subject should begin.

Examinations are prepared and graded by national committees of high school and college teachers. They are graded on the following scale: 5, high honors; 4, honors; 3, creditable; 2, pass; and 1, fail. Grade reports are sent to the universities each student specifies at the time of the examination.
College-Level Examination Program (CLEP)

This program exists for the purpose of awarding proficiency credit, or otherwise recognizing college-level competence achieved outside the college classroom. Two types of tests are available: (1) the general examination covers the broad content of a study that might be expected to be covered by several introductory-level courses, and (2) the subject matter examination covers the specific content of a single college course. Credit can be earned and will be recognized by the University of Illinois at Urbana-Champaign for some CLEP General Examinations, but credit is not awarded for any of the CLEP Subject Matter Examinations.

Proficiency Examinations

Proficiency examinations are offered in most courses open to freshmen and sophomores. A student may take proficiency examinations in more advanced undergraduate courses on recommendation of the head or chairperson of the department in which the course is offered and approval of the dean of the student’s college. Departmental proficiency examinations are administered in individual sessions or scheduled group sessions during the semester. Departmental offices can provide information regarding test dates, places of administration, types of examination, and references that might be used when preparing for examinations.

The College of Fine and Applied Arts and the School of Architecture grants college credit and advanced placement on the basis of the board’s grade.

All information in this section was taken from the UIUC Programs of Study Catalog 2001-2003.

b. Evaluation of Student progress and policies and procedures for evaluation, advancement, graduation and remediation

Degree Audit Reporting System (DARS)

Monitoring Progress/Degree Audits

Students in a declared major will receive a copy of their degree audit prior to registration for the subsequent semester. This timing will give the student a chance to compare his/her proposed schedule with what the audit designates as a shortage in degree requirements. Although the College of Fine and Applied Arts has made every effort to verify the accuracy of this report, it should be viewed as an advisory tool only. It does not certify whether the student has or has not met graduation requirements. If there are any inconsistencies in the audit or any questions regarding this report the student has several avenues to correct the inconsistency.
Information Contained on the Audit

The audit is organized as follows:

1. A summary of the courses in-progress
   This includes all courses that still have outstanding grades, such as “DF” or “EX”, as well as courses in which the student is enrolled for the current semester. Courses in-progress will also be noted throughout the audit with an IP.

2. General education requirements
   This section shows progress toward meeting General Education requirements. These include the Composition I requirement, the Advanced Composition requirement, the Quantitative Reasoning I & II requirement, The Cultural Studies requirement, the Humanities requirement, the Social and Behavioral Sciences requirement, the Natural Sciences requirement, and the Foreign Language requirement. Multiple counted Gen Ed courses are noted multiple times (courses that may satisfy more than one Gen Ed requirement.

3. Major requirements and supporting course work
   This section shows the requirements for a particular major.

4. Overall requirements and GPA calculations
   This section shows overall hours earned toward graduation, advanced hours, the University residency requirement, the GPA at Illinois, and the overall GPA.

5. Summary of courses taken
   This section shows the courses completed. It includes electives outside of FAA, and courses not counting toward the degree. If there are any questions about the use of these courses, contact the admissions/records officer in 110 Architecture.

6. Articulation
   All audits will show transfer courses taken at another institution. The courses, if unmapped, will show as unmapped course(s) at the bottom of the audit. Therefore, course(s) will need to be articulated in a timely manner. The Undergraduate Academic Affairs Office, the Admissions/Records Officer should have received all core course articulations for new transfer students no later than the middle of September. Audits will go to each unit approximately 2 weeks prior to early registration. Whenever possible, courses should be universally articulated (be allowed to count for all students that have taken the course at a particular institution.)
4.2 STUDIO CULTURE POLICY

The School of Architecture Faculty at the University of Illinois at Urbana-Champaign voted to adopt this policy at its meeting on 29 April 2008.

Studios shall support a culture of

- **Innovation,** in which studio projects encourage critical thinking, foster risk-taking, and engage the use of alternative teaching methods to address creatively the critical issues facing architectural education.

- **Purpose,** with studios in which students are positive about the skills they are learning, knowing that architecture can make a difference to society, the profession, and associated disciplines they choose. We as educators reinforce the potential of architectural education to influence young professionals to contribute positively to the built environment.

- **Respect,** with a climate in which student health, constructive critiques, the value of time, and decision-making processes are all promoted. Studios shall be environments that promote respect for ideas, diversity, and the utilization of the physical space all of which are essential to enhance architectural education.

- **Collaboration,** in which interdisciplinary connections, and successful oral and written communication are promoted.

- **Engagement,** preparing students to serve as leaders within the profession and within communities. Studios may engage communities so that students understand the necessity of embracing clients, users, and social issues. Studio projects may engage the expertise and opportunities presented through partnerships with architectural practitioners and experts in allied disciplines.

Based on AIAS Studio Culture Task Force Report *Redesign of Studio Culture 2002*

Draft: 22 April 2008 final
4.3 COURSE DESCRIPTIONS
COURSE TITLE: Introduction to Architecture

Course Number: ARCH_101  Credit: 3 hrs
Required: Yes  No  Prerequisites: None
Term Offered: Fall  Spring  Summer  
Instructor: Kaha

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
An Introduction to Architecture, architectural education and the profession with emphasis on issues that influence architecture and the people and processes involved.

Required Text(s), Readings, Handouts, etc.
A Visual Dictionary of Architecture, by Francis D. K. Ching

Recommended Texts:
Architect? A Candid Guide to the Profession, by Roger K. Lewis

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
This course introduces students to architectural education through lectures on the NAAB accreditation process with a focus on the UIUC program. Additional lectures on IPD and the ARE inform students of the commitment and legal requirements for becoming a licensed architect. Material is also presented on alternative career choices.

Additional lectures (some by guest faculty and professionals) and videos introduce students to the following topic areas: architectural history, structures, accessibility, diversity, design behavior and sustainability.

Students also research a contemporary architect (assigned) and present a short report on the philosophy and work of the architect.

In addition students must complete 15 hours of public service for a not-for-profit organization during the semester. Many students participate in the ESLARP Action Research Projects in East St. Louis, Illinois.

Students also are given assignments from The Visual Dictionary of Architecture, by Francis D. K. Ching and are quizzed on words (vocabulary) that will have importance in their future studies and the profession. They also have 3 sketchbook assignments during the semester.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

By the end of the semester students should have a firm understanding of architectural education, the process for becoming an architect, and the basic structure of the practice of architecture.

Through their exposure to the work of contemporary architects (research report) they are expected to understand how to research precedents for future design studio projects.
They are introduced to how architects communicate by taking vocabulary quizzes (words taken from *A Visual Dictionary of Architecture*) and by doing sketchbook assignments. Some sketch assignments include drawing details from buildings under construction.

Students are also exposed to issues relating to human behavior, diversity, sustainability, accessibility and life safety – information that will be helpful in future studios.
COURSE TITLE  Undergraduate Open Seminar

Course Number: ARCH_199  Credit: 1-4 hrs
Required: Yes  No  Prerequisites: None
Term Offered: Fall  Spring  Summer
Instructor: multiple

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
There is no course description on the University Web Site. This is an elective course number to be used for a variety of topics during the freshman year, usually of a temporary nature. This course number is also used for Junior students in the Versailles study abroad program. Students in Versailles receive academic credit for sketch trips in both the fall and spring semesters under this course number.

Required Text(s), Readings, Handouts, etc.
None

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
Varies with instructor and subject.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Varies with instructor and topic.
COURSE TITLE: Introduction to the History of Architecture

Course Number: ARCH_210  Credit: 3 hrs

Required: Yes  No

Prerequisites: None

Term Offered: Fall  Spring  Summer

Instructor: Heather Hyde Minor

Course Description
Visual and cultural analysis of selected buildings, urban spaces, and cities, from ancient Greece to modern times; emphasizes the architectural traditions of Western Civilization, especially as they affect the built environment of America and the Middle West.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The main emphasis of this class is to help students to develop critical reading, writing, and speaking skills. Students are required to actively participate in a weekly discussion section that is run by a Ph.D. student. Each section is limited to 20 students. Student participation is evaluated each week and comprises 20% of the final grade for the course. These discussion section meetings do not rehash material already covered in lectures. Rather, new material is introduced via readings or site visits. Field trips include an exploration of “classical” buildings on campus and visits to the Krannert and the Spurlock museums. There are two five-page essay assignments for the course. For the first essay, students read William MacDonald’s The Pantheon and then write five pages in which they summarize and then critique some of the
book’s ideas, concepts or interpretive strategies. The second essay also involves reading a short book, John Summerson’s *The Classical Language of Architecture*. Students then write a five-page essay that summarizes the book and then applies what they have learned to a sixteenth- or a seventeenth-century building. (Three choices are available to students on the course website where virtual reality Quicktime videos are posted.) Finally, there are two exams for the course. These evaluations consist of essays that ask the students to evaluate some of the overarching themes of the course. There is an extensive website for the course that all students are expected to use regularly.

**Student Performance Criteria** *(Check only those criteria that significantly apply.)*

- [x] 8 Western Traditions (understanding)
- [x] 9 Non-Western Traditions (understanding)
- [x] 10 National and Regional Traditions (understanding)
- [x] 11 Use of Precedents (ability)

**Demonstrated Student Outcomes**

*Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.*

In addition to acquainting students with the major modes and key monuments of architectural production from prehistory to the twenty-first century, this course stresses developing students’ abilities to examine architecture critically. The exams and the essay assignments for this course hone students’ abilities to communicate in writing. While this is a fundamental skill for any student seeking a degree from the University, it is particularly invaluable for students studying architecture. Dealing with clients, planning boards, juries for international competitions, engineers, contractors, and a host of other entities, requires clear writing skills. The readings that students prepare for their discussion section meetings are selected to introduce them not only to specific buildings, theories, or architects, but rather to expose them to interpretive approaches in the history of architecture. By discussing these readings in the discussion section meetings, students sharpen their abilities as critical readers. Section meetings also engage students in discussions about architecture through digitally projected images and field trips.
COURSE TITLE  Buildings, Land and Culture

Course Number:  ARCH_215  Credit:  3 hrs
Required:  Yes ___ No ____  Prerequisites:  None
Term Offered:  Fall  x  Spring  ____ Summer  ____
Instructor:  Ginsburg  LA faculty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Introduction to the study of ordinary American landscapes and buildings. Considers everyday places as reflections of cultural values and asks why they look and function as they do. Topics approached through historical and thematic analysis. Same as LA 215.

Required Text(s), Readings, Handouts, etc.
Varies

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

1) To develop an understanding of the landscape as neither arbitrary nor static, but as a complex product of the interaction of a natural base, a society’s technology, and a culture’s attitudes and values.
2) To demonstrate that all landscapes are culturally bound and historically rooted; that they are both expressions of, and clues to, the deepest values of a society.
3) To plant the seeds of a lifelong landscape connoisseurship.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to participate in class discussions, to prepare a paper on a selected landscape and to take a final exam.

Students read articles for each class meeting and discuss them. They submit six short assignments and a course portfolio. Evaluation is based on accuracy, clarity, and validity of arguments. Creative and practical solutions are encouraged. The portfolio exercise is self-reflective, personal and critical.
COURSE TITLE: Islamic Gardens & Architecture

Course Number: ARCH_222
Credit: 3 hrs
Required: Yes ___ No ___
Prerequisites: None
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: LA Faculty (Ruggles)

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Study of the formation, history, and meaning of the landscape and architecture of the Islamic world. Same as LA 222.

Required Text(s), Readings, Handouts, etc.
Readings:
Eight additional short readings (scholarly articles and excerpts of primary texts)

Handouts:
5 study sheets providing monument names, locations, dates, and a list of new vocabulary terms.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The class is run as a lecture course. However, class size is capped at 38 to allow a short discussion and/or review session at the beginning of every class.

1 midterm and 1 final exam – the intended outcome is absorption of data such as names and dates of monuments, specialized architectural vocabulary, and historical development of style. Success in these tests is an indication that the student has learned the material in the course at the depth of *skill.*

1 short termpaper (6-8 pp.) – the intended outcome is reflection and critical analysis of complex historical themes. Success in this paper is an indication that the student has learned the material in the course at the depth of critical inquiry and problem-solving (the development of a thesis question, answered in essay form) and can use the preparation of class to independently analyze case studies or architectural issues that were not in class.

1 independently chosen written review of a guest lecture on campus on an Islamic theme (a conference, guest speaker, film, or exhibition; to be chosen by the student on the basis of in-class announcements) – intended outcome is for the student to extend from in-class learning outward to areas of interest to him/her, and to recognize that the university is a learning environment whose boundaries extend well beyond those of the classroom..
Student Performance Criteria:  *(Check only those criteria that significantly apply.)*

Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students learn the history of the Islamic built environment, from the 7th century to the present, extending from architecture and gardens, to landscape systems and the planning of cities. The themes for the course, which is both topical and historical, include the formation of an Islamic culture, the birth of architectural types such as the mosque and madrasa (school), the greening and settlement of the desert, the agricultural landscape, places of myth and memory, architectural typology and symbolism, and architecture and landscape as a theater for political display. The class prepares students of design and other disciplines to learn the connection between built form and social-political meaning. At the same time, it introduces them (no matter their nationality) to historical times and worlds beyond their immediate cultural experience. This, in and of itself, is a valuable exercise for a designer who is frequently confronted with the problem of making meaningful form in environments that are not his or her own.

Assessment and evaluation takes the form of two exams and a research paper (described above).
COURSE TITLE: Anatomy of Buildings

Course Number: ARCH 231
Credit: 4 hrs
Required: Yes x  No ___
Prerequisites: ARCH 171
Term Offered: Fall x  Spring ___ Summer ___
Instructor: Michael McCulley

Course Description:

Introduction to building technology, materials and methods emphasizing integration of design and technology. Introduces buildings as a network of systems including space, structure and environmental controls operating within a larger context of environment and social function. Skills developed include analysis of building form and function, understanding of design/technology interrelationships, and communication of ideas through drawing. Prerequisite: ARCH 171. (Beginning in the Fall of 2007, the focus of this course is light construction)

Required Text(s), Readings, Handouts, etc.


Course Requirements and Expectations

The class consists of two lectures and two labs per week. The lectures introduce the students to concepts in construction. Students are assigned readings. Quizzes, hourly exams, and a final are given on the construction topics. In the labs observation, documentation, and hands-on learning is emphasized. The students keep a sketch/notebook in which they record building details and components. In the first project students conduct a case study of a light wood frame construction campus building (campus cultural centers) with a square footage of approximately 3000 to 4000. Students measure, analyze, and record the buildings elements and investigate relevant architectural issues such as circulation, emergency egress, and accessibility. A case study book is produces and used for the next phases. In the second project the students build a scale model of the building with cut-away sections showing the structure, insulation, roofing, siding etc. The third project aims to engage students with construction at full scale. A wall section based on a case study building is constructed as a team project. An introduction to workshop safety will be undertaken at this stage Students may elect to gain extra credit by one of 3 methods – a) produce a document that annotates at regular intervals the construction of a building project on campus. b) produce designs and assist in the design and construction of the in-studio workshop facility. c) Volunteer service to Habitat for Humanity and document the experience and outcome.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x_  3  Graphic Skills (ability)
-x_  4  Research Skills (ability)
_x_  7  Collaborative Skills (ability)
-x_ 11  Use of Precedents (ability)
_x_ 15  Sustainable Design (understanding)
-x_ 21  Building Envelope Systems (understanding)
-x_ 24  Building Materials and Assemblies (understanding)
Demonstrated Student Outcomes

Lectures, Demonstrations, Reading Assignments Class Exercises, Quizzes, and Exams (Individual); – Learning Objectives: (Understanding) Building materials & methods; Environmental Issues; Energy Issues; Introduction to construction concepts; demonstrate understanding

On site survey of a light construction case study building on campus (Team) - Learning objectives: Detailed measurement; (Ability) scale hand drawing; Critical narration of investigation findings; First investigation of a structure; (Understanding) construction techniques; construction materials; building configuration as it serves occupants; circulation; egress; & Life safely issue. Mission of Campus Cultural Centers.

Construct Scale Model of Case Study Building (Team) - Learning Objectives: (Ability) - Model building techniques; construction using drawings; drawing building details; 3D visualization of construction methods; project planning and scheduling.

Sketch Glossary- Learning Objectives (Individual): (Ability) - Hand drawing & Visualization; (Understanding) building components; building details; construction terminology

Full Scale Wall Section Model (Team) – Learning Objectives: (Ability) visualizing and drawing - use of hand tools. (Understanding) construction details; constructing from models; selecting and purchasing correct building supplies; employing salvaged materials;; learning actual feel and characteristics of light construction materials; recording and charting the costs of building materials.

Lumber yard and hardware store scavenger hunt (Team) – Learning Objectives: (Understanding) search, find and photograph a list of construction materials and tools. Record costs. Begin an understanding of the great quantity of various materials, fasteners, and tools involved in light construction.

Extra Credit Project – (Individual) Learning Objectives: (Understanding) recording the progress of campus construction projects through photography and narrative – critical analysis of construction processes.
### COURSE TITLE

**Construction of Buildings**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 232</th>
<th>Credit:</th>
<th>4 hrs</th>
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<tbody>
<tr>
<td>Required:</td>
<td>Yes <em>X</em></td>
<td>No ____</td>
<td></td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___</td>
<td>Spring <em>X</em></td>
<td>Summer ____</td>
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<tr>
<td>Instructor:</td>
<td>Michael McCulley</td>
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</table>

**Course Description:**

Construction of Buildings - Second course in building science and technology with emphases on the process of project execution from the initiation of design to the completion of heavy construction. Includes comprehensive study of the construction of buildings and their systems, materials and methods, and their implications on building sustainability and design decision-making. (Beginning in 2007, the focus of ARCH 231 is light construction and ARCH 232 is heavy construction, Contract Documents and Building Information Modeling System – Revit – Auto Desk)

**Required Text(s), Readings, Handouts, etc.**


**Course Requirements and Expectations**

The class consists of two lectures and two labs per week. The lectures introduce the students to concepts in heavy construction principles, materials, and systems. Students are assigned readings and work book assignments. Quizzes hourly exams, and a final are given on the construction topics. In the labs and projects, the emphasis in this course is to develop an initial understanding of the communication of the architects design intent through construction document and Building Information Modeling. Students develop an initial knowledge of heavy construction by visiting selected campus buildings, documenting the buildings and construction methods, and developing a preliminary set of construction documents employing a Building Information Modeling System (BIM). The students also continue to keep a hand sketch/notebook begun in Architecture 231 in which they record building details and components. Students conduct a case study of a medium scale heavy construction campus building (example: a select number of campus technology research park buildings). Students study and record the campus buildings construction methods and details. The students then proceed to create a Building Information Model of the Building. The BIM is employed to produce simplified construction documents.

Students are assigned individual study projects in which they regularly document construction projects on campus when such projects are available.
Student Performance Criteria (Check only those criteria that significantly apply.)

_x_ 3 Graphic Skills (ability)
_x_ 4 Research Skills (ability)
_x_ 11 Use of Precedents (ability)
_x_ 12 Human Behavior (understanding)
_x_ 13 Human Diversity (understanding)
_x_ 14 Accessibility (ability)
_x_ 15 Sustainable Design (understanding)
_x_ 21 Building Envelope Systems (understanding)
_x_ 24 Building Materials and Assemblies (understanding)

Demonstrated Student Outcomes

Lectures, Demonstrations, Reading Assignments Class Exercises, Quizzes, and Exams (Individual & Team/Section): – Learning Objectives: (Understanding) introduction to heavy construction principles, methods, materials and systems; demonstrate understanding

On site visits of a selected number of medium complexity heavy construction case study buildings on campus (Team) - Learning objectives: Detailed measurement; (Ability) scale hand sketches; critical narration of investigation findings; introductory investigation of a example of heavy construction; (Understanding) construction techniques; construction materials; building systems.

Sketch Glossary- Learning Objectives (Individual): (Ability) - Hand drawing & Visualization; (Understanding) building components; building details; construction terminology.

Develop Building Information Model of case study building (Individual) - Learning Objectives: (Ability) - Model building techniques; communication of construction intentions using BIM and drawings; drawing building details; 3D visualization of construction methods using BIM; project planning and scheduling. (Understanding) construction methods, methods to communicate the architects design intent to the building constructor.

Wall Section & Details (Individual) – Learning Objectives: (Ability) visualizing and drawing - use of 2D CAD tools. (Understanding); - Constructing methods and use of construction detail drawings to convey design intent.

Building Component Specifications (Individual) – Learning Objectives

Construction Site Recording Project – (Individual) Learning Objectives: (Understanding) recording the progress of campus construction projects through photography and narrative – critical analysis of construction processes.
## Course Title

**Graphics for Architects**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 271</th>
<th>Credit:</th>
<th>4__hrs</th>
</tr>
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<tr>
<td>Required:</td>
<td>Yes <em>X</em></td>
<td>No ___</td>
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<tr>
<td>Term Offered:</td>
<td>Fall <em>X</em></td>
<td>Spring ___</td>
<td>Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>Hamlin, Warren, Erikson</td>
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### Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Introduction to architectural graphic communication skills that architects use to visualize, analyze, and record creative thoughts: 1) freehand sketching; 2) architectural delineation; and 3) digital applications.

### Required Text(s), Readings, Handouts, etc.


### Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 271 is the first studio in a two-studio sequence that introduces students to design fundamentals and communication skills. Students are expected to be able to develop speaking and writing skills appropriate to architecture. Critical thinking skills are stressed in each project where development from concept to resolution requires trial and error with rational judgment. Formal ordering systems are introduced through a series of interrelated assignments in two- and three-dimensions. Students are expected to be able to apply graphic and model building communication skills, including two- and three-dimensional computer software. They are expected to be able to draw in situ and to be able to use freehand drawing as a conceptual and design tool.

### Student Performance Criteria (Check only those criteria that significantly apply.)

- _X_ 3 Graphic Skills (ability)
- _X_ 5 Formal Ordering Systems (understanding)
- _X_ 6 Fundamental Design Skills (ability)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

A progressive series of projects introduce fundamental design and spatial ordering principles and graphic skills in two- and three-dimensions. Freehand drawing assignments require close observation and analysis of the built environment by drawing in situ and translating drawings into conceptual designs. Figure-ground and texture studies introduce composition, balance, proportion, rhythm, hierarchy, etc. Students learn to translate architectural spatial concepts and forms from two-dimensional drawings into three-dimensional constructs. Students learn the fundamentals of architectural graphics through plans, sections, elevations, and three-dimensional drawing skills. Three-dimensional models are used to understand the principles of spatial organization, proportion, and sequence. Models and building elements are used as the basis for a variety of drawing types including plans, sections, elevations, and three-dimensional representation.
**COURSE TITLE**  Strategies of Arch Design

<table>
<thead>
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<th>Course Number:</th>
<th>ARCH 272</th>
<th>Credit:</th>
<th>4 hrs</th>
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<tbody>
<tr>
<td>Required:</td>
<td>Yes <em>X</em></td>
<td>No ___</td>
<td>Prerequisites: Arch 101 and Arch 271</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___</td>
<td>Spring <em>x</em>_</td>
<td>Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Hamlin, Warren, Erikson, Taylor</td>
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</tbody>
</table>

**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Integration of formal principles with functional fundamentals of architectural design; functional vocabulary, principles, and concepts of architectural design; introduction to precedent study and analysis; skills development in sketching, drafting, rendering, layout, and modeling; and creative problem-solving in 2- and 3-dimensional exercises.

**Required Text(s), Readings, Handouts, etc.**


**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

Arch 272 is the second of two related courses that introduce students to the fundamentals of architectural design and communication. Students are expected to be able to develop speaking and writing skills appropriate to architecture. Critical thinking skills are stressed in each project where development from concept to resolution requires trial and error with rational judgment. Students apply graphic and model building communication skills, including two- and three-dimensional computer software. They draw in situ and use freehand drawing as a conceptual and design tool. Additionally, students research and analyze architectural precedents and apply them to design outcomes. Projects introduce the concepts of structure, materials, scale, and techniques of fabrication. They also are introduced to principles of human behavior through sequencing and organization of spaces.

**Student Performance Criteria** *(Check only those criteria that significantly apply.)*

_x__ 3 Graphic Skills (ability)
_x__ 5 Formal Ordering Systems (understanding)
_x__ 6 Fundamental Design Skills (ability)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

A progressive series of projects expand the repertoire of fundamental design principles and graphic skills introduced in Arch 271. Freehand drawing, computer graphics, and models are used to develop conceptual and schematic design solutions in two- and three-dimensions. Research and analysis of precedents teaches understanding of design principles that can be transformed and applied to projects in a critical manner. Architectural projects, including scale models and full-scale fabrications, introduce basic concepts of structure, materials, and fabrication. Outcomes include the use of two- and three-dimensional drawings, models and full-scale fabrications, videos, and digital media to communicated design intentions.
**COURSE TITLE**    Ind Studies in Urban Design

Course Number:      ARCH__300        Credit:       3__ hrs
Required:           Yes ___ No _x__    Prerequisites: None
Term Offered:       Fall ___ Spring ___ Summer ___
Instructor:         Versailles Faculty  

**Course Description**
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

The individual study of selected topics involving the history, design, and function of significant European cities. Prerequisite: One year of history of architecture or Art History; consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Students are required to submit a written proposal for approval by faculty. Students select the topic of study and the schedule for progress submissions.

**Student Performance Criteria:** (Check only those criteria that significantly apply.)

**Demonstrated Student Outcomes**
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to include completion requirements in their written proposal for approval by faculty.
**COURSE TITLE**  History of World Landscapes

**Course Number:** ARCH 314  
**Credit:** 3 hrs  
**Required:** Yes _x_  No _x_  
**Prerequisites:** None  
**Term Offered:** Fall _x_  Spring _x_  Summer _x_  
**Instructor:** Harris _LA faculty_

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**Course Description**

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.  
Analysis of the development of landscape architecture as a result of environmental and cultural influences.  
Same as LA 314.

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**Required Text(s), Readings, Handouts, etc.**

A course web site is available. Supplemental readings are provided.

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**Course Requirements and Expectations**

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.  
This course provides an overview of the history of the human-designed landscape. The scope is broad both in geographical and cultural terms. Students are exposed to the landscape architectural heritage of the past within a range of cultural contexts. Four principal themes are covered: Religious/Ritual Landscapes, Domestic Landscapes, Imperial Landscapes, and Landscapes and Political Ideology. Spatial Morphology is examined to provide a richer understanding of cultural dynamics. Students are expected to attend lectures and participate in discussion sections. Readings for each topic are assigned. Students complete a final term paper or term project. The paper examines a particular site or theme/question in landscape history. Projects may include detailed reconstruction drawings or models, and are accompanied by a report.

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**Student Performance Criteria:** (Check only those criteria that significantly apply.)

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**Demonstrated Student Outcomes**

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.  
Students are evaluated by their attendance, three quizzes, research paper/project, and final exam.
COURSE TITLE  Environmental Technology I: HVAC

Course Number:  ARCH 341  Credit:  4 hrs
Required:  Yes _X_  No ___  Prerequisites:  Arch 231
Term Offered:  Fall _X_  Spring _X_  Summer ___ (Course was not offered Fall 2007)
Instructor:  Richard Strand

Course Description
Study of the control of thermal environment, mechanical and related building sub-systems, and their integration into the overall building design. The specific topics include: thermal comfort and the behavioral implications; fundamentals of thermal behavior of buildings; the principles of heat and moisture in buildings; indoor air quality and "Sick Building Syndrome"; energy and sustainability implications of building design; and mechanical systems including HVAC and plumbing systems. Prerequisite: ARCH 231.

Required Text(s), Readings, Handouts, etc.
Required Text: Mechanical and Electrical Equipment for Buildings by Stein, Reynolds, Grondzik, and Kwok

Course Requirements and Expectations
This course uses lectures, laboratory sessions, homework assignments, and exams to provide an understanding of the built environment and how choices in the design of this environment relate to energy, thermal comfort, environmental systems, and building support systems. Students are expected to understand fundamental concepts to a depth that would allow intelligent discussion of vital issues with other building design professionals and consultants. Students are also expected to understand concepts relating to building heating and cooling loads, systems which address such loads while maintaining thermal comfort, alternative systems and sustainability, plumbing systems, drainage systems, fire protection and life safety, and building transportation. Student understanding of these concepts is measured using homework assignments and exams including a comprehensive final exam at the end of the term.

Student Performance Criteria:  (Check only those criteria that significantly apply.)
_x__  4  Research Skills (ability)
_x__  12  Human Behavior (understanding)
_x__  15  Sustainable Design (understanding)
_X__  19  Environmental Systems (understanding)
_x__  20  Life Safety (understanding)
_x__  21  Building Envelope Systems (understanding)
_X__  22  Building Service Systems (understanding)
_x__  23  Building Systems Integration (ability)
_x__  26  Technical Documentation (ability)
Demonstrated Student Outcomes

Despite the high demands of this course, students have demonstrated that the various concepts that this course seeks to address are being understood. Examples of student work including homework assignments and exams are available for viewing. These examples show that students are learning the important information that is necessary to practice architecture and also converse intelligently with building professionals whose expertise is in the area of mechanical and plumbing systems.
COURSE TITLE | Environment Tech Ltg & Acoust

Course Number:  ARCH 342  Credit:  4 hrs
Required:  Yes  No  Prerequisites:  ARCH 231
Term Offered:  Fall  Spring  Summer
Instructor:  Boubekri, Warfel

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Study of the control of luminous and sonic environments, the supporting building systems, and their integration into the overall building design. Specific topics include: lighting fundamentals; light sources; effects of lighting on comfort and performance; lighting calculations and design; energy economy and sustainability; acoustic fundamentals; room acoustics; noise control; and basic electrical and sound systems.

Required Text(s), Readings, Handouts, etc.
Mechanical and Electrical Equipment for Buildings, 10th Edition, Stein et al.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Through a lighting design project, students are expected to know how to develop the programmatic requirements by surveying and detailing the characteristics of the space, namely the room finishes and furniture layout, and users characteristics before developing the lighting design solution. Lectures and class assignments provide an introduction to acoustical issues is buildings.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

_ x_ 1  Speaking and Writing Skills (ability)
_ x_ 2  Critical Thinking Skills (ability)
_ x_ 3  Graphic Skills (ability)
_ x_ 4  Research Skills (ability)
_ x_ 6  Fundamental Design Skills (ability)
_ x_ 11  Use of Precedents (ability)
_ x_ 12  Human Behavior (understanding)
_ x_ 14  Accessibility (ability)
_ x_ 15  Sustainable Design (understanding)
_ x_ 16  Program Preparation (ability)
_ x_ 19  Environmental Systems (understanding)
_ x_ 20  Life Safety (understanding)
_ x_ 21  Building Envelope Systems (understanding)
_ x_ 23  Building Systems Integration (ability)
_ x_ 26  Technical Documentation (ability)
Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are expected to complete a 5-week long mini-project assignment exploring the interaction between light and space and execute the lighting design of a small to medium size institutional building through a semester long project. In addition to the above, student skills and knowledge of the material are tested through a series of quizzes.
COURSE TITLE  Statics and Dynamics

Course Number: ARCH_351  Credit: 4 hrs
Required: Yes  Prerequisites: Math 220 & 231 or Phys 101
Term Offered: Fall  Prerequisites: Math 220 & 231 or Phys 101
Instructor: Jeffrey C. Kansler

Course Description
Study of equilibrium of rigid bodies in two and three dimensions; trusses; shear and bending moments in beams; arches and frames; cables; friction; introduction to dynamics; architectural applications.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
The course consists of two lecture periods and two laboratory periods per week. During the lab sessions, students apply concepts introduced in lecture in order to find solutions to engineering problems while under the guidance of the course instructor and teaching assistants. Periodic quizzes are also given and the evaluation process for the course is largely an objective one – taking into account students’ performance on assignments, quizzes, exams.

Student Performance Criteria (Check only those criteria that significantly apply.)

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<td>18</td>
<td>Structural Systems (understanding)</td>
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Demonstrated Student Outcomes
This course is designed to give the students an introduction to the nature of forces, their distribution throughout structures, and how they influence building form generation. Over the course of the semester, students have demonstrated their understanding of the course topics by solving engineering-based problems. Frequent quizzes, a mid-term examination, and a final examination were the other primary means of evaluating students’ understanding of the concepts and ability to apply them.
Course Title: Mechanics of Materials

Course Number: ARCH_352  Credit: 4 hrs
Required: Yes  X  No  ____  Prerequisites: Arch 351
Term Offered: Fall  ____  Spring  X  Summer  ____
Instructor: Jeffrey C. Kansler

Course Description
Study of stresses, strains, and deformations in axially loaded members; direct shear and bearing stresses; torsion; beam stresses and deflections; stresses under combined loading; column buckling; design of structural members; introduction to statically indeterminate structures; architectural applications.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
The course consists of two lecture periods and two laboratory periods per week. During the lab sessions, students apply concepts introduced in lecture in order to find solutions to engineering problems while under the guidance of the course instructor and teaching assistants. Periodic quizzes are also given and the evaluation process for the course is largely an objective one – taking into account students' performance on assignments, quizzes, exams. Students also completed team projects designed to give them experience in dealing with practical structural planning issues and resolutions.

Student Performance Criteria (Check only those criteria that significantly apply.)
  X  18  Structural Systems (understanding)
  X  20  Life Safety (understanding)
  X  24  Building Materials and Assemblies (understanding)

Demonstrated Student Outcomes
The coursework was designed to give the students a more complete understanding of building materials and also to provide them with an introduction to contemporary structural systems and structural planning issues. This course is preparatory for further structural design courses in steel, wood, and concrete. Over the course of the semester, students have demonstrated their understanding of the course topics by solving engineering-based problems. Reality-based engineering case studies, periodic quizzes, a mid-term examination, and a final examination were the other primary means of evaluating students' understanding of the concepts and ability to apply them.
COURSE TITLE: Arch Design and the Landscape

Course Number: ARCH 373  
Credit: 5 hrs

Required: Yes  
Prerequisites: Arch 272

Term Offered: Fall  
Instructor: Dearborn, Stallmeyer, Lewis, Erikson, Taylor, Weiss

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

The building in a landscape setting; creation of place; schematic building design and site planning issues, universal design and accessibility; principles of energy efficient building design; human-environment relationship issues; and architectural design and presentation methods; required field trips.

Required Text(s), Readings, Handouts, etc.

Various, including project examples.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 373 is the first studio in a two-studio sequence that introduces students to the principles of site and context. It focuses on projects in the landscape where the environmental effects of climate, topography, and orientation to sun and wind are determinates for design. Students relate buildings and spaces to the natural environment; analyze human needs and apply them to programs of varying degrees of complexity; and, address site specific conditions and adapt buildings and elements appropriately. Accessibility and universal design principles are stressed through lectures and applied to design projects. Students are introduced to basic issues of sustainable design including passive techniques of heating and cooling and awareness of “green” materials, including the roles of basic structural and enclosure systems. Studio projects are related in scope and complexity to structures and technology course content. Studio assignments are supplemented by topic lectures by each course instructor and invited lecturers.

Student Performance Criteria (Check only those criteria that significantly apply.)

_ x _2 Critical Thinking Skills (ability)
_ x _3 Graphic Skills (ability)
_ x _5 Formal Ordering Systems (understanding)
_ x _6 Fundamental Design Skills (ability)
_ x _14 Accessibility (ability)
_ x _17 Site Conditions (ability)
Demonstrated Student Outcomes

*Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.*

Students demonstrate understanding and ability to apply basic design principles through architectural programs in the landscape and the physical environment through analysis of sites, organizing programmed spaces, and communicate their intentions with architectural drawings and models. Research and analysis of human needs, program criteria, and precedents is presented graphically and verbally. Understanding of program criteria, human needs, and accessibility requirements of all users is demonstrated through plans, sections and models. Grade and level changes are accommodated through ramps and elevators. Basic understanding of the role and integration of building systems, materials, and life safety is shown through architectural plans, sections, elevations, and models. Detailed wall sections and/or models show understanding of materials and fabrication techniques using heavy-building construction components and systems. Sustainable design principles are represented through material choices, building orientation, passive heating and cooling, and spatial logic.
COURSE TITLE  Arch Design and the City

Course Number: ARCH 374  Credit: _5__ hrs
Required: Yes _X_  No ___  Prerequisites: Arch 373
Term Offered: Fall ___ Spring _X__ Summer ___
Instructor: Erikson, Hinders, Lewis, Malnar, Niemann, Poss

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Building in the community setting; creation of place; introductory urban design and site planning issues, including universal design and accessibility; human-built environment relationship issues; architectural design and presentation methods; required field trips.

Required Text(s), Readings, Handouts, etc.
Various, including project examples.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 374 is the second studio in a two-studio sequence that introduces students to the principles of site and context. It focuses on projects in urban habitats where environmental effects, including physical context, climate, and social conditions, are determinates for design. Students will be able to relate buildings and spaces to the diverse conditions of the urban environment; research and analyze human needs and diverse populations; and, apply it to programs of varying degrees of complexity. They address site specific conditions and adapt buildings and elements appropriately. Studio content and project complexity incorporates knowledge gained through structures and technology courses. A lecture component stress accessibility, universal design, and basic life-safety issues and applies them to projects. Students are introduced to basic issues of sustainable design including passive and mechanical techniques of heating and cooling and awareness of “green” materials, including basic structural and enclosure systems. Studio assignments are supplemented by topic lectures given by each course instructor and invited lecturers.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x__ 2  Critical Thinking Skills (ability)
_x__ 3  Graphic Skills (ability)
_x__ 5  Formal Ordering Systems (understanding)
_x__ 6  Fundamental Design Skills (ability)
_x__ 14  Accessibility (ability)
_x__ 17  Site Conditions (ability)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

Students demonstrate understanding and ability of the principles of accommodating architectural programs to urban sites and contexts through organizing architectural spaces, researching and analyzing programs and user needs, and communicat their understanding through architectural drawings and models. Research and analysis of human needs and diverse population groups, program criteria, and precedents are presented graphically and verbally. Understanding of program criteria and accessibility requirements of all users is demonstrated through plans and sections. Students accommodate grade and level changes through ramps and elevators and demonstrate understanding of life safety systems by meeting egress and occupancy requirements. A basic understanding of the role and integration of building systems, materials, and life safety is shown through architectural plans, sections, elevations, and models. Detailed wall sections and models show a basic understanding of materials and fabrication techniques through detailed drawings of components and systems. An elementary understanding of sustainable design principles are demonstrated through material choices, building orientation, passive and mechanical heating and cooling, and spatial logic.
COURSE TITLE    Study in Versailles, France

Course Number: ARCH 399
Credit: 0 hrs
Required: Yes __ No x
Prerequisites: (See Course Description below)
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Versailles Faculty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Study in the University of Illinois Architectural Program at Versailles, France. Approved for S/U grading only.
Prerequisite: Concurrent registration in the full-time program at Versailles.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
Varies

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Varies
COURSE TITLE  |  Senior Honors in Architecture
---|---
Course Number:  |  ARCH 400
Credit:  |  1-3 hrs
Required:  |  Yes  No  
Prerequisites:  |  See below
Term Offered:  |  Fall  Spring  Summer  
Instructor:  |  Varies

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture. For candidates for honors in architecture. Independent guided study and research in a selected area of architecture. 3 undergraduate hours. No graduate credit. (Summer session, 1 to 3 undergraduate hours). May be repeated to a maximum of 6 hours with consent of Director of School. Prerequisite: Senior standing in architecture, a University grade-point average of 3.0 or, in special cases, consent of Director of School.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Students are required to submit a written proposal for approval by faculty. Students select the topic of study and the schedule for progress submissions.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Varies. Students are required to include completion requirements in their written proposal for approval by faculty.
# Independent Study

**Course Number:** ARCH 401  
**Credit:** 0-4 hrs  
**Required:** Yes  
**Prerequisites:** Junior Standing  
**Term Offered:** Fall  
**Instructor:** Varies

## Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Independent guided study and investigation in a selected area of architecture. Approved for both letter and S/U grading. May be repeated. Prerequisite: Junior standing in architecture, written proposal approved by a sponsoring faculty member and the approval of the Director of the School.

## Required Text(s), Readings, Handouts, etc.

## Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Varies

## Student Performance Criteria: (Check only those criteria that significantly apply.)

## Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Varies
COURSE TITLE The Architectural Heritage of the University of Illinois

Course Number: ARCH 401-CAM Credit: 3 hours
Required: No Prerequisites: ARCH 210
Term Offered: Spring 2008 Instructor: Areli Marina

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Independent guided study and investigation in a selected area of architecture.
Topic: History of Campus Planning

Required Text(s), Readings, Handouts, etc.

Course COMPASS website including syllabus, course schedule, required readings (including scholarly articles or book chapters, magazine articles, and web publications), supplementary readings, and relevant weblinks.
Books on reserve in Ricker Library.
Required readings:
Edmundson, Mark. “The Ideal City: If the Lawn at the University of Virginia Doesn’t Play the Role that Jefferson Conceived for It, Is It Really One of America’s Greatest Spaces?” Preservation 51, no. 3 (1999): 34-37, 89.
Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips.

Students are required to prepare for and participate in class discussion, to successfully complete all written assignments, to participate in the two out-of-town field trips (to Chicago to study the University of Chicago, Illinois Institute of Technology, and University of Illinois at Chicago campuses, and to Cincinnati to study the University of Cincinnati campus) and the campus site visits (to several campus buildings and a construction site visit to the Memorial Stadium expansion website), to conceive and carry out a term project of their own design, and to present their project findings orally to the seminar, along with supporting visual material. Student-designed term projects analyzed and interpreted aspects of the architectural heritage of the university. Projects included a 22-minute video on the impact of military culture on the campus fabric through the 20th century, a research paper on campus planner and architect Charles Platt, and an analysis of four campus landscapes, among other subjects.

Student Performance Criteria (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

By the end of the course, students are expected be acquainted with the key monuments and trends in American campus architecture and planning. They will understand the evolution of the UIUC campus and architecture, including why and how these buildings were produced, how they communicate their patrons' and designers' ideas, and their audiences' responses to them. Furthermore, students will have improved their ability to look critically at the built environment, continued to develop the vocabulary and conceptual framework to research it independently, and sharpened their ability to speak and write about it lucidly, as demonstrated by their research-driven term projects.
COURSE TITLE: Great Modern Architects

Course Number: ARCH 409
Credit: 3 hrs
Required: Yes __ No _x_
Prerequisites: ARCH 210
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Versailles Faculty

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Explores aspects of the architecture and urban design of France from antiquity until the present. May be repeated to a maximum of 6 hours. Prerequisite: ARCH 210.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course offers students the opportunity to familiarize themselves with major modern architects through directed independent study of major monuments as part of the Versailles program.

Student Performance Criteria: (Check only those criteria that significantly apply.)

_x__ 1 Speaking and Writing Skills (ability)
_x__ 2 Critical Thinking Skills (ability)
_x__ 4 Research Skills (ability)
_x__ 8 Western Traditions (understanding)
_x__ 10 National and Regional Traditions (understanding)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to indicate completion requirements in their written proposal for approval by faculty.
COURSE TITLE: Ancient Architecture

Course Number: ARCH 410
Credit: 3 hrs
Required: Yes, as one of 3 among 10 choices
Prerequisites: Arch 210
Term Offered: Fall 2007
Instructor: John Senseney

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Architecture and urban design in ancient Egypt, Greece, and Rome.

Required Text(s), Readings, Handouts, etc.

Craig B. Smith, How the Great Pyramid Was Built (New York 2004)
Compass website, including 500 study images, syllabus, theoretical writings.
39 books on reserve in Ricker Library.
Handouts include: lecture outlines, study guides

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips.

Students are given three essay-based exams consisting of questions requiring responses of 10-20 minutes. They are also required to write a 6-8 page paper that analyzes and criticizes previous scholarship that theorizes how the Great Pyramid at Giza was designed and built, requiring them to research and think through design and constructional process, as well as theory, in historical context. Before each exam, I conduct a review session.
Daily attendance is required.

Student Performance Criteria (Check only those criteria that significantly apply.)

| X | 1 | Speaking and Writing Skills (ability) |
| X | 2 | Critical Thinking Skills (ability) |
| X | 4 | Research Skills (ability) |
| X | 5 | Formal Ordering Systems (understanding) |
| X | 8 | Western Traditions (understanding) |
| X | 12 | Human Behavior (understanding) |
| X | 27 | Client Role in Architecture (understanding) |
| X | 32 | Leadership (understanding) |
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

Exams demonstrate that students gained cultural awareness and a strong foundation in ancient architecture and urbanism, strengthened their skills of visual analysis, understood ways that meaning relates to architecture and urbanism, and learned the importance of historical, cultural, and social contexts in architecture and urbanism. Their papers demonstrate strengthened skills of research through analysis and criticism and an awareness of issues of methodology in scholarship.
COURSE TITLE: Ancient Roman Architecture

Course Number: ARCH__411 Credit: 3 hrs
Required: Yes, as one of 3 among 10 choices Prerequisites: ARCH 210 or ARTH 111
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Seneney

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Architecture and urban design in the ancient Roman world from the Etruscan through the Late Antique periods (675 BCE - 400 CE). Connections between Roman Late Antique, Early Christian, and Byzantine Architecture will be considered. Prerequisite: ARCH 210 or ARTH 111.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course is part of the Architectural History requirement. Undergraduate students take Arch 210 followed by selecting three out of the eight 300-level courses offered. The purpose of this course is to introduce students to the history of architecture and urban design in Rome for the periods listed above.

Student Performance Criteria: (Check only those criteria that significantly apply.)

X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 5 Formal Ordering Systems (understanding)
X 8 Western Traditions (understanding)
X 12 Human Behavior (understanding)
X 27 Client Role in Architecture (understanding)
X 32 Leadership (understanding)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to take a series of exam and a final exam.
COURSE TITLE  Medieval Architecture

Course Number: ARCH 412  Credit: 3 hours
Required: Yes, as one of 3 among 10 choices  Prerequisites: ARCH 210
Term Offered: Fall 2007
Instructor: Areli Marina

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

The development of Romanesque and Gothic architecture and urban design.

Required Text(s), Readings, Handouts, etc.

Course website including syllabus, course schedule, study images, nine medieval documentary source readings, ten required readings (in addition to the textbook, consisting of scholarly articles or book chapters), supplementary readings, and relevant weblinks.
Compass website for tracking student performance.
Handouts include lecture image checklist and assignment instructions.
Thirty books on reserve in Ricker Library.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips.

In order to demonstrate their proficiency at identifying major monuments of medieval architecture, their grasp of their importance in the history of architecture, and their ability to analyze them effectively, students are required to do the following:
(1) pass two examinations consisting of short essay questions and a long synthetic essay
(2) write at least three 750-word papers presenting their critical response to selected readings in medieval architectural history
(3) complete a circa 10-page research-driven term project
(4) prepare for and participate in class, including reading the textbook, excerpts from nine medieval sources, and ten scholarly articles or book chapters.

Student Performance Criteria (Check only those criteria that significantly apply.)
X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 5 Formal Ordering Systems (understanding)
X 8 Western Traditions (understanding)
X 12 Human Behavior (understanding)
X 13 Human Diversity (understanding)
X 27 Client Role in Architecture (understanding)
X 32 Leadership (understanding)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

By the end of the course, students are expected to be acquainted with the key monuments of medieval architecture in Europe and to understand why and how these buildings were produced, how they communicate their patrons’ and designers’ ideas, and their audiences’ responses to them. Furthermore, they will have improved their ability to look critically at the built environment, continued to develop the vocabulary and conceptual framework to research it independently, and sharpened their ability to speak and write about it lucidly.
Course Title: Renaissance Architecture

Course Number: ARCH_413
Credit: 3 hrs
Required: Yes, as one of 3 among 10 choices
Prerequisites: ARCH 210
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Areli Marina

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Developments in architecture, urban design, and garden art in Italy and northern Europe in the fifteenth through the sixteenth centuries.

Required Text(s), Readings, Handouts, etc.
Course COMPASS website including syllabus, course schedule, study images, Renaissance documentary source readings, required readings (in addition to the textbook, consisting of scholarly articles or book chapters), supplementary readings, and relevant web links. Students can track their performance on COMPASS.
Handouts include lecture image checklist and assignment instructions.
Fifteen books on reserve in Ricker Library.
Required textbooks:

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

In order to demonstrate their proficiency at identifying manor monuments of Renaissance architecture, their grasp of their importance in history of architecture, and their ability to analyze them effectively, students are required to do the following:
(1) Pass two examinations consisting of short essay questions and a long synthetic essay
(2) Write at least three 750-word papers presenting their critical response to selected readings in Renaissance architectural history
(3) Complete a circa 10-page research-driven term project
(4) Prepare for and participate in class, including reading the textbook, excerpts from Renaissance sources, and 12 scholarly articles or book chapters.

Student Performance Criteria: (Check only those criteria that significantly apply.)
X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 5 Formal Ordering Systems (understanding)
X 8 Western Traditions (understanding)
X 12 Human Behavior (understanding)
X 27 Client Role in Architecture (understanding)
X 32 Leadership (understanding)
Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

By the end of the course, students are expected to be acquainted with the key monuments of Renaissance architecture and to understand why and how these buildings were produced, how they communicate their patrons' and designers' ideas, and their audiences' responses to them. Furthermore, they will have improved their ability to look critically at the built environment, continued to develop the vocabulary and conceptual framework to research it independently, and sharpen their ability to speak and write about it lucidly.
COURSE TITLE: Baroque & Rococo Arch

Course Number: ARCH 414
Credit: 3 hrs
Required: Yes, as one of 3 among 10 choices
Prerequisites: ARCH 210, ARTH 112
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Heather Minor

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Developments in architecture, urban design, and garden art in Italy, France, Germany, and England in the seventeenth and eighteenth centuries. Prerequisite: ARCH 210, ARTH 112, or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course is part of the Architectural History requirement. Undergraduate students take Arch 210 followed by selecting three out of the ten 400-level courses offered. The purpose of this course is to introduce students to the Baroque architectural heritage of Italy, France, England, and Germany.

Student Performance Criteria: (Check only those criteria that significantly apply.)

X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 5 Formal Ordering Systems (understanding)
X 8 Western Traditions (understanding)
X 12 Human Behavior (understanding)
X 27 Client Role in Architecture (understanding)
X 32 Leadership (understanding)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to take a series of exams and a final exam.
Course Title: Neo-Classical and 19th-Century Architecture

Course Number: ARCH 415
Credit: 3 hrs
Required: Yes, as one of 3 among 10 choices
Prerequisites: Arch 210
Term Offered: Fall
Instructor: Paul Kruty

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Evolution of Continental and British architecture and urban planning from 1750 to World War I; includes some reference to American architecture of the same period.

Required Text(s), Readings, Handouts, etc.

Compass website, including 500 study images, syllabus, theoretical writings.
Fifty books on reserve in Ricker Library.
Handouts include: outline of course and list of buildings shown, reserve books, writing assignments, texts to theoretical writings.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips.

Students are given four quizzes of image identification and two exams consisting of short term identification plus major essay questions. They are also required to write a 1000-word paper analyzing a building’s design and historical context. Before each exam, I conduct a review session in class and the teaching assistants give a second review outside of class.

Daily attendance is required.

Student Performance Criteria (Check only those criteria that significantly apply.)

X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 5 Formal Ordering Systems (understanding)
X 8 Western Traditions (understanding)
X 12 Human Behavior (understanding)
X 27 Client Role in Architecture (understanding)
X 32 Leadership (understanding)

Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

See above.
**COURSE TITLE**  Modern American Architecture  

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH_416</th>
<th>Credit:</th>
<th>3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes, as one of 3 among 10 choices</td>
<td>Prerequisites:</td>
<td>ARCH 210, ARTH 112</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall <em>x</em> Spring ___ Summer ___</td>
<td>Instructor:</td>
<td>Paul Kruty</td>
</tr>
</tbody>
</table>

**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Development of American architecture and urban planning from the seventeenth century to the present. Prerequisite: ARCH 210, ARTH 112, or consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

This course is part of the Architectural History requirement. Undergraduate students take Arch 210 followed by selecting three out of the 400-level courses offered. The purpose of this course is to introduce students to the architectural heritage of the United States.

**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

- X 1 Speaking and Writing Skills (ability)
- X 2 Critical Thinking Skills (ability)
- X 4 Research Skills (ability)
- X 5 Formal Ordering Systems (understanding)
- X 8 Western Traditions (understanding)
- X 12 Human Behavior (understanding)
- X 27 Client Role in Architecture (understanding)
- X 32 Leadership (understanding)

**Demonstrated Student Outcomes**

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to take a series of exams and a final exam.
COURSE TITLE  Twentieth Century Architecture

Course Number: ARCH 417  Credit:  3 hrs
Required: Yes, as one of 3 among 10 choices  Prerequisites: Arch 210
Term Offered: Spring 2004, Fall 2005, Spring 2007
Instructor: Paul Kruty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Developments in Western architecture and urban design from 1900 to the present; examines the rise of modernism in Europe and, after World War II; includes work in the United States, India, Japan, and Australia.

Required Text(s), Readings, Handouts, etc.

Forty books on reserve in Ricker Library.
Handouts include: outline of course and list of buildings shown, reserve books and writing assignments.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Students are given four quizzes of image identification and two exams consisting of short term identification plus major essay questions. They are also required to write a 1000-word paper analyzing a building’s design and historical context. Before each exam, I conduct a review session in class and the teaching assistants give a second review outside of class.

Student Performance Criteria (Check only those criteria that significantly apply.)

_X_ 1 Speaking and Writing Skills (ability)
_X_ 2 Critical Thinking Skills (ability)
_X_ 4 Research Skills (ability)
_X_ 5 Formal Ordering Systems (understanding)
_X_ 8 Western Traditions (understanding)
_X_ 12 Human Behavior (understanding)
_X_ 27 Client Role in Architecture (understanding)
_X__ 32 Leadership (understanding)

Demonstrated Student Outcomes
Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.
See Above
**COURSE TITLE**  
Hist of the Urban Environment

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH_418</th>
<th>Credit:</th>
<th>3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes, as one of 3 among 10 choices</td>
<td>Prerequisites:</td>
<td>ARCH 210</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring <em>x</em>_ Summer ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td>John Garner</td>
<td></td>
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</tbody>
</table>

**Course Description**

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Examines the evolution of town planning and urban design in Western civilization from prehistory to the present; studies cultural and technical advancements affecting the form of the urban environment.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course is related to electives in architectural history, though does not single-out individual buildings, except by building type, but studies the physiognomy of towns and cities, and the institutions that shaped them. Students are exposed to the broader history of patterns of urban settlement, both designed and accretive.

**Student Performance Criteria:**  (Check only those criteria that significantly apply.)

| X | 1 | Speaking and Writing Skills (ability) |
| X | 2 | Critical Thinking Skills (ability)   |
| X | 4 | Research Skills (ability)           |
| X | 5 | Formal Ordering Systems (understanding) |
| X | 8 | Western Traditions (understanding)   |
| X | 12 | Human Behavior (understanding)      |
| X | 27 | Client Role in Architecture (understanding) |
| X | 32 | Leadership (understanding)          |

**Demonstrated Student Outcomes**

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to complete a term paper and to take a mid-term exam and final exam.
**COURSE TITLE**  
Historic Building Preservation

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 419</th>
<th>Credit: 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes, as one of 3 among 10 choices</td>
<td>Prerequisites: ARCH 210, ARTH 112</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall x Spring ___ Summer ___</td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td>Kapp</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Introduces historic preservation: legal, financial, and administrative assistance, graphic examination of restored buildings and sites, and application of conservation technology.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

This course introduces students to the subject of historic building preservation as detailed above.

**Student Performance Criteria:**  
*(Check only those criteria that **significantly** apply.)*

| _X_ | 1 | Speaking and Writing Skills (ability) |
| _X_ | 2 | Critical Thinking Skills (ability) |
| _X_ | 4 | Research Skills (ability) |
| _X_ | 5 | Formal Ordering Systems (understanding) |
| _X_ | 8 | Western Traditions (understanding) |
| _X_ | 12 | Human Behavior (understanding) |
| _X_ | 27 | Client Role in Architecture (understanding) |
| _X_ | 32 | Leadership (understanding) |

**Demonstrated Student Outcomes**

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to complete a term paper and take three exams.
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Soc/Beh Factors for Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ARCH 423</td>
</tr>
<tr>
<td>Credit:</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Required:</td>
<td>Yes ___ No <em>x</em>_</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Consent of Instructor</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall <em>x</em>_ Spring ___ Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Anthony</td>
</tr>
</tbody>
</table>

**Course Description**

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Research-oriented introduction to existing social and behavioral knowledge, methods, and tools for relating man to his physical and social environment, with implications for theories and a philosophy of architectural design. Prerequisite: Consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course is a research-oriented elective to introduce students in a broader range of alternatives emerging within the profession of architecture. This course utilizes information generated in other fields of study, however, it is presented wholly in the context of information effects on the design process and of behavioral consequences of physical design.

**Student Performance Criteria:** (Check only those criteria that significantly apply.)

**Demonstrated Student Outcomes**

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to participate in and to lead class discussions, and to prepare a research-based project.
COURSE TITLE          Gender & Race in Contemp Arch

Course Number:        ARCH__424___  Credit: ___3___ hrs
Required:             Yes ___  No __x__  Prerequisites:  Consent of Instructor
Term Offered:         Fall ___ Spring  _x_ Summer ___
Instructor:           ___Anthony___________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Analyzes how the built environment reflects social attitudes towards gender and race. Identifies the work of women and people of color in architecture and related disciplines as consumers, critics, and creators of the environment. Provides links with valuable professional networks in Chicago and elsewhere. Same as GWS 424. Prerequisite: Junior standing or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to introduce students to the role of women and people of color in the profession of architecture, to analyze how the built environment reflects social attitudes towards gender and race, and to identify the work of women and people of color in architecture and related disciplines as consumers, critics, and creators of the environment.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to participate in class discussions, to summarize reading assignments, to maintain a written journal, to select and review a book, and to produce an exhibit board profiling a female architect or an architect of color.
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Construction of Buildings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ARCH_432</td>
</tr>
<tr>
<td>Credit:</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Required:</td>
<td>Yes ___ No ___</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ARCH 231</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring <em>x</em>__ Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Kim</td>
</tr>
</tbody>
</table>

**Course Description:**
Construction of Buildings - Second course in building science and technology with emphases on the process of project execution from the initiation of design to the completion of heavy construction. Includes comprehensive study of the construction of buildings and their systems, materials and methods, and their implications on building sustainability and design decision-making.

(Beginning in 2007, the focus of ARCH 231 is light construction and ARCH 232 is heavy construction. Contract Documents and Building Information Modeling System – Revit – Auto Desk. ARCH 432 will be replaced by ARCH 232.)

**Required Text(s), Readings, Handouts, etc.**


**Course Requirements and Expectations**
The class consists of two lectures and two labs per week. The lectures introduce the students to concepts in heavy construction principles, materials, and systems. Students are assigned readings and work book assignments. Quizzes hourly exams, and a final are given on the construction topics. In the labs and projects, the emphasis in this course is to develop an initial understanding of the communication of the architects design intent through construction document and Building Information Modeling. Students develop an initial knowledge of heavy construction by visiting selected campus buildings, documenting the buildings and construction methods, and developing a preliminary set of construction documents employing a Building Information Modeling System (BIM). The students also continue to keep a hand sketch/notebook begun in Architecture 231 in which they record building details and components. Students conduct a case study of a medium scale heavy construction campus building (example: a select number of campus technology research park buildings). Students study and record the campus buildings construction methods and details. The students then proceed to create a Building Information Model of the Building. The BIM is employed to produce simplified construction documents.

Students are assigned individual study projects in which they regularly document construction projects on campus when such projects are available.
Student Performance Criteria *(Check only those criteria that significantly apply.)*

_ X_ 1 Speaking and Writing Skills (ability)
_ X_ 2 Critical Thinking Skills (ability)
_ X_ 3 Graphic Skills (ability)
_ X_ 4 Research Skills (ability)
_ X_ 7 Collaborative Skills (ability)
_ X_ 11 Use of Precedents (ability)
_ X_ 12 Human Behavior (understanding)
_ X_ 13 Human Diversity (understanding)
_ X_ 14 Accessibility (ability)
_ X_ 15 Sustainable Design (understanding)
_ X_ 18 Structural Systems (understanding)
_ X_ 20 Life Safety (understanding)
_ X_ 21 Building Envelope Systems (understanding)
_ X_ 24 Building Materials and Assemblies (understanding)
_ X_ 25 Construction Cost Control (understanding)
_ X_ 34 Ethics and Personal Judgment (understanding)

Demonstrated Student Outcomes

Lectures, Demonstrations, Reading Assignments Class Exercises, Quizzes, and Exams (Individual & Team/Section); – Learning Objectives: (Understanding) introduction to heavy construction principles, methods, materials and systems; demonstrate understanding

On site visits of a selected number of medium complexity heavy construction case study buildings on campus (Team) - Learning objectives: Detailed measurement; (Ability) scale hand sketches; critical narration of investigation findings; introductory investigation of an example of heavy construction; (Understanding) construction techniques; construction materials; building systems.

Sketch Glossary- Learning Objectives (Individual): (Ability) - Hand drawing & Visualization; (Understanding) building components; building details; construction terminology.

Develop Building Information Model of case study building (Individual) - Learning Objectives: (Ability) - Model building techniques; communication of construction intentions using BIM and drawings; drawing building details; 3D visualization of construction methods using BIM; project planning and scheduling. (Understanding) construction methods, methods to communicate the architects design intent to the building constructor.

Wall Section & Details (Individual) – Learning Objectives: (Ability) visualizing and drawing - use of 2D CAD tools. (Understanding); - Constructing methods and use of construction detail drawings to convey design intent.

Building Component Specifications (Individual) – Learning Objectives

Construction Site Recording Project – (Individual) Learning Objectives: (Understanding) recording the progress of campus construction projects through photography and narrative – critical analysis of construction processes.
COURSE TITLE: Heat and Moisture in Buildings

Course Number: ARCH_441____  Credit: _4_hrs
Required: Yes ___ No _x__  Prerequisites: Arch 341 or equiv.)
Term Offered: Fall ___ Spring _x__ Summer ___
Instructor: _______Rose_____________________

Course Description
Provides information and skills necessary for the designer to deliver dry, durable and healthful buildings. First half covers theory, including heat transfer, psychrometrics, steady-state diffusion and conduction analysis, and transient analysis. Second half covers building applications: roofs, walls, windows, foundations, and mechanical systems. Prerequisite ARCH 341 or equivalent.

Required Text(s), Readings, Handouts, etc.
Straube and Burnett, 2005, Building Science for Building Enclosures, Building Science Press, Westford MA.
ASHRAE 2008 Criteria for Moisture Design Analysis of Building Envelopes Standard 160P.

Course Requirements and Expectations
Students develop personal spreadsheet conductive heat transfer and diffusion moisture transport analytic programs, including writing functions in Visual Basic (function macros) for the principal psychrometric and hygrometric relations. Based on this model development, students learn to use third-party software (THERM, MOIST and WUFI), and recognize the assumptions and shortcuts taken in commonly-used hygrothermal models. Students compare results among their own spreadsheet models and available software. (Assignments 1 and 2)
Students monitor several rooms of a building and analyze the results, incorporating understandings of vapor pressure, buffering, convection, radiation. (Assignment 3)
Students prepare a portfolio of water effects in and around buildings. (Assignment 4)
A final examination tests student understanding of course material and ability to anticipate hygrothermal performance of building envelope assemblies.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x_  4  Research Skills (ability)
_x_  15  Sustainable Design (understanding)
_x_  19  Environmental Systems (understanding)
_x_  21  Building Envelope Systems (understanding)
_x_  23  Building Systems Integration (ability)
_x_  24  Building Materials and Assemblies (understanding)

Demonstrated Student Outcomes
Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.
Students demonstrated a wide range of analytic ability, from those with prior computer programming experience to those unfamiliar with “function” as a mathematical and physical concept (Assignment 1). The
students were quite impressed that the results of modeling depend, for the same inputs, on the particular algorithms used in the calculations, and that there is no algorithm that accurately captures natural heat transfer.

Assignment 2 was done in two parts. The first part, involving writing psychrometric functions, brought many students to share their work, and to share their mistakes. The second part involved application of their functions to actual wall assemblies to perform a Glaser steady-state analysis. The students did rather well. There was wide variation in the graphic quality of the output.

The students monitored temperature and humidity in two rooms, usually in their own apartment. They were often surprised to see so clearly the environmental impacts of daily activities such as nighttime respiration, showering and cooking. (The monitoring period of one student coincided with a fire occurring in the apartment below, together with it being extinguished by dousing.) Greater effort should be put into monitoring efforts in future class offerings.

The students put considerable effort into the preparation of a portfolio. They had a wide variety of understanding of physical effects (dendritic formation, incubation of microorganisms, multi-step processes). They relished illustrating the water impacts of building geometry and other design decisions.

Student performance on the final was good, overall. The material is far too easy for some students with an analytical bent, but quite a struggle for those unfamiliar with analysis.
COURSE TITLE: Theory & Design Steel & Timber

Course Number: Arch-451 Credit: 4 hrs
Required: Yes _X_ No ___ Prerequisites: Arch-351 and Arch-352
Term Offered: Fall _X_ Spring ___ Summer ___
Instructor: Abbas Aminmansour

Course Description
Analysis and design of steel and timber structures for buildings. Steel columns, beams, trusses, connections, roof and floor framing systems; timber beams, columns, roof and floor framing systems.

Required Text(s), Readings, Handouts, etc.
- Practical Design of Structural Steel authored and distributed by Abbas Aminmansour, course instructor

Course Requirements and Expectations
Arch-451 has three hours of lectures and three hours of labs each week. Students are expected to have had basic structural analysis courses as pre-requisites. Lectures cover analysis and design of structural components as well as integration of structural design with architectural design and design of other building systems. In addition, lectures include discussions on practical design considerations covering a range of different disciplines. Labs provide students the opportunity to do assignments with assistance available. A one-day field trips to existing buildings and construction sites in Chicago may be included with design professionals guiding the group throughout the project. Students have the option of doing a board or web site on one of the buildings visited for extra credit. Course evaluation includes periodic quizzes, class exercises, two mid-term exams and a final exam. Students in the course occasionally bring in their studio projects for discussions with their professor and application of structural concepts they have just learned in this course to their studio projects.

Student Performance Criteria
  _X_ 18 Structural Systems (understanding)
  _X_ 20 Life Safety (understanding)
  _X_ 24 Building Materials and Assemblies (understanding)
Demonstrated Student Outcomes

This course is intended to develop a basic understanding of design of steel and wood structural components for architecture students. Information obtained in this course will provide students with the basic knowledge of structures that should be helpful in their design studios. The course information will also develop the foundation for students to successfully pass their architecture licensing exams. Students who decide to pursue their education at the masters level in the structures area will find this course very important in developing their competencies in architectural structures. In general, this course will create an overall practical knowledge-base for design and construction of steel and wood structures that would allow graduates of our program become more successful design professionals.
COURSE TITLE: Theory of Reinforced Concrete

Course Number: ARCH 452  Credit: 4 hrs
Required: Yes _X_ No ___  Prerequisites: Arch 352
Term Offered: Fall _X_ Spring ___ Summer ___
Instructor: Kyoung Sun Moon

Course Description
Concrete materials; behavior of reinforced concrete construction; behavior and design of structural elements, one-way slabs, beams, and girders; columns; ACI code requirements; and introduction to continuity in reinforced concrete structures.

Required Text(s), Readings, Handouts, etc.
Reinforced Concrete Design by Wang, Salmon and Pincheira, Wiley & Sons, 7th Edition

Course Requirements and Expectations
Through this course students are expected to learn fundamental characteristics and design methodology of reinforced concrete structures applied to building type structures. For this purpose, students are required to attend lectures to learn the necessary knowledge as well as labs to apply the knowledge to solve practical problems assigned at the beginning of each lab session. In addition, three monthly exams and the final exam are given to students to augment their learning experience. The performance evaluation for students is done based on their attendance including class discussion participation, lab problem sets, and the exams. Through these three evaluation categories, each student's level of understanding of reinforced concrete structural systems primarily with regard to safety and serviceability is measured. As is the case with any design situation, each student’s critical thinking process is also measured through their reinforced concrete design.

Student Performance Criteria (Check only those criteria that significantly apply.)

_X_ 18 Structural Systems (understanding)
_X_ 20 Life Safety (understanding)
_X_ 24 Building Materials and Assemblies (understanding)

Demonstrated Student Outcomes
Through this course, the students learned fundamental characteristics and design methodology of reinforced concrete structures applied to building type structures. Demonstrated student outcomes include the students’ classroom discussions, lab problem solutions, and graded monthly and final exams. The instructor expects that the students will be able to apply what they learned to their school design projects as well as any real projects in the future to provide safe and comfortable built environments. For those who want to pursue their graduate study, this course serves as a solid basis for more advanced level reinforced concrete classes in a graduate school.
COURSE TITLE  
Fundamentals of Arch Design

Course Number:  ARCH 471  
Credit:  _6__ hrs

Required:  Yes _X (limited grad standing)  
Prerequisites:  Limited graduate standing

Term Offered:  Fall _X__ Spring ___ Summer ___

Instructor:  Lewis, Niermann

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Basic architectural design methods, fundamentals, principles and concepts including creative problem solving in two- and three-dimensions.

Required Text(s), Readings, Handouts, etc.


Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 471 is the first of two related courses that introduce graduate students with limited standing (without a first degree in Architecture) to the fundamentals of architectural design and communication. Students learn to use speaking and writing skills appropriate to architecture. Critical thinking skills are stressed in each project where development from concept to resolution requires trial and error with rational judgment. Students learn to apply a wide range of graphic communication methods including architectural drawings, model building, and computer graphics. Drawing in situ and freehand drawing will be used as conceptual and design tools and to develop critical analysis of the built environment. Students research and analyze architectural precedents and apply them to design outcomes. Students will develop a basic understanding of human behavior and sustainable design principles. Project types include small-scale environments and buildings that introduce basic concepts of structure, materials, scale, and techniques of fabrication.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x__ 1  Speaking and Writing Skills (ability)
_x__ 2  Critical Thinking Skills (ability)
_x__ 3  Graphic Skills (ability)
_x__ 4  Research Skills (ability)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

A progressive series of projects introduce fundamental design principles and graphic skills. Freehand drawing, computer graphics, and models demonstrate ability to develop conceptual and schematic design solutions in two- and three-dimensions. Research and analysis of precedents demonstrate understanding of design principles that can be transformed and applied to projects in a critical manner. Two-dimensional exercises and orthographic drawings demonstrate understanding of formal ordering principles and graphic skills ability. Three-dimensional projects, including scale models and full-scale fabrications, demonstrate understanding basic concepts of structure, materials, and fabrication. Outcomes include the use of two- and three-dimensional drawings, models and full-scale fabrications, videos, and digital media to communicate design intentions.
COURSE TITLE: Arch Design in Landscapes & Cities

Course Number: ARCH 472  Credit: _6__hrs

Required:  Yes _X_ (limited grad standing)  Prerequisites:  Limited graduate standing

Term Offered:  Fall ___  Spring _X_  Summer ___

Instructor:  Lerum

Course Description

Basic architectural design methods, fundamentals, principles and concepts including creative problem solving in two- and three-dimensions.

Required Text(s), Readings, Handouts, etc.


Course Requirements and Expectations

Arch 472 is the second of two courses that introduce graduate students with limited standing (without a first degree in Architecture) to the fundamentals of designing in landscapes and cities. Projects focus on landscape and urban habitats where environmental effects, topography, and urban context, with physical context, climate, and social conditions, are determinates for design. Students learn to relate buildings and spaces to the diverse conditions of the physical and social environment; research and analyze site conditions, human needs, and diverse populations; and, apply it to programs of varying degrees of complexity. They address site specific conditions and adapt buildings and elements appropriately. Students are introduced to basic issues of sustainable design including passive and mechanical techniques of heating and cooling and awareness of “green” materials, including basic structural and enclosure systems.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x__ 1  Speaking and Writing Skills (ability)
_x__ 2  Critical Thinking Skills (ability)
_x__ 3  Graphic Skills (ability)
_x__ 4  Research Skills (ability)
_x__ 5  Formal Ordering Systems (understanding)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

Students demonstrate understanding and ability to accommodate architectural programs to landscapes urban sites and contexts through architectural drawings and models. Research and analysis of human needs and diverse population groups, program criteria, and precedents demonstrate critical thinking, graphic, verbal, and writing skills. Understanding of program criteria and accessibility requirements of all users is demonstrated through plans and sections. Students accommodate grade and level changes through ramps and elevators and demonstrate understanding of life safety systems by meeting egress and occupancy requirements. A basic understanding of the role and integration of building systems, structure, materials, and life safety is shown through architectural plans, sections, elevations, and models. Detailed wall sections and models show a basic understanding of materials and fabrication techniques through detailed drawings of components and systems. An elementary understanding of sustainable design principles are demonstrated through material choices, building orientation, passive and mechanical heating and cooling, and spatial logic.
COURSE TITLE Arch Design & Development

Course Number: ARCH 475  Credit: _6__hrs
Required: Yes _X_ No ____  Prerequisites: Arch 374 or 472
Term Offered: Fall _X__ Spring ____ Summer ____
Instructor: Murray, Hammann, Lerum, Mooney, Warfield, Reifsteck, Taylor

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Schematic design and development of a small-scale public building emphasizing the integration of the basic elements of building; materials, details, structure, technology, program, life safety, and universal design.

Required Text(s), Readings, Handouts, etc.
Various, including examples of projects.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 475 is the required “capstone studio” that demonstrates a comprehensive understanding and ability to integrate building materials and systems with site, program, and aesthetic criteria. The studio content is related to the content of non-studio courses taken during the fourth year, such as Structures, Lighting, and HVAC. Course instructors and invited faculty give topical lectures that complement the studio project. The vehicle for comprehensive design is a moderate-sized institutional or public building. Students research and analyze the site, program, and precedents and apply it to a unique design solution. They resolve a complex program for a wide variety of user groups and to be able to accommodate differing degrees of accessibility and life safety requirements. Students shall demonstrate proficiency in addressing building materials, components, assemblies, and systems, including structure, enclosure, and environmental systems.

Student Performance Criteria (Check only those criteria that significantly apply.)

_x__  2  Critical Thinking Skills (ability)
_x__  3  Graphic Skills (ability)
_x__  5  Formal Ordering Systems (understanding)
_x__  6  Fundamental Design Skills (ability)
_x__ 11  Use of Precedents (ability)
_x__ 14  Accessibility (ability)
_x__ 15  Sustainable Design (understanding)
_x__ 17  Site Conditions (ability)
_x__ 18  Structural Systems (understanding)
_x__ 19  Environmental Systems (understanding)
Demonstrated Student Outcomes

Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.

Outcomes include a comprehensive set of architectural models and drawings that demonstrate a thorough understating of building systems integration with site, program, and aesthetic criteria. A complete set of architectural plans, sections, elevations and three-dimension drawings that fully document their designs and demonstrate comprehensive design ability through the integration of building materials, components, and systems is required. Knowledge from related technology courses is synthesized into projects by providing detailed wall sections and models that show building systems, materials, and assemblies. Critical thinking and evaluation and presentation of projects is demonstrated through informal and formal critiques. Legal responsibilities are addressed through code research and compliance. Human behavior and needs are addressed through analysis and application of program requirements. Precedents are researched analyzed, and applied appropriately, especially in regard to space organization, materials, and assemblies. Professional judgment and ethics is shown through attention to program and client needs, meeting the diverse requirements of occupants, and a measured response to building costs through careful material choices and rational structural solutions.
# Arch Design & Exploration

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 476</th>
<th>Credit:</th>
<th>_6__hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes <em>X</em> (Limited grad standing)</td>
<td>Prerequisites:</td>
<td>Arch 475</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring <em>X</em>_ Summer ___</td>
<td>Instructor:</td>
<td>Taylor</td>
</tr>
</tbody>
</table>

## Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Exploration of boundaries of architecture and the built environment. Focused exploration into specific design topics, such as issue-oriented building problems, urban design theory, intermediate building design and site planning theory, human-environment relationship theory, interdisciplinary design, and architectural design and presentation methods.

## Required Text(s), Readings, Handouts, etc.

Various, including project examples.

## Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 476 is an elective studio (required for students without a first degree in Architecture). Students enrolled in Arch 476 will develop a critical understanding of the built environment that will prepare them for the profession or for graduate school and the professional degree. Projects are typically structured around thematic topics, such as sustainable design, urban or landscape architectural environments, such as housing, healthcare, etc., or student competitions. Objectives encompass conceptual and critical thinking through research, analysis, and design development and encourage students to explore design issues in greater depth. Projects may be a semester in length, multiple projects, or a series of related projects and exercises culminating in a final outcome.

## Student Performance Criteria: (Check only those criteria that significantly apply.)

<table>
<thead>
<tr>
<th><em>x</em>_</th>
<th>____</th>
<th>Criteria (ability/understanding)</th>
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<tbody>
<tr>
<td><em>x</em>_</td>
<td>2</td>
<td>Critical Thinking Skills (ability)</td>
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<tr>
<td><em>x</em>_</td>
<td>3</td>
<td>Graphic Skills (ability)</td>
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<tr>
<td><em>x</em>_</td>
<td>4</td>
<td>Research Skills (ability)</td>
</tr>
<tr>
<td><em>x</em>_</td>
<td>5</td>
<td>Formal Ordering Systems (understanding)</td>
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<tr>
<td><em>x</em>_</td>
<td>6</td>
<td>Fundamental Design Skills (ability)</td>
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<tr>
<td><em>x</em>_</td>
<td>11</td>
<td>Use of Precedents (ability)</td>
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<tr>
<td><em>x</em>_</td>
<td>12</td>
<td>Human Behavior (understanding)</td>
</tr>
<tr>
<td><em>x</em>_</td>
<td>14</td>
<td>Accessibility (ability)</td>
</tr>
<tr>
<td><em>x</em>_</td>
<td>15</td>
<td>Sustainable Design (understanding)</td>
</tr>
<tr>
<td><em>x</em>_</td>
<td>17</td>
<td>Site Conditions (ability)</td>
</tr>
</tbody>
</table>
Demonstrated Student Outcomes

*Include a description of student outcomes (i.e.: projects, papers, exams, etc.) in terms of course objectives.*

Outcomes include a comprehensive set of architectural models and drawings that demonstrate a thorough understating of building systems integration with site, program, and aesthetic criteria focused on a thematic topic. Research and analysis of sites, precedents, and program criteria demonstrate understanding of human behavior and ability to apply graphic, research, and collaborative skills. A complete set of architectural plans, sections, elevations and three-dimension drawings are required that fully document design intentions demonstrates ability to integrate building materials, components, and systems. Understanding the role of sustainable design is demonstrated through projects that focus on sustainable principles and/or emphasis on ecology, orientation, green materials, and natural lighting and ventilation. Detailed wall sections and models that show building systems, materials, and assemblies demonstrate understanding of materials, building systems, structure, and fabrication methods. Critical thinking, verbal skills, and writing are demonstrated through formal and informal presentations of projects. Professional judgment and ethics is shown through attention to program and client needs, meeting the diverse requirements of occupants, and a measured response to building costs through careful material choices and structural logic.
COURSE TITLE: Sustainable Design Principles

Course Number: ARCH 480
Credit: 2hrs
Required: Yes __ No _X_
Prerequisites: senior or grad standing
Term Offered: Fall ___ Spring X_Summer ___
Instructor: Brian Deal

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Introduction to key concepts for the design sustainable of buildings and landscapes, including concepts that form the core of the U.S Green Building Council rating system (LEED). Introduction to LEED accreditation.

Course Overview

The built environment has a significant impact on our natural resources. There are more than 76 million residential buildings and nearly 5 million commercial buildings in the U.S. today. Each year the construction, renovation and operation of these buildings consume: 40% of the raw materials, 32% of the total energy produced, 17% of all fresh water use, and 25% of the global wood harvest. Transforming resources into building materials and putting them to use results in tens of millions of tons of greenhouse gases, air and water pollution, and wastes. According to the U.S. Department of Energy, by the year 2010, another 38 million buildings will be constructed. The challenge will be to build them intelligently, in places that limit their impacts, so that they use a minimum of nonrenewable energy, produce a minimum of pollution and wastes, and cost a minimum of energy dollars, while increasing the comfort, health, and safety of the people who live and work in them.

This on line course examines sustainability, sustainable design and its applicability. It is based on the US Green Building Councils’ Leadership in Energy and Environmental Design (LEED™) Rating System.

The overall goal of the course is to introduce students to sustainable concepts and ideas leading to a greater understanding of our built environment from a global environmental impact perspective. The concepts taught in the courses will also provide a greater and more in-depth understanding of the LEED Rating System and its implications.

Required Text(s), Readings, Handouts, etc.

ARCH 480 is designed as a semester long 2hr course that is completely online. It involves reading, learning, and evaluation. Evaluation takes place at the end of each lesson and culminates with a final exam of 1 ½ hrs of randomly selected questions. The final exam will be made available only 3 times over the course of the semester. You will be notified at the beginning of the semester of the exam schedule.

By the end of the course students will be able to establish individual parameters for alternative design, and technological solutions for reducing the environmental impacts of their plans and designs. The course will focus on 7 major aspects of sustainable design:

• Defining the term ‘sustainability’ and how we measure it.
• Site, landscape, and ecological design considerations.
• Sustainable development issues.
• Energy and the impacts of energy use and production.
• Building energy efficiency.
• Building water usage and reducing water consumption.
• Sustainable strategies for material selection and building procedures
• Indoor environmental quality.
• Sustainable design tools.
• Sustainable design process and process application.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

There are 10 lessons in this course, each of which is organized in a unique manner. Each activity within a lesson is intended to build upon the information that has been presented in the introductory module. It is not necessary that you engage with the material in the order that it has been arranged. As you progress through the course, you will encounter the following types of activities:

1) Lectures.
2) Review Quizzes
3) Discussion Board
4) The Final

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

By the end of the course students will be able to establish individual parameters for alternative design, and technological solutions for reducing the environmental impacts of their plans and designs.
## COURSE TITLE
Directed Research in Architecture

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH_498</th>
<th>Credit:</th>
<th>4 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes _ _ No x</td>
<td>Prerequisites:</td>
<td>See below</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring ___ Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>Any ______________________________</td>
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</table>

### Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Participation in on-going research projects which may include energy management, environmental perception, facilities development, building science, and other topics. May be repeated to a maximum of 8 hours. Prerequisite: Approval of written proposal by instructor and Director of School.

### Required Text(s), Readings, Handouts, etc.

### Course Requirements and Expectations

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The purpose of this course are: 1) to train professional architects who will have the experience required to facilitate more comprehensive design practice and management with emphasis on research management, 2) to provide specialized training in the conduct of multidisciplinary projects, 3) to promote science training toward the development of new insights in architecture, and 4) to serve as an accessible resource for information directed toward community problems and issues.

### Student Performance Criteria:  
*(Check only those criteria that significantly apply.)*

### Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to participate in field-work and to participate in on-going research projects as directed by participating faculty. Completion requirements will vary with the type, scope, and nature of the research.
### COURSE TITLE
Off-Campus Study

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH_499</th>
<th>Credit:</th>
<th>___hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes ___ No <em>x</em>_</td>
<td>Prerequisites:</td>
<td>See below</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring ___ Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>____________________________</td>
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</tbody>
</table>

#### Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Provides opportunity for approved off-campus study. Detailed proposal for study off campus must be submitted for approval to the appropriate committee in the School prior to such study. Final determination of credit and its application toward the degree is made after a review of the student's off-campus work by the above committee and the Director of School. Approved for both letter and S/U grading. Prerequisite: Senior or graduate standing in architecture and approval of program prior to registration.

**Required Text(s), Readings, Handouts, etc.**

#### Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to permit students access to environmental contexts and professional resources not available on campus. Students are required to submit a written proposal for approval by the faculty and the School. The proposal is to include a proposed literature search, the proposed program of study and its off-campus location.

#### Student Performance Criteria:

*(Check only those criteria that significantly apply.)*

#### Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to include completion requirements in their written proposal for approval by faculty and the School.
Course Title: Architectural Practice

Course Number: ARCH 501  Credit: 4 hrs
Required: Yes  No  Prerequisites: Graduate Standing
Term Offered: Fall  Spring  Summer
Instructor: Hall

Course Description
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. Prerequisite: Graduate standing or consent of instructor.

Required Text(s), Readings, Handouts, etc.


Recommended Texts


Handbook on Project Delivery With Update, AIA California Council, SKU: HBPD001

Other References: References required by guest speakers will be provided or instructions for obtaining them will be provided in class.

Course Requirements and Expectations
The course consists of two 80 minute lectures per week. The lectures are presented by a mixture of faculty and guest lecturers with detailed knowledge of and practical experience in specific subjects covered in the course. Emphasis is given throughout the semester on the interface of design and practice and the multiple opportunities for architects to practice in an expanding world in various roles of the design and construction industry. Course completion requires attendance and participation in class lectures, completion of 2 mid-term examinations, a final examination, the group case study, various surveys, quizzes, and assignments. Students are expected to think in terms of applying the principles of design to practice and to enhance oral and written communications skills through class participation, interface with guest professionals, and papers that focus on certain aspects of practice.

Student Performance Criteria (Check only those criteria that significantly apply.)

X 1 Speaking and Writing Skills (ability)
X 2 Critical Thinking Skills (ability)
X 4 Research Skills (ability)
X 7 Collaborative Skills (ability)
X 12 Human Behavior (understanding)
X 13 Human Diversity (understanding)
X 15 Sustainable Design (understanding)
X 16 Program Preparation (ability)
X 20 Life Safety (understanding)
Demonstrated Student Outcomes

Course completion requires attendance and participation in class lectures, completion of two mid-term examinations, a final examination, the group case study, various surveys, quizzes, and assignments. Utilizing instructive tools, students will demonstrate their understanding of the essentials of architectural practice and exhibit their abilities to perform certain aspects of particular elements of architectural practice in the broadest interpretations of the profession. Measurable techniques are employed to allow students to exhibit improvements in oral and communication capabilities during the semester.
COURSE TITLE: Structural Planning

Course Number: ARCH_502_____ Credit: ___4__ hrs
Required: Yes _x_ No ____ Prerequisites: Arch 451 & 452
Term Offered: Fall ____ Spring _x__ Summer ____
Instructor: Marc Mitalski

Course Description

General problems in the selection and design of structural systems for buildings; methods of analysis; site explorations, soils, and foundations; bracing; and special systems.

Required Text(s), Readings, Handouts, etc.
ASCE 7-05, Minimum Design Loads for Buildings and Other structures, American Society of Civil Engineers

Course Requirements and Expectations

For this course a number of lab assignments are given on which students work rigorously during two lab sessions over 1.5 hours per session each week. A mid-term exam is given to evaluate where the students stand in terms of learning at midstream of the course. In addition, a semester building project is assigned on which students work in small groups to gain hands-on experience. A final exam is given that tests students for their overall understanding of the course. Students are expected to work diligently and participate in class and group discussions and project work throughout the semester. They are expected to learn what an architect is expected to know in terms of site conditions, laying out column grids, determining preliminary member sizes, headroom issues, structural stability and stiffness against vertical and lateral loads, material selection, etc. to achieve a viable structural system for a building. They are expected to be aware of code requirements.

Student Performance Criteria: (Check only those criteria that significantly apply.)

_x_  2  Critical Thinking Skills (ability)
_x_  5  Formal Ordering Systems (understanding)
_x_  6  Fundamental Design Skills (ability)
_x_  7  Collaborative Skills (ability)
_x_  18  Structural Systems (understanding)
_x_  20  Life Safety (understanding)
_x_  23  Building Systems Integration (ability)
_x_  24  Building Materials and Assemblies (understanding)
_x_  26  Technical Documentation (ability)
_x_  33  Legal Responsibilities (understanding)
Demonstrated Student Outcomes
After taking undergraduate courses in statics, mechanics of materials, steel, wood, and concrete, this course is taken at the graduate level by students in which they learn how to think holistically and plan the structural system that will create the desired architectural space and configuration. After completing the course they will be prepared to carry out preliminary structural design for simple buildings, try out several structural system options and select appropriate structural system and material that will be cost effective. They will be able to know the legal requirements imposed by the building codes and their responsibility to ensure public safety. They are also able to learn the art of integration of architecture and structure and undertake advanced studio courses. It also prepares them for the architecture license exam.
COURSE TITLE | History of World Landscapes
---|---
Course Number: | ARCH 510
Credit: | 4 hrs
Required: | Yes ___ No _x__
Prerequisites: | None
Term Offered: | Fall _x_ Spring ___ Summer ___
Instructor: | Harris LA faculty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Introduction to the landscape architectural heritage of the past in its social, environmental and historical context. Same as LA 513.

Required Text(s), Readings, Handouts, etc.
A course web site is available. Supplemental readings are provided.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
This course provides an overview of the history of the human-designed landscape. The scope is broad both in geographical and cultural terms. Students are exposed to the landscape architectural heritage of the past within a range of cultural contexts. Four principal themes are covered: Religious/Ritual Landscapes, Domestic Landscapes, Imperial Landscapes, and Landscapes and Political Ideology. Spatial Morphology is examined to provide a richer understanding of cultural dynamics. Students are expected to attend lectures and participate in discussion sections. Readings for each topic are assigned. Students complete a final term paper or term project. The paper examines a particular site or theme/question in landscape history. Projects may include detailed reconstruction drawings or models, and are accompanied by a report.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are evaluated by their attendance, three quizzes, research paper/project, and final exam.
COURSE TITLE               Seminar in Ancient Arch

Course Number:    ARCH__511__                      Credit:    4__hrs
Required:         Yes ___  No   ___               Prerequisites:  ARCH 410
Term Offered:     Fall   ___  Spring  ___  Summer ___
Instructor:       ______Senseney

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Seminar on topics in ancient architecture. Prerequisite: ARCH 410, or equivalent as determined by the instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
This graduate seminar will explore the topic of design process in ancient Greek architecture. Against the related backgrounds of classical philosophy, mathematics, and architectural theory, we will examine the cultural forces that affected the ways in which ancient Greek architects went about designing their buildings and complexes. Moreover, we will consider how the very process of design and the ways in which Greeks theorized it shaped the ways that Greeks understood their world. The underlying philosophy of this seminar, open to questioning and criticism, is that architectural practice and theory cannot and should not be separated from its cultural environment, that the final built form cannot and should not be separated from the design process that created it, that meaningful architecture clearly expresses its relationship to contemporary developments, and that architecture shapes as well as reflects the culture in which it is produced. Architects, art historians, and classical archaeologists and philologists will be welcome contributors to this seminar.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Completion requirements may vary with specific topics, but will usually include participating in discussions on form, meaning, and/or technology in Ancient Greek architecture; learning research methods to study the history of this period, and a presentation of and critical evaluation of advanced research. Students are required to prepare individual reports for presentation and evaluation.
Seminar in Medieval Arch

Course Number: ARCH 512
Credit: 4 hrs
Required: Yes ___ No ___ Prerequisites: ARCH 410
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Areli Marina

Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Seminar on topics in ancient architecture. Prerequisite: ARCH 410, or equivalent as determined by the instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

This graduate seminar will explore the topic of Medieval Architecture. Students will examine the cultural forces that affected the ways in which Medieval architects went about designing their buildings and complexes. The underlying philosophy of this seminar, open to questioning and criticism, is that architectural practice and theory cannot and should not be separated from its cultural environment, that the final built form cannot and should not be separated from the design process that created it, that meaningful architecture clearly expresses its relationship to contemporary developments, and that architecture shapes as well as reflects the culture in which it is produced.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Completion requirements may vary with specific topics, but will usually include participating in discussions on form, meaning, and/or technology in Ancient Greek architecture; learning research methods to study the history of this period, and a presentation of and critical evaluation of advanced research. Students are required to prepare individual reports for presentation and evaluation.
**COURSE TITLE**  Sem in Ren & Baroque Arch

Course Number: ARCH 513  Credit: 4 hrs
Required: Yes  No  Prerequisites: ARCH 413 or 414
Term Offered: Fall  Spring  Summer
Instructor: Heather Minor

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**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Seminar on topics in European architecture from the fifteenth through the eighteenth centuries. Prerequisite: ARCH 413 and ARCH 414, or equivalent as determined by the instructor.

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**Required Text(s), Readings, Handouts, etc.**

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**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

This course is one of three seminars in architectural history which deal with the established historical periods in the field. This course builds on the base of knowledge obtained in advanced undergraduate courses on Renaissance and Baroque architecture.

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**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

**Demonstrated Student Outcomes**

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Completion requirements may vary with specific topics, but will usually include participating in discussions on form, meaning, and/or technology in Renaissance and Baroque architecture; learning research methods to study the history of these periods, and a presentation of and critical evaluation of advanced research. Students are required to prepare individual reports for presentation and evaluation.
**COURSE TITLE**  Recording Historic Buildings

**Course Number:** ARCH 518  
**Credit:** 3 hrs  
**Required:** Yes  
**Prerequisites:** (List Courses or None)  
**Term Offered:** Fall  
**Instructor:** John Garner, Paul Kapp

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**Course Description**
*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Examines techniques for recording historic buildings and sites: measuring, photographing, and drawing to Historic American Building Survey standards; taking field notes and investigating public records to document reports. Prerequisite: ARCH 419 and demonstrated ability in architectural graphics; or consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

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**Course Requirements and Expectations**
*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The purpose of this course is to prepare students for professional practice in architecture, fundamental to studies involving restoration and adaptive use.

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**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

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**Demonstrated Student Outcomes**
*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to visit, photograph, and measure, and prepare measured drawings of historically significant buildings in accordance with HABS standards, and to prepare a final report for class presentation and review.
COURSE TITLE  Conserv of Building Materials

Course Number:  ARCH_519  Credit:  ___hrs
Required:  Yes  No  ___  Prerequisites:  (List Courses or None)
Term Offered:  Fall  Spring  x  Summer  ___
Instructor:  Mike Jackson

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Examination, analysis, and pathologies of building materials and techniques for treatment and repair of historic buildings. Emphasis is on conservation of traditional masonry, concrete, and metals. Field trips and lab work. To receive 4 hours credit, students must participate in lab. Prerequisite: ARCH 419.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The objective of this course is to prepare architects to identify and repair traditional building materials in historic structures.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to participate in field trips to historically significant buildings and to lab work demonstrating their capacity to conserve paints, plaster and masonry materials.
COURSE TITLE  Building Economics

Course Number:  ARCH_534  Credit:  4 hrs
Required:  Yes  No  Prerequisites:  None
Term Offered:  Fall  Spring  Summer
Instructor:  Hall

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Study of factors affecting cost of building including: the building market, construction cost, estimates and cost control, time value of money and building life-cycle cost, measuring the worth of investments, depreciation and tax consideration of cash-flows.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide students the opportunity 1) to study various building cost estimation methods, and 2) to examine the effects of time-value of money, property depreciation, and taxes on the cost (worth) of a building considered as an investment over time.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to complete home work assignments and to take a mid-term exam and a final exam.
Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Individual and team analysis of architectural development proposals addressing relevant economic topics and trends. Proposals are analyzed for development, construction, finance, operation, and sale costs. Potential and projected rate of return on investment is established for specific time periods. Economic and social forces impacting upon real estate values are examined. Prerequisite: ARCH 501, ARCH 530, and ARCH 534; or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The purpose of this course is to provide students a foundation on real estate development, urban revitalization, and economic feasibility topics for architects.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to meet with “clients” and community staff, to research property surveys and tax assessments in courthouse records, to select a specific site and a development concept, to prepare a spreadsheet analysis program for discussion, to analyze construction costs, building codes and accessibility issues, planning and zoning issues. Students work on teams to do feasibility studies, site and structure improvements, leading to creating and evaluating alternate scenarios, and finally a presentation of total projects cost. Students are then required to rehearse and then present their team projects at a public meeting.
**Course Title**: Bldg Sys & Design Integration  

**Course Number**: ARCH 544  
**Credit**: 3 or 4 hrs  
**Required**: Yes  
**Prerequisites**: See below  
**Term Offered**: Fall  
**Instructor**: Kim

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**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Advanced course on building design for greater performance, including the study of: the anatomical and functional variations of building subsystems and their design implications; inter-system relationships and synergistic integration of building subsystems into the overall building; and the strategies for designing buildings of high functional performance and greater overall value. (Day-long Friday field trips and lab fee). Term paper is required for 4 hours credit. Prerequisite: Graduate standing in Architecture or consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

Kim, Michael K., *Principles of Design Integration*, manuscript in progress.

Kim, Michael K., 2007 “Pedagogic Principles for Comprehensive Design Integration,” a paper accepted for presentation at CONNECTED 2007 INTERNATIONAL CONFERENCE ON DESIGN EDUCATION, 9-12 July 2007, Sydney, Australia.

Various Construction Documents from such firms as SOM, P+W, Goettsch Partners, etc.

**Supplemental Readings:**


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**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The course objective is to increase professional competency in designing buildings of high quality through synergistic integration of building subsystems for optimum performance and constructability. The teaching strategy is three-fold: 1) understanding the subject matter through lectures, 2) experiencing the make-up and the workings of building systems and their design implications through field trips, and 3) assimilating the knowledge through critical case studies augmented by design exercises.

**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

**Demonstrated Student Outcomes**

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

A comprehensive case study on functional and anatomical variations of building system systems and their construction and architectural implications investigating: 1) the specific anatomical organization and the function of the chosen building, 2) plausible architect’s design reasoning under the particular decision environment that might have led to the specific design, and 3) alternative system design possibilities under the similar decision environment in search of the designs of greater overall quality. The study must be based on the investigator’s original interpretation of the construction documents, site visits, and consultation with the architects and engineers of the building. No second-hand information is permitted unless the validity is confirmed by an authoritative party directly involved in the project. A complete set of construction documents will be provided.
COURSE TITLE | Design & Constructability

Course Number: ARCH 545 | Credit: 3-4 hrs
Required: Yes | No
Prerequisites: ARCH 544
Term Offered: Fall | Spring | Summer
Instructor: Kim

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Advanced course on building design for greater constructability, including material alternatives and their architectural, performance, and construction implications; the implications of the specifics of design on the range of applicable construction methods, and therefore, on construction productivity and economy; and the strategies for designing buildings of high constructability and greater overall value. (Day-long Friday field trips and lab fee). Term paper is required for 4 hours credit. Prerequisite: ARCH 544 or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The purpose of this course is to increase students’ professional competency in designing buildings of high quality through the enhancement of constructability and appropriate choice of materials.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to investigate critically the implications of the choice of design details, materials, and construction methods on each other, and on overall building quality and constructability. Students study recent buildings of great significance for a critical examination of these mutual implications and to study design alternatives that can improve both the design and constructability simultaneously. Students are required to attend three full-day and one half-day field trips. A term paper is required for 4 hours credit.
### COURSE TITLE
Programming & Concept Studio

<table>
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<tr>
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<th>ARCH_546</th>
<th>Credit:</th>
<th>6 hrs</th>
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<tbody>
<tr>
<td>Required:</td>
<td>Yes ___ No <em>x</em></td>
<td>Prerequisites:</td>
<td>See below</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring ___ Summer ___</td>
<td>Instructor:</td>
<td>Kim</td>
</tr>
</tbody>
</table>

### Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

An advanced course on programming architectural projects and developing design concepts to best meet the project goals and maximize value creation. Investigation of relevant issues and appropriate methods of programming and concept development are followed by programming and design exercises. The specific contents include: theories and methods of programming; general program requirements and exemplary design responses for selected major building types; testing of the viability of selected model programs through exploration of appropriate design responses; further enhancement of the subject programs in light of such explorations; and investigation and development of philosophically sound and operationally efficient methods of programming and design. May not be repeated for credit. Prerequisite: Graduate standing in architecture and consent of instructor.

### Required Text(s), Readings, Handouts, etc.

### Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

### Student Performance Criteria: (Check only those criteria that significantly apply.)

### Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
COURSE TITLE: Architectural Practice Studio

Course Number: ARCH 547  Credit: 8 hrs
Required: Yes  No  Prerequisites: See below
Term Offered: Fall  Spring  Summer
Instructor: Kim

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Comprehensive building design with emphasis on holistic design integration for optimum performance and constructability with best possible economy under the realistic temporal, technical, legal, and budgetary limitations. The projects, typically real ones, are executed through partial construction document phase through collaborative design by project teams. (Day-long Friday field trips). Prerequisite: ARCH 534, ARCH 545, and ARCH 546; or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The purpose of this studio is to allow students to gain professional competency in architectural practice by increasing the ability of effective project management and comprehensive building design leading to the delivery of the buildings of optimum performance and constructability with best possible economy under the specific temporal, technical, and budgetary limitations.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to bring together all the knowledge acquired through their graduate study to complete a project of substantial complexity. Students are required to take a project program, typically a real one and, as in a real practice, students are required to design and execute the project to realistically meet the specific user requirements under the particular technical, legal, budgetary, and time limitations imposed upon the project in reality. Students are required to provide a comprehensive project solution from schematic design through detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, and to assess the completed project with respect to the program’s design criteria.
COURSE TITLE: Const Execution & Admin

Course Number: ARCH 548
Credit: 4 hrs
Required: Yes ___ No X ___
Prerequisites: ARCH 501 and 545
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: Kim

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Advanced course in construction with emphasis on acquiring knowledge and developing skills for successful project execution in a real-time project with numerous variables affecting the project outcome, including: devising methods and strategies for effective project execution; making decisions that can steer the project to the best possible direction; and skillfully mediating disputes and conflicts that might arise. For this purpose, on-going major construction projects are used as Learning Laboratories. May be repeated to a maximum of 8 hours. (Summer I credit: 1 graduate hour and Summer II credit: 2 graduate hours).
Prerequisite: ARCH 501 and ARCH 545; or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide students increased professional knowledge in execution and administration of construction projects through hands-on experience and critical analysis of actual project execution.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to follow through real construction projects investigating 1) how the projects are actually executed, both technically and managerially, and the rationales behind such decisions; 2) results of such actions, both the benefits and the problems, and their genesis; 3) alternative means of resolving the problems, and their pros and cons; and finally, 4) alternative designs and/or courses of action that might have averted such problems and increased the project efficiency.
COURSE TITLE: Reinforced Concrete Design

Course Number: ARCH_550
Credit: 4 hrs
Required: Yes _ No _ X__
Prerequisites: Arch 452
Term Offered: Fall _____ Spring _X__ Summer ___
Instructor: William Erwin

Course Description

Selection, design, and comparison of reinforced concrete floor systems for buildings; study and design of columns and footings; and prestressed concrete.

Required Text(s), Readings, Handouts, etc.
Wang, Salmon, & Pincheira, *Reinforced Concrete Design*, 7th Ed, Wiley & Sons
American Concrete Institute, ACI 318-08 *Building Code Requirements for Reinforced Concrete*

Course Requirements and Expectations
Arch 550 has three hours of lectures and three hours of labs each week. Students are expected to have had a basic reinforced concrete theory course as a pre-requisite. Lectures cover basic principles of design of reinforced concrete structural systems for buildings including case studies involving actual buildings where appropriate. In addition, lectures include discussions on practical considerations involving integration of reinforced concrete structure with architectural, mechanical and electrical systems for buildings. Compliance with recognized building codes for reinforced concrete structures is emphasized. Labs provide students the opportunity to do assignments with assistance available. Lab assignments include a series of problems involving design of horizontal span reinforced concrete floor systems, a vertical system for wind load resistance and lateral stability, two mid-term exams and a final exam.

Student Performance Criteria: (Check only those criteria that significantly apply.)
  _X_  2 Critical Thinking Skills (ability)
  _X_  18 Structural Systems (understanding)

Demonstrated Student Outcomes

A comprehensive three-story reinforced concrete building structural design problem enables students develop the skill and ability to design reinforced concrete structural systems for buildings. Furthermore, skills learned in selection and comparison of reinforced concrete systems becomes useful later in the thesis studio project which is the undertaken in the following academic year.
Course Title: Structural Analysis

Course Number: ARCH_551   Credit: 4 hrs
Required: Yes ___ No X___    Prerequisites: Arch 451 and Arch 452
Term Offered: Fall X___ Spring ___ Summer ___
Instructor: William Erwin

Course Description

Advanced problems in the analysis of statically determinate structures; general theories and methods of analysis of statically indeterminate structures by geometric and energy methods; and introduction to theory of plastic design.

Required Text(s), Readings, Handouts, etc.
Hibbeler, R.C., Structural Analysis, 6th Ed, Prentice Hall

Course Requirements and Expectations

This course has three hours of lectures and three hours of labs each week. Students are expected to have had basic structural analysis and design courses as pre-requisites. Lectures cover theory and application of intermediate level analysis of structural systems for buildings including case studies involving actual buildings where appropriate. The application of advanced computer software for structural analysis is briefly introduced. In addition, lectures include discussions on practical design considerations including determination of loads for structural design in compliance with recognized building codes standards. Labs provide students the opportunity to do assignments with assistance available. Student accomplishment is evaluated through problems assigned in each lab session, two mid-term exams and a final exam.

Student Performance Criteria: (Check only those criteria that significantly apply.)

X 2  Critical Thinking Skills (ability)
X 18  Structural Systems (understanding)

Demonstrated Student Outcome

The fundamental knowledge and skills obtained in this course provide students the ability to analyze indeterminate structures and preparation for the advanced course in structural analysis which follows. The introduction to computer analysis software provides a basis for advanced study of computer methods to be studied in the final structural analysis course.
**COURSE TITLE** | Soil Mechanics & Foundations
---|---
Course Number: | ARCH_552  
Credit: | 4 hrs
Required: | Yes | No | x | Prerequisites: | Arch 452 and 551
Term Offered: | Fall | Spring | x | Summer | x
Instructor: | Mir Ali

**Course Description**
Soil properties and site exploration; stresses in soils; soil consolidation and settlement; shear strength of soils; bearing capacity; design and spread and combined footings; mats; pile foundations; lateral soil pressure and retaining walls.

**Required Text(s), Readings, Handouts, etc.**
Required Text:

Recommended Texts:

**Course Requirements and Expectations**
This graduate course is intended to give the students working knowledge of soil mechanics in terms of soil properties, settlement of structures and field exploration as well as foundation design. A number of homework assignments, a midterm exam and a final exam are given to evaluate student performance. Students are expected to learn the subject matter thoroughly and be able to understand the implication of subsoil conditions at a site and to carry out the structural design of simple foundations following the building codes.

**Student Performance Criteria** *(Check only those criteria that significantly apply.)*

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<tbody>
<tr>
<td>x</td>
<td>17</td>
<td>Site Conditions (ability)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Structural Systems (understanding)</td>
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<td></td>
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<td>20</td>
<td>Life Safety (understanding)</td>
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**Demonstrated Student Outcomes**
Through the assignments and exams as well as class participation students become proficient in assessing site conditions and developing a clear understanding of different types of foundations. They are able to select appropriate foundations for different sub-soil conditions. They become cognizant of the fact that correct design of foundation is extremely important because it supports the structure above and provides safety for the building users. They become familiar with code requirements for foundations and aware of their professional responsibility.
COURSE TITLE: Advanced Reinforced Concrete Design

Course Number: ARCH__553___  Credit: _3__hrs
Required: Yes ___ No _x__  Prerequisites: Arch 550 and 551
Term Offered: Fall _x__ Spring ____ Summer ___
Instructor: Mir Ali

Course Description
Critical review of the analysis, methods, and specifications involved in the design and behavior of reinforced concrete structures for buildings, including tall buildings, plates, and shells; computer applications.

Required Text(s), Readings, Handouts, etc.
ACI 318-05, *Building Code Requirements for Reinforced Concrete*, American Concrete Institute, 2005.
Class handouts

Course Requirements and Expectations
This is an advanced level course in reinforced concrete design. A number of homework assignments are given. These are patterned along the class lectures on structural design of building elements subjected to complex conditions of geometry and loads. Also, a final exam is given in the course. In addition to these, students are required to write a research paper on a topic and give a presentation. This presentation stimulates group discussion. For large class enrolment topics are assigned to groups.

Student Performance Criteria: (Check only those criteria that significantly apply.)

__x__ 1 Speaking and Writing Skills (ability)
__x__ 2 Critical Thinking Skills (ability)
__x__ 4 Research Skills (ability)
__x__ 7 Collaborative Skills (ability)
__x__ 18 Structural Systems (understanding)
__x__ 20 Life Safety (understanding)
__x__ 26 Technical Documentation (ability)

Demonstrated Student Outcomes
This course allows students to develop skills to carry out structural design of complex building elements from structural and architectural points of view. Their proficiency is measured by their performance in the final exam. The research paper and presentation allow group effort and collaboration among students. Since a few additional topics are selected for this purpose beyond the scope of class lectures, students learn about these topics from each other under the guidance of the instructor. They develop research, technical documentation and writing, as well as verbal presentation skills. These skills help them in the master’s thesis studio as well as future professional development.
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Advanced Steel Design</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>ARCH_554</td>
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<tr>
<td>Credit:</td>
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<tr>
<td>Required:</td>
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<tr>
<td>Prerequisites:</td>
<td>Arch 560 or consent of instructor</td>
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<tr>
<td>Term Offered:</td>
<td>Fall _____ Spring <em><strong>X</strong></em> Summer ____</td>
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<tr>
<td>Instructor:</td>
<td>William Erwin</td>
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</table>

**Course Description**

Advanced topics in the design of steel structures; critical study of the AISC specification; design of steel members and their connections; composite structures; and the analysis and design of continuous structures and tall buildings.

**Required Text(s), Readings, Handouts, etc.**

Salmon and Johnson, *Steel Structures*, 4th ed., Harper Collins  

**Course Requirements and Expectations**

This course has three hours of lectures each week. Students are expected to have had a course in advanced structural analysis as a pre-requisite. Lectures cover basic principles of design of structural steel systems for buildings including case studies involving actual buildings where appropriate. In addition, lectures include discussions on practical considerations involving integration of steel structural systems with architectural, mechanical and electrical requirements for buildings. Compliance with recognized building codes for steel structural design is emphasized. Course evaluation includes several comprehensive problems involving the design of structural steel systems for buildings, a mid-term exam and a final exam.

**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

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<tr>
<td><em>X</em></td>
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<td>Critical Thinking Skills (ability)</td>
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<tr>
<td><em>X</em></td>
<td>18</td>
<td>Structural Systems (understanding)</td>
</tr>
</tbody>
</table>

**Demonstrated Student Outcomes**

The comprehensive steel structure design problem gives students the skill and ability to design steel structural systems for buildings. Furthermore, skills learned in selection and comparison of steel structural systems will be useful in the thesis studio project which is the undertaken in the following semesters.
COURSE TITLE
Prestressed Concrete Design

Course Number: ARCH 555 Credit: 3 hrs
Required: Yes ___ No _X__ Prerequisites: Arch 553 or consent of instructor
Term Offered: Fall _X__ Spring ____ Summer ___
Instructor: William Erwin

Course Description
Theory and design of prestressed concrete structures; and suspension shell structures.

Required Text(s), Readings, Handouts, etc.
Nawy. E.G., Prestressed Concrete: A Fundamental Approach, 5th Edition
ACI 318-08, Building Code Requirements for Reinforced Concrete, American Concrete Institute

Course Requirements and Expectations
This course has three hours of lectures each week. Students are expected to have had a course in advanced reinforced concrete design as a pre-requisite. Lectures cover basic principles of analysis and design of prestressed concrete systems for buildings including case studies involving actual buildings where appropriate. Remediation of historic structures such as Frank Lloyd Wright's Fallingwater is covered. In addition, lectures include discussions on practical considerations involving integration of prestressed concrete systems with architectural, mechanical and electrical requirements for buildings. Compliance with recognized building codes for concrete structural design is emphasized. Course evaluation includes several problems including a post-tensioned roof system for an actual building case, a mid-term exam and a final exam.

Student Performance Criteria: (Check only those criteria that significantly apply.)
_X__ 2 Critical Thinking Skills (ability)
_X__ 18 Structural Systems (understanding)

Demonstrated Student Outcomes

Students learn the power and potential of prestressed structures in a wide variety of building applications, including long span floors and roofs, enhanced load-carrying capability, control of cracking and deflection, repair and enhancement of existing and historic structures. Ability to evaluate, select and design appropriate prestressed concrete structures is emphasized.
COURSE TITLE: Structural Wood Design

Course Number: ARCH_558  Credit: 3 hrs
Required: Yes  Prerequisites: Arch 451
Term Offered: Fall  Prerequisites: Arch 451
Instructor: William Erwin

Course Description
Analysis and design of wood structures for buildings; response of wood buildings to gravity and lateral loads; design of structural elements: beams, columns, beam-columns, members in tension, and trusses using NDS specifications; connections; plywood panels; diaphragms and shear walls

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
This course has three hours of lectures each week. Students are expected to have had a course in basic wood structural components as a pre-requisite. Lectures cover basic principles of design of wood structural systems for buildings including case studies involving actual buildings where appropriate. In addition, lectures include discussions on practical considerations involving integration of wood structural systems with architectural, mechanical and electrical requirements for buildings. Compliance with recognized building codes for wood structural design is emphasized. Course evaluation includes several comprehensive problems involving the design of wood structural components and systems for buildings, two mid-term exams and a final exam.

Student Performance Criteria: (Check only those criteria that significantly apply.)
X  2 Critical Thinking Skills (ability)
X  18 Structural Systems (understanding)

Demonstrated Student Outcomes
Through this course students develop the skill and ability to investigate, select, design, and detail wood structural systems. Moreover, technical background gained in structural wood systems proves useful in further studies in architectural preservation and preservation-related projects.
Course Description.
Engineering properties of masonry materials; codes and standards for masonry structures; analysis and design of masonry structures including multistory buildings and arches.

Required Text(s), Readings, Handouts, etc.
ACI 530-05. Building Code Requirements for Masonry Structures

Course Requirements and Expectations
This course on masonry design has three hours of lectures each week. Students are expected to have had a course in basic reinforced concrete as a pre-requisite. Lectures begin with historical perspectives on masonry buildings, cover aesthetics created by architectural design and basic properties of masonry materials, principles of design of masonry structural systems for buildings including case studies involving actual buildings where appropriate, with emphasis on masonry façade detailing for weather resistance and durability. Both reinforced and unreinforced masonry are included. In addition, lectures include discussions on practical considerations involving integration of masonry structural systems with architectural requirements for buildings. Compliance with recognized building codes for masonry structural design is emphasized. Course evaluation includes several comprehensive problems involving the design of masonry structural components and systems for buildings, two mid-term exams and a final exam.

Student Performance Criteria: (Check only those criteria that significantly apply.)

  X 2  Critical Thinking Skills (ability)
  X 18  Structural Systems (understanding)

Demonstrated Student Outcomes
Through this course students develop the skill and ability to investigate, select, design, and detail masonry structural systems. Moreover, technical background gained in masonry systems as well as familiarity with masonry code proves useful in further studies in architectural preservation and preservation-related projects and future professional development.
COURSE TITLE: Advanced Structural Analysis

Course Number: ARCH 560  Credit: 3 hrs
Required: Yes ___ No _x__  Prerequisites: Arch 551
Term Offered: Fall _x__ Spring ___ Summer ___
Instructor: Mir Ali

Course Description
Advanced theory and analysis of statically indeterminate structures, recognizing effects due to temperature, settlement, and fabrication errors; matrix methods focusing on computer analysis techniques; introduction to plastic analysis and design.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
This graduate course allows students to learn the methods and techniques of advanced analysis of structures using matrix methods. Students are expected to learn the concepts of stiffness and flexibility, effects of temperature, settlement and fabrication errors. They are also expected to analyze a complex structure by using computer software. A few homework assignments are given. A midterm and a final exam are given to evaluate their performance in the course.

Student Performance Criteria (Check only those criteria that significantly apply.)
_x__ 2 Critical Thinking Skills (ability)
_x_ 18 Structural Systems (understanding)
_x_ 20 Life Safety (understanding)

Demonstrated Student Outcomes
Through this course students develop the skill and ability to investigate structural systems. They also demonstrate their proficiency in computer modeling and analysis of structures. They successfully apply this knowledge and experience to their Master’s Thesis studio project where they analyze a long-span or tall building structure that involves structural challenge.
COURSE TITLE  Soc/Beh Research Designed Env

Course Number: ARCH 563  Credit: 4 hrs
Required: Yes  No  Prerequisites: See below
Term Offered: Fall  Spring  Summer
Instructor: Stallmeyer, Anderson, Selby

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Introduction to methods and techniques of systematically generating social and behavioral information relevant to the programming, design, and evaluation of physical environments. Same as LA 563.
Prerequisite: Graduate standing in architecture, landscape architecture, or urban and regional planning.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is 1) to inform students of the relationship of behavioral research to architectural design, 2) to review the design behavior research literature, and 3) to investigate the empirical research process.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to complete reading assignments, to lead class discussions, and to conduct a small design behavior research project on an environment selected by the student. This project will often focus on the student’s design thesis.
COURSE TITLE: Behavioral Research in Design

Course Number: ARCH 564
Credit: 4 hrs
Required: Yes ___ No __
Prerequisites: none
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: LA faculty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Same as LA 564. Each student prepares and conducts research to obtain information about specific relationships between people and the designed environment.

Required Text(s), Readings, Handouts, etc.


Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course builds on ARCH 563 (LA 563) that introduced students to the literature and issues, purposes and selected methodologies of environment/behavior research. The purpose of this course is to allow students to integrate such information by proceeding through the entire research process. Students learn 1) theories and applications of the research process, 2) formulating a researchable question, 3) research strategies and settings, 4) research design, 5) data collection, measurement, and sampling, and 6 analyses and interpretation.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to propose, conduct and report findings on a specific design behavior topic.
### COURSE TITLE

**Design/Behavior Studio**

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<th>Credit:</th>
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<tr>
<td>Required:</td>
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<td>Prerequisites:</td>
<td>(List Courses or None)</td>
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<td>Term Offered:</td>
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<td>Instructor:</td>
<td>LA Faculty</td>
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#### Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Development of site or project scale design emphasizing the integration of user needs and behavioral factors. Same as LA 565. May be repeated to a maximum of 12 hours. Prerequisite: LA 564 or consent of instructor.

#### Required Text(s), Readings, Handouts, etc.

#### Course Requirements and Expectations

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

This course is a case-specific problem-solving studio. This studio problem and topics for lectures, discussion and research will vary from year to year.

#### Student Performance Criteria:  *(Check only those criteria that significantly apply.)*

#### Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to 1) gather and analyze site data and facility requirements for special user groups; 2) develop a number of conceptual diagrams that propose to meet the program objectives, critically analyze and select the best alternative; 3) refine and embellish the conceptual design into a finished design solution; and 4) develop and deliver oral or written defense of the design emphasizing those decisions that meet the anticipated behavioral demands.
**COURSE TITLE**  
Architectural Design Studio

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<th>ARCH 571</th>
<th>Credit:</th>
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<td>Prerequisites: Arch 476</td>
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<tr>
<td>Term Offered:</td>
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<td>Spring ___</td>
<td>Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>Armstrong, Bognar, Hemingway, Hinders, Malnar, Selby</td>
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</table>

**Course Description**

Design studies of intermediate size building types; planned communities; civic and social facilities at the community and urban scale; and collaboration among the several disciplines involved in planning the human habitat: urban planning, landscape architecture, sociology, and economics.

**Required Text(s), Readings, Handouts, etc.**

Various, including previous project examples.

**Course Requirements and Expectations**

Arch 571 is the first semester of graduate design studios focusing on comprehensive design and exploration. Students will develop a design statement, elaborate on a defined program, analyze a site, and develop conceptual and schematic design proposals. Projects vary in typology, scope, scale, and content according to faculty members. Students are expected to apply knowledge gained from related courses in Architectural, Professional Issues, technology, and history. Students are expected to accommodate a variety of users and needs, sustainable design factors, accessibility, and life safety requirements. A mid-term review and a final review are required. Students develop comprehensive designs for a final review for continuation into Arch 572.

**Student Performance Criteria:** (Check only those criteria that significantly apply.)

- _x__ 2  Critical Thinking Skills (ability)
- _x__ 3  Graphic Skills (ability)
- _x__ 4  Research Skills (ability)
- _x__ 5  Formal Ordering Systems (understanding)
- _x__ 6  Fundamental Design Skills (ability)
- _x__ 7  Collaborative Skills (ability)
- _x__ 11  Use of Precedents (ability)
- _x__ 12  Human Behavior (understanding)
- _x__ 13  Human Diversity (understanding)
- _x__ 14  Accessibility (ability)
- _x__ 15  Sustainable Design (understanding)
- _x__ 17  Site Conditions (ability)
- _x__ 18  Structural Systems (understanding)
- _x__ 19  Environmental Systems (understanding)
Demonstrated Student Outcomes

Research and analysis of sites, programs, and precedents at the component, building, urban, and community scales are presented graphically and verbally. Students contribute to the development of program criteria by researching precedents and user needs and develop programs from synoptic information. Ability to balance the interrelationships of architectural and community design with program requirements, diverse social groups, sustainability, and building systems is demonstrated through documentation of the conceptual, schematic and design development phases. Comprehensive design ability and integration of building systems, materials, and structure are demonstrated through detailed architectural drawings, models, and multi-media techniques. Critical thinking is addressed through program development and conceptually challenging projects that require students to resolve problems at multiple scales.
COURSE TITLE    Architectural Design Studio

Course Number:    ARCH 572      Credit:    6__hrs
Required:    Yes_ X_ No ___    Prerequisites: Arch 571 or consent of instructor
Term Offered:    Fall ___ Spring _X__ Summer ___
Instructor:    Anthony, Armstrong, Bognar, Hammann, Hemingway, Murray, Selby

Course Description
Design studies of intermediate size building types; planned communities; civic and social facilities at the community and urban scale; and collaboration among the several disciplines involved in planning the human habitat: urban planning, landscape architecture, sociology, and economics.

Required Text(s), Readings, Handouts, etc.
Various, including previous project examples.

Course Requirements and Expectations
Arch 572 is the second semester graduate design studio focusing on comprehensive design and exploration. Students develop a design statement, elaborate on a defined a program, analyze a site, and develop conceptual and schematic design proposals. Projects vary in typology, scope, scale, and content according to faculty members. Students are expected to apply knowledge gained from related courses in Architectural, Professional Issues, technology, and history. Projects require students to incorporate sustainable design principles, accessibility, life safety, and human needs and diversity into their designs. A mid-term review and a final review are required. Students are expected to have comprehensive designs developed by the final review for continuation into Arch 573.

Student Performance Criteria: (Check only those criteria that significantly apply.)
_x__  2    Critical Thinking Skills (ability)
_x__  3    Graphic Skills (ability)
_x__  4    Research Skills (ability)
_x__  5    Formal Ordering Systems (understanding)
_x__  6    Fundamental Design Skills (ability)
_x__  11    Use of Precedents (ability)
_x__  12    Human Behavior (understanding)
_x__  13    Human Diversity (understanding)
_x__  14    Accessibility (ability)
_x__  15    Sustainable Design (understanding)
_x__  17    Site Conditions (ability)
_x__  18    Structural Systems (understanding)
_x__  19    Environmental Systems (understanding)
_x__  20    Life Safety (understanding)
_x__  21    Building Envelope Systems (understanding)
_x__  22    Building Service Systems (understanding)
Demonstrated Student Outcomes
Research and analysis of site, program, and precedents is presented graphically and verbally in order to respond meaningfully to human needs, site and context requirements, and building systems. Human needs and diversity are demonstrated through resolution of program content and accommodation of a variety of user groups. Architectural drawings and models demonstrate an understanding and ability to integrate building systems and materials appropriate to their designs, including structural, environmental, and enclosure systems. A depth of understanding of sustainability and the environmental impact of building and materials is shown through material choices, site development, structural logic, and energy-efficient applications of mechanical and passive systems for heating and cooling. The ethical role of the architect and the appropriate relationship with the client is demonstrated through client interactions during studio critiques and reviews. Design intentions are communicated through a complete set of architectural drawings, including plans, section, and elevations, models, and other media. Sections and detail drawings convey the ability to integrate materials, components, systems, and assemblies.
**COURSE TITLE**    Architectural Design Studio

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 573</th>
<th>Credit:</th>
<th>_4-8___hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Yes <em>X</em></td>
<td>No ___</td>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall <em>X</em>_ Spring ___ Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>Faculty</td>
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**Course Description**

Include official course description from the School of Architecture website.

Definitive design thesis focusing on design issues and various building types with optional choices related to the student's particular interests, talents, and capacities.

**Required Text(s), Readings, Handouts, etc.**

Various, including previous project examples.

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**Course Requirements and Expectations**

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 573 is the first semester of a two-semester design thesis sequence. Students prepare a thesis statement, develop a program, select and analyze a site, and develop conceptual and schematic design proposals. A mid-term review and a final review are required. Students shall have their thesis proposal, program, and a schematic design developed by the final review for continuation into Arch 574.

**Student Performance Criteria:**  *(Check only those criteria that significantly apply.)*

- _x__ 1  Speaking and Writing Skills (ability)
- _x__ 2  Critical Thinking Skills (ability)
- _x__ 3  Graphic Skills (ability)
- _x__ 4  Research Skills (ability)
- _x__ 5  Formal Ordering Systems (understanding)
- _x__ 6  Fundamental Design Skills (ability)
- _x__ 10 National and Regional Traditions (understanding)
- _x__ 11 Use of Precedents (ability)
- _x__ 12 Human Behavior (understanding)
- _x__ 13 Human Diversity (understanding)
- _x__ 14 Accessibility (ability)
- _x__ 15 Sustainable Design (understanding)
- _x__ 16 Program Preparation (ability)
- _x__ 17 Site Conditions (ability)
- _x__ 18 Structural Systems (understanding)
- _x__ 19 Environmental Systems (understanding)
Demonstrated Student Outcomes

Outcomes vary according to thesis and advisor recommendations. A written Thesis Proposal booklet is required. Thesis research documents, drawings, and models demonstrate thorough understanding of sites, programs, and precedents in order to respond meaningfully to diverse populations, human needs, site and context requirements, and building systems. Sites and contexts are thoroughly researched and analyzed for feasibility, climate, culture, circulation, services, codes, and ordinances requirements, etc. Human needs and diversity are demonstrated through the writing and development of programs and a careful assessment of human needs as demonstrated in plans and sections. Understanding and analysis of building systems and materials appropriate to designs, including structural, environmental, and enclosure systems are shown in architectural drawings and models. Outcomes demonstrate understanding of sustainability and the environmental impact of building systems and materials at a schematic level. The ethical role of the architect and their appropriate relationship with the client, real or imaginary, is demonstrated through the interactions with clients and the conscientious development of program, site, and building systems criteria. A schematic set of drawings, models, and other media that accurately communicates the scope and intentions of the design is required. Projects are reviewed rigorously and must be approved by the reviewers and the advisor for continuation to Arch 574.
## COURSE TITLE
Architectural Design Studio

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH 574</th>
<th>Credit:</th>
<th>4-8 hrs</th>
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<tbody>
<tr>
<td>Required:</td>
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<td>Prerequisites:</td>
<td>Arch 573 or consent of instructor</td>
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<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring <em>X</em>_ Summer ___</td>
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<tr>
<td>Instructor:</td>
<td>Faculty</td>
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</table>

### Course Description

Include official course description from the School of Architecture website.

Continuation of Arch 573.

### Required Text(s), Readings, Handouts, etc.

Various, including previous project examples.

### Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

Arch 574 is the second semester of a two-semester design thesis sequence. Students develop designs from schematic drawings and models to comprehensive designs. A mid-term review and a final review are required. Students shall complete all architectural drawings, models, and documents necessary for the thorough understanding of the thesis for a final public review. The final project shall constitute a "body of work" commensurate with a year long thesis investigation that accurately communicates the scope and intentions of the design. A thesis document is required. It shall include all research, analysis, and outcomes during the thesis process and present them as a concise, comprehensive document in printed and digital formats.

### Student Performance Criteria:

(Check only those criteria that significantly apply.)

- _x__ 1 Speaking and Writing Skills (ability)
- _x__ 2 Critical Thinking Skills (ability)
- _x__ 3 Graphic Skills (ability)
- _x__ 4 Research Skills (ability)
- _x__ 5 Formal Ordering Systems (understanding)
- _x__ 6 Fundamental Design Skills (ability)
- _x__ 10 National and Regional Traditions (understanding)
- _x__ 11 Use of Precedents (ability)
- _x__ 12 Human Behavior (understanding)
- _x__ 13 Human Diversity (understanding)
- _x__ 14 Accessibility (ability)
- _x__ 15 Sustainable Design (understanding)
- _x__ 16 Program Preparation (ability)
Demonstrated Student Outcomes

Outcomes may vary according to thesis and advisor recommendations. Thorough documentation of the research and analysis of sites, precedents, and program criteria is required. A public presentation of the final design with complete and comprehensive plans, sections, elevations, three-dimensional drawings, models, and other media demonstrates a thorough understanding of the thesis objectives and comprehensive design criteria. The thesis document encapsulates the thesis process and demonstrates a thorough understanding and satisfactory resolution of the program, site, and design issues pertaining to the thesis investigation.
COURSE TITLE  Architectural Design Seminar

Course Number: ARCH 576  Credit: 3 hrs
Required: Yes  No
Prerequisites: ARCH 572

Some ARCH 576 courses are on the list of "Architectural Thought" core electives. All M. Arch students are required to take one "Architectural Thought" course.

Term Offered: Fall  Spring  Summer

Instructor: multiple

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Presentations and discussions relative to various areas of architectural and environmental design concerns. May be repeated to a maximum of 12 hours. Prerequisite: ARCH 572 or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Varies with topic

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to allow students to study current architectural design theories and topics of particular interest to students and permanent and visiting faculty.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Each seminar contributes to one or more criteria related to Architectural Thought.

_x__ 1 Speaking and Writing Skills (ability)
_x__ 2 Critical Thinking Skills (ability)
_x__ 3 Graphic Skills (ability)
_x__ 4 Research Skills (ability)
_x__ 5 Formal Ordering Systems (understanding)
_x__ 7 Collaborative Skills (ability)
_x__ 8 Western Traditions (understanding)
_x__ 9 Non-Western Traditions (understanding)
_x__ 10 National and Regional Traditions (understanding)
_x__ 12 Human Behavior (understanding)
_x__ 13 Human Diversity (understanding)
_x__ 15 Sustainable Design (understanding)
_x__ 27 Client Role in Architecture (understanding)
_x__ 29 Architect’s Administrative Roles (understanding)
Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Completion of requirements will vary with the architectural design subjects and faculty teaching the course. Students are typically required to write papers or to prepare topical project material to demonstrate an understanding of the concepts on which this seminar focused.
COURSE TITLE: Theory of Architecture

Course Number: ARCH_577
Credit: 3-4 hrs
Required: Yes __ No _x_ Prerequisites: ARCH 572
Term Offered: Fall ___ Spring ___ Summer ___
Instructor: ________________________________

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Review of principles of architectural design; factors in programming architectural requirements; design development; and evaluation and criticism. Prerequisite: ARCH 572 or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to enrich the professional elective choices possible in the very essence of architecture, its theory and criticism at an advanced level.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to participate discussions in response to faculty or guest lectures. Students are required to select a theory topic on which they will prepare and deliver a one-hour presentation to the rest of the class. Presentations are typically illustrated with visual aids.
COURSE TITLE: Urban Design Seminar

Course Number: ARCH 588
Credit: 3-4 hrs
Required: Yes ___ No _x__
Prerequisites: See below
Term Offered: Fall ___ Spring _x__ Summer ___
Instructor: ____________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Analysis and criticism of urban development projects; individual reports and discussions. Prerequisite: ARCH 572, UP 426, or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The purpose of this course is to allow students opportunities to analyze and critique significant urban design projects to develop an advanced understanding of theories and principles of urban design.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to select urban design topics and present one-hour class presentations with visual aids. These presentations must consist of critiques of significant urban design projects for class discussion. Each student is required to submit a term paper on the urban design critique presented in class.
**COURSE TITLE**  Spec Prob Arch Hist & Pres

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARCH_591</th>
<th>Credit:</th>
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<tr>
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<td>No _x</td>
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<tr>
<td>Term Offered:</td>
<td>Fall ___</td>
<td>Spring _x</td>
<td>Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>________________________________</td>
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</table>

**Course Description**

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Individual investigation of the work of particular architects, of specific buildings, and of the architecture of periods or regions; comparative studies; and aesthetic problems. May be repeated to a maximum of 12 hours. Prerequisite: Twelve hours of architectural history or consent of instructor.

**Required Text(s), Readings, Handouts, etc.**

**Course Requirements and Expectations**

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide student an opportunity for advanced study of topics of interest and significance with the guidance of the instructor.

**Student Performance Criteria:** (Check only those criteria that significantly apply.)

**Demonstrated Student Outcomes**

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to write an individual paper and present its summary to the class for seminar discussion.
Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

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 architectural practice and management. 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. (Summer credit: 1 to 6 graduate hours). May be repeated in same and subsequent terms as topics vary to a maximum of 12 hours. Prerequisite: Advanced graduate standing and consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide an opportunity for both the instructor and advanced graduate students to explore the areas of special research interest beyond the regular course offerings.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to write an individual paper and present its summary to the class for seminar discussion.
COURSE TITLE: Spec Prob Building Sci & Tech

Course Number: ARCH_594
Credit: 1-12 hrs
Required: Yes ___ No _x__
Prerequisites: See below
Term Offered: Fall ___ Spring _x__ Summer ___
Instructor: __________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

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 science technology. 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. May be repeated to a maximum of 12 hours. (Summer credit: 1 to 2 graduate hours).
Prerequisite: Advanced graduate standing and consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide an opportunity for both the instructor and advanced graduate students to explore the areas of special research interest beyond the regular course offerings.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to write an individual paper and present its summary to the class for seminar discussion.
### COURSE TITLE

<table>
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<th>Spec Prob Struct Theory &amp; Des</th>
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<th>ARCH 595</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>2-12 hrs</td>
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<tr>
<td>Required:</td>
<td>Yes _  No <em>x</em></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>See below</td>
</tr>
<tr>
<td>Term Offered:</td>
<td>Fall ___ Spring <em>x</em> Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>________________________________</td>
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</table>

#### Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Individual or group investigation and study in architectural engineering application; research in economy and design in correlation with architectural, mechanical, and structural requirements. May be repeated to a maximum of 12 hours. Prerequisite: Consent of instructor.

#### Required Text(s), Readings, Handouts, etc.

#### Course Requirements and Expectations

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The purpose of this course is to provide an opportunity for both the instructor and advanced graduate students to explore the areas of special research interest beyond the regular course offerings.

#### Student Performance Criteria:  (Check only those criteria that significantly apply.)

#### Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to write an individual paper and present its summary to the class for seminar discussion.
COURSE TITLE  Spec Prob Housing Env

Course Number:  ARCH_596____  Credit:  3-6____hrs
Required:  Yes ___ No  x ___  Prerequisites:  ARCH 572
Term Offered:  Fall ___ Spring ___ Summer ___
Instructor:  ____________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Individual investigation or research in housing environments involving special issues such as energy conscious design, human-environmental relations, aesthetic theory, government policy, and cultural patterns. May be repeated to a maximum of 12 hours. Prerequisite: ARCH 572 or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide students with an opportunity to conduct original or synthetic research in an area of special interest.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to follow an approved exploratory strategy in their investigation: 1) problem definition, 2) review of the current literature, 3) research method or review, 4) results, 5) discussions, 6) implications for housing design. Students are required to submit a well written report to document project findings.
COURSE TITLE Spec Prob Arch Design

Course Number: ARCH_597  Credit: 1-12 hrs
Required: Yes ___ No x ___  Prerequisites: ARCH 572
Term Offered: Fall ___ Spring x ___ Summer ___
Instructor: ______________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Individual investigation of building types and systems, aesthetic theories, design thesis programming and other problems in architectural design. May be repeated to a maximum of 16 hours. Prerequisite: ARCH 572 or consent of instructor.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

This course prepares fifth-year graduate students in the Design Option to engage in a comprehensive architectural design thesis.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

The class is conducted as a workshop. Students are required to submit weekly written assignments.
COURSE TITLE: Thesis Research

Course Number: ARCH_599
Credit: 0-16 hrs
Required: Yes ___ No  x___
Prerequisites: (List Courses or None)
Term Offered: Fall ___ Spring  x___ Summer ___
Instructor: ________________________________

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.
Approved for S/U grading only. May be repeated to a maximum of 16 hours. Prerequisite: Consent of instructor and graduate program coordinator.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.
The purpose of this course is to provide a mechanism for individual research under faculty supervision at the consent of faculty and program coordinator.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.
Students are required to submit thesis research topics, research methods to faculty for review and approval. Students are required to conduct the thesis research and to write a thesis document in accordance with the guidance and approval of the thesis instructor.
**COURSE TITLE**  Calculus

<table>
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<th>Course Number:</th>
<th>MATH 220</th>
<th>Credit:</th>
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<tr>
<td>Term Offered:</td>
<td>Fall <em>x</em></td>
<td>Spring ___</td>
<td>Summer ___</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Math Faculty</td>
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**Course Description**

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

First course in calculus and analytic geometry; basic techniques of differentiation and integration with applications including curve sketching; antidifferentiation, the Riemann integral, fundamental theorem, exponential and trigonometric functions. Credit is not given for both MATH 220 and either MATH 221 or MATH 234. Prerequisite: MATH 016 or MATH 115; and an adequate ALEKS placement score.

**Required Text(s), Readings, Handouts, etc.**

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**Course Requirements and Expectations**

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The purpose of this course is to provide students in architecture with the mathematical prerequisite skills to prepare for the first course in architectural structures, ARCH 351, Statics and Dynamics.

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**Student Performance Criteria:** *(Check only those criteria that significantly apply.)*

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**Demonstrated Student Outcomes**

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to take quizzes and exams and complete such assignments deemed appropriate by the mathematical faculty.
COURSE TITLE Calculus II

Course Number: MATH 231  
Credit: ___ hrs  
Required: Yes ___ No ___  
Prerequisites: See below  
Term Offered: Fall ___ Spring ___ Summer ___  
Instructor: Math Faculty

Course Description
Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Second course in calculus and analytic geometry: techniques of integration, conic sections, polar coordinates, and infinite series. Credit is not given for both MATH 231 and MATH 230. Prerequisite: MATH 220 or MATH 221.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations
Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to provide students in architecture with the mathematical prerequisite skills to prepare for the first course in architectural structures, ARCH 351, Statics and Dynamics.

Student Performance Criteria: (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes
Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to take quizzes and exams and complete such assignments deemed appropriate by the mathematical faculty.
COURSE TITLE: Principles of Composition

Course Number: RHET 105  Credit: 4 hrs
Required: Yes  No  Prerequisites: See below
Term Offered: Fall  Spring  Summer
Instructor: Rhetoric Faculty

Course Description

Include official course description from the University of Illinois Course Catalog website for the School of Architecture.

Study of the methods of exposition, the problems of argument, the use of evidence, and style; practice in expository writing. This course fulfills the Campus Composition I general education requirement. Credit is not given for both RHET 105 and either RHET 108 or SPCM 111 and SPCM 112.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.

The purpose of this course is to develop student’s ability to think logically and communicate ideas clearly

Student Performance Criteria: (Check only those criteria that significantly apply.)

_x__ 1  Speaking and Writing Skills (ability)

Demonstrated Student Outcomes

Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.

Students are required to write papers involving issues of exposition, argument, use of evidence, and the development of style.
COURSE TITLE  |  Planning of Cities and Regions

Course Number:  |  UP 101  
Credit:  |  3 hrs  
Required:  |  Yes  
Prerequisites:  |  None  
Term Offered:  |  Fall  
Instructor:  |  Planning Faculty

Course Description

*Include official course description from the University of Illinois Course Catalog website for the School of Architecture.*

Survey of city and regional planning as related to problems and programs of urbanization and resource development.

Required Text(s), Readings, Handouts, etc.

Course Requirements and Expectations

*Include a one paragraph summary outline including project types, expectations, assessments and evaluation, field trips, etc.*

The purposes of this course are 1) to stimulate interest in the ever-changing social, economic, political, and cultural dynamics of American towns and cities, through an examination of the historical record, 2) to promote a deeper understanding of the contributions which innovative planning and design can make towards improving the quality of American urban life, and 3) to provide students with the analytical, communications and organizational tools they will need to provide effective leadership as both citizens and future design professionals to community-building efforts in their home towns.

Student Performance Criteria:  (Check only those criteria that significantly apply.)

Demonstrated Student Outcomes

*Include a one paragraph summary outline including project types, expectations, assignments and evaluation, field trips, etc.*

Students are required to complete reading assignments before class, to participate in class discussions, to three exams, and to submit a case study assignment.
4.4 FACULTY RÉSUMÉS
Faculty Résumé

Mir M. Ali, PhD

Name and Academic Rank [subunit]

Mir M. Ali, PhD, Professor [Structures]

Education (degree, institution, year of completion)

Doctor of Philosophy, University of Waterloo, Canada, 1977
Master of Applied Science, University of Waterloo, Canada, 1973
Bachelor of Science in Engineering, University of Engineering & Technology, Bangladesh, 1964

Professional Registrations and Certifications (type, country/state, year)

Structural Engineer, Illinois, 1992, No. 081-004981

Academic and Academic Administration Positions held (title and rank, institution, dates)

Professor, School of Architecture, UIUC; August, 1989-present
Chair, Structures Program, 1993-2003; 2007-
Associate Professor, School of Architecture, UIUC; January, 1985-May, 1989
Senior Lecturer, Department of Civil Engineering, Nanyang Technological University, Singapore, February-November, 1985

Professional Positions held (title and rank, firm name, dates)

Structural Engineer, Sargent & Lundy, Chicago, Illinois, 1983-1984
Project Engineer, Skidmore, Owings and Merrill, Chicago, Illinois, 1980-1983
Senior Structural Engineer, Albery, Pullerits, Dickson & Associates, Sudbury, Ontario, Canada, 1979-1980
Structural Engineer B. H. Martin Consultants Ltd., Timmins, Ontario, Canada, 1977-1979
Assistant Executive Engineer, State Bank of Pakistan, Dhaka, Bangladesh, 1966-1970
Assistant Engineer, Consulting Engineers (Pakistan) Ltd., Dhaka, Bangladesh, a firm affiliated with Louis Berger International, East Orange, NJ, USA, 1965-1966

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Architecture Program Report 341 University of Illinois at Urbana Champaign

Awards, Research Grants and Prizes in Competitions
“Excellence in Teaching Award”, School of Architecture, UIUC, 2007
Fulbright Grant, 2007
AIA Grant, 2006
UIUC Research Board Award, 2003, 2006

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)
Sustainable Tall Buildings, High-rise and New Urbanism

Professional and University Memberships (selective list)
Fellow, American Society of Civil Engineers
Member, Architectural Engineering Institute
Member, Council on Tall Buildings and Urban Habitat

Professional and University Service (committees, public service, etc.; selective list)
Member, CTBUH Steering Committee
Member, UIUC Architectural Council
Member, School of Architecture and College of Fine & Applied Arts Promotion & Tenure Committees
Member, School of Architecture PhD Committee

Professional and Academic development (meetings/conferences attended, continuing education, etc.)
Participated in Steering Committee Meeting, Chicago, October, 2007

Mir M. Ali, PhD
Faculty Résumé

Abbas Aminmansour

Name and Academic Rank

Abbas Aminmansour, Associate Professor  [Structures]

Education

Kansas State University, BA, Mathematics
The Pennsylvania State University, MA, Applied Mathematics
The Pennsylvania State University, MS, Architectural Engineering
The Pennsylvania State University, Ph.D., Civil Engineering

Professional Registrations and Certifications

Engineer-in-Training

Academic and Academic Administration Positions held (title and rank, institution, dates)

Instructor, Architectural Engineering Department, The Pennsylvania State University, University Park, PA, 1987-1998
Assistant Professor, School of Architecture, University of Illinois at Urbana-Champaign (UIUC), Champaign, IL, 1998-2003
Associate Professor, Structures Program, School of Architecture, University of Illinois at Urbana-Champaign (UIUC), Champaign, IL, 2003-present (promoted and tenured one year ahead of schedule)
Chair, Structures Program, School of Architecture, University of Illinois at Urbana-Champaign (UIUC), Champaign, IL, 2003-2007

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Invited Presentations (selected list)

“Latest Developments in Structural Steel Design,” Presentation to the Civil Engineering Department faculty and students, Sharif University, Tehran, Iran, July 11, 2005
“Design of Structural Steel Members Subjected to Combined Loads,” Structural Engineering Seminar Series, Department of Civil and Environmental Engineering, UIUC, April 10, 2006. Speakers at this series are prominent practitioners and researchers from around the country.
“Latest Methods and Resources in AISC Manual and Specifications,” special presentation, Third National Congress in Civil Engineering, Tabriz, Iran, May 2, 2007
“State-of-the-art in Design of Steel Members Subjected to Combined Loading,” Department of Civil Engineering, Isfahan University of Technology, June 25, 2007
“World Class University / Writing for Refereed Journals,” Faculty of Civil Engineering, Universit Teknologi Malaysia, Johor Bahru, Malaysia, July 10, 2007.
“Integrated Design and Construction of Tall Buildings,” Faculty of Civil Engineering, Universiti Teknologi Malaysia, Johor Bahru, Malaysia, July 11, 2007
“Current Practice in Design and Construction of Large/Tall Buildings: An Integrated Approach,” Structural Engineering, School of Civil Engineering, Purdue University, West Lafayette, IN, September 4, 2007

Awards, Research Grants and Prizes in Competitions
Outstanding Faculty Award, Student Society of Architectural Engineers, The Pennsylvania State University, University Park, PA, May 1998.
Excellence in Teaching Award, voted by the students, School of Architecture, University of Illinois at Urbana-Champaign, Champaign, IL, 1999, 2003, 2004
Research results on a new method of designing steel members subjected to combined loads was adopted by the American Institute of Steel Construction (AISC) and included in a new Part (chapter) in the AISC Steel Construction Manual, 2001 and 2005
Honorable Mention, Campus Award for Excellence in Undergraduate Teaching – Faculty, UIUC, 2003-04
Structural steel consultant for a design studio which produced the second prize winner in the national competition, sponsored by the American Institute of Steel Construction (AISC), is administered by Association of Collegiate Schools of Architecture (ACSA), 2003-04
Structural steel consultant for the First Prize project, 2004-05 ACSA/AISC national student competition (Category II - Open)
Fellow, CIC Academic Leadership Program, 2005-06
Judge, Excellence in Structural Engineering Awards Program, Structural Engineers Association of Illinois (SEAOI), May 2006
Member, American Institute of Steel Construction (AISC) Manuals Committee, 2006-present

Active Research Projects
Integrated design, construction and operation of buildings
Applications of Historic Iranian Sustainable Design Principles in Today’s Architecture

Professional and University Memberships (selective list)
Member, Manuals Committee, American Institute of Steel Construction, 2006-present
Member, Flexural and Compression Members Committee, American Society of Civil Engineers, 2006-present
Member, Methods of Design Committee, American Society of Civil Engineers, 2007-present
Member, Council on Tall Buildings and Urban Habitat, 2007-present

Professional and University Service (selected list)
Member, School of Architecture Director Search Committee, 2002-03 & 2003-04
Member, Campus Budget Oversight Committee (CBOC), 2005-present
Member, Dean Search Committee for College of Fine and Applied Arts, 2006
Member, Associate Chancellor Search Committee, 2006
Chair, Senate Educational Policy Committee, 2004-present
Vice Chair, UIUC Senate Executive Committee, 2007-08
Chair, Senate Committee for Review of Provost and Vice Chancellor for Academic Affairs, UIUC, 2007-08
Faculty Résumé

James R. Anderson

Name and Academic Rank [subunit]

James R. Anderson [Design and Associate Dean of FAA]

Education (degree, institution, year of completion)

Master of Urban Planning, University of Illinois at Urbana-Champaign, 1972
Bachelor of Architecture, University of Nebraska, Lincoln 1968

Professional Registrations and Certifications (type, country/state, year)

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Dean, College of Fine and Applied Arts 2007-present
Chair, Building Research Council, UIUC, 1998-2007
Chair, Design Division, School of Architecture, UIUC, 1994-97
Professor, School of Architecture, UIUC, 1974-present
Acting Director, Housing Research and Development Program, UIUC, 1987

Professional Positions held (title and rank, firm name, dates)

Consultant to various firms, 1975 -

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Article: Modeling resident satisfaction: Comparison of the Francescato and Fishbein-Ajen TRA model in Environmental Design Research Association, 1997

Article: Residents' satisfaction in Section 8 housing: Design and management factors of HUD-assisted housing in Environmental Design Research Association, 1997


Chapter: Developing and Utilizing Models of Resident Satisfaction in Advances in Environmental Design Research, Volume 4, 2000


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Paper: "Codes for Building Rehabilitation," presented at the Southwest Region ACSA, 1997
Paper: "Olaus Magnus and the Carta Marina," presented at a meeting of Heimskringla, the academic society for Scandinavia studies at the University of Illinois at Urbana Champaign, March 2000

Awards, Research Grants and Prizes in Competitions

Office of Native American Programs of HUD; Technical Assistance in Maintaining and Calculating the Indian Housing Block Grant (IHBG) Formula, April 30, 2003

Award: American Society of Landscape Architects Merit Award for Research; 1982, 1985, 1989
Award: Progressive Architecture Research Award; 1980, 1982
Award: National Endowment for the Arts; 1983
Award: Applied Research in the annual awards of Progressive Architecture; 1982

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

Member, Urban Affairs Association
Member, Environmental Design Research Association

Professional and University Service (committees, public service, etc.; selective list)

Member, University Promotion & Tenure Committee
Member, Research Board
Member, University Environmental Council
Member, FAA Promotion & Tenure Committee
Member, School Executive Committee

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

James R. Anderson.
Faculty Résumé

Kathryn H. Anthony

Name and Academic Rank [subunit]

Kathryn H. Anthony, Professor [Design]

Education (degree, institution, year of completion)

Ph.D. in Architecture, University of California at Berkeley, 1981
Bachelor of Arts in Psychology, University of California at Berkeley, 1976

Academic and Academic Administration Positions held (title and rank, institution, dates)

Chair, Design Program Faculty, School of Architecture, UIUC, 2002-05; Chair, Building Research Council, School of Architecture, UIUC, 1994-97
Professor, School of Architecture, UIUC, 1996-present; Associate Professor 1989-96; Assistant Professor 1984-89
Associate Professor, Department of Architecture, California State Polytechnic University, Pomona, 1981-84

Publications, Exhibitions and Creative Projects

Books Authored


Chapters/Publications in Books


Articles in Journals (selected list)

Exhibitions

Creative Work

Paper presentations and Invited Lectures (selected list)
Invited Lectures at University of Maryland (2007), University of Notre Dame (2004), University of California at Berkeley and University of New Mexico (2003); and at AIA Charlotte, NC (2005).

Awards, Research Grants and Prizes in Competitions
Achievement Award, Environmental Design Research Association (EDRA). Awarded at the EDRA National Conference, April 2005. Award recognized Designing for Diversity and related research and publications to promote diversity in architectural education and practice.
Finalist, The Royal Institute of British Architects (RIBA) USA DiverseCity Competition, Los Angeles, CA (February 26, 2004). Board on Designing for Diversity exhibited in Auckland, NZ; Beijing, China; Chicago, IL at the AIA National Convention (June 10-12, 2004); Los Angeles, CA; London, UK; Sydney, Australia; and elsewhere as part of a traveling exhibit.
Collaborative Achievement Award, American Institute of Architects (AIA). Awarded at the AIA National Convention, May 2003. Award recognized Designing for Diversity and Design Juries on Trial, distinguished achievements that constitute a beneficial influence on the architectural profession.

Active Research Projects
Awarded $10,000 from the Graham Foundation to study “Documenting Invisible Hands in Architecture,” to document by film the careers of three African American women architects. Co-Principal investigator with Professor Carla Jackson, Auburn University, and Roberta Washington, architect, 2005-present

Professional and University Service (committees, public service, etc.; selective list)
Invited Juror: American Institute of Architects (AIA), Institute Honors for Collaborative and Professional Achievement: Edward C. Kemper Award, Institute Honors for Collaborative Achievement, Thomas Jefferson Awards for Public Architecture, Whitney M. Young, Jr. Award, Washington, DC, November 5, 2004
University: Member, Campus Beautification Committee (2007-08), Provost’s Council on Gender Equity (2007-08), Provost’s Gender Equity Planning Group (2006-07); Chair, Chancellor's Committee on the Status of Women, 2002-04 (appointed by the Chancellor)
College: Member, Promotion and Tenure, 2006; Chair, Promotion and Tenure Committee, 2000-01.

Kathryn H. Anthony, PhD
Faculty Résumé

Paul J. Armstrong

Name and Academic Rank [subunit]

Paul J. Armstrong, Associate Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, University of Milwaukee-Wisconsin, 1985
Bachelor of Fine Arts, University of Wisconsin-Superior, 1975

Professional Registrations and Certifications (type, country/state, year)


Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; 1996-present
Assistant Professor, School of Architecture, UIUC; 1990-1996
Visiting Assistant Professor, School of Architecture, UIUC; 1986-1990

Professional Positions held (title and rank, firm name, dates)


Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Journals:


Invited Papers and Lectures:


Papers Presented and Published:


Awards, Research Grants and Prizes in Competitions


Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)
Sustainable High-rises
High-rises and Urban Habitats
Technology Transfers and Tall Buildings

Professional and University Memberships (selective list)
Member, 1995 to Present—Preservation and Conservation Association (PACA), Champaign County

Professional and University Service (committees, public service, etc.; selective list)
+University Service:
  Chair, Design, 2004-Present
  Member, 2007-2008, Faculty Search Committee
  Member, 2004-Present, Chair Advisory Committee
  Member, 2004-Present, School of Architecture Advisory Committee
  Member, 2005-2007, Executive Committee
  Member, 2007-2008, Bylaws Committee
  Coordinator, 2004-Present, Thesis
  Coordinator, 1989-2007, Arch 271 and 272
  Advisor, 1993-Present, Media & Communications

+Community Service:
  Member, 1995 to Present—City of Urbana Zoning Board of Appeals

Professional and Academic development (meetings/conferences attended, continuing education, etc.)
See above.

Paul J. Armstrong

Architecture Program Report 350 University of Illinois at Urbana Champaign
Faculty Résumé

Name and Academic Rank [subunit]

Césare Birignani, Visiting Assistant Professor [History]

Education (degree, institution, year of completion)

MPhil, Columbia University, 2007
Laurea in Architettura, Università degli Studi di Firenze, 1997

Professional Registrations and Certifications (type, country/state, year)

Architect, Italy, 1997-present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Assistant Professor, Study Abroad Program in Versailles, UIUC, 2007-present
Teaching Fellow, Columbia University, 2002-present

Professional Positions held (title and rank, firm name, dates)

Architect, Jill Menoff, New York, 1999-2002

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

Award: Research Grant (for a project on the history of festival architecture), Graham Foundation for Advanced Studies in the Fine Arts, 2008
Award: Citation of Special Recognition (for the PhD dissertation), Graham Foundation for Advanced Studies in the Fine Arts, 2007

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

PhD dissertation; mid-2009
Research on the history of festival architecture; 2009
Faculty Résumé

Botond Bognar

Name and Academic Rank [subunit]

Botond Bognar, Edgar A. Tafel Chair in Architecture (Design, History, Theory)

Education (degree, institution, year of completion)

Master of Art in Architecture and Urban Planning; University of California, Los Angeles, 1981
Master of Architecture; Technical University of Budapest, Hungary, 1972
Bachelor of Architecture; Technical University of Budapest, Hungary, 1968

Professional Registrations and Certifications (type, country/state, year)

Registered Architect, Hungary, 1968-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Edgar A. Tafel Chair in Architecture, School of Architecture, UIUC; 2006-present
Professor, School of Architecture, UIUC; 1990-present
Visiting Professor; Henry van de Velde Institute, Antwerp, Belgium; 01/2004
Visiting Professor; University of Oulu, Finland; 09-11/1998

Professional Positions held (title and rank, firm name, dates)

Designer, Job Captain, Principal Architect, KÖZTI (Architectural Design Firm), Budapest; 1968-77

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


“Architecture as a Process of Reversed Construction—Ryooji Suzuki’s Work in Light of His ‘Absolute

“Reflected Transparency–The Art of Erieta Attali’s Photography” in Erieta Attali. Copenhagen,
Denmark: Danish Architectural Press, 2006; pp.11-12.

“Sustaining Excellence -- Nikken Sekkei in the Changing Times” in the special edition of Shinkenchiku. Tokyo, Japan

“Beyond the ‘Bubble’ and into the 21st Century – Japanese Architecture Since 2000” in ERA21, Prague, the Czech
Republic (December, 2005); pp.38-42 (in Czech)

“Reality and (Im)materiality – The Magic in Kengo Kuma’s Architecture” in Opera Progetto. Bologna, Italy (April, 2005);
pp.5-10.


“Lucid Dreaming -- Eight Japanese Architects Working with Glass.” Introduction to Erieta Attali’s Photo Exhibition in
Columbia University; March-April, 2004, New York.

“L’Hotel d’Eau et de Verre de Kengo Kuma - Melange de Lumiere et d’Illusions” (Kengo Kuma’s Water/Glass Hotel-
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/07</td>
<td>Edgar A. Tafel Distinguished Lecture at the School of Architecture, UIUC</td>
</tr>
<tr>
<td>11/06</td>
<td>Keynote speaker and panelist in the Krannert Art Museum, UIUC</td>
</tr>
<tr>
<td>10/05</td>
<td>Public lecture, Center of East Asian and Pacific Studies, UIUC</td>
</tr>
<tr>
<td>09/05</td>
<td>Paper; European Association of Japanese Studies International Conf., Vienna, Austria.</td>
</tr>
<tr>
<td>05/05</td>
<td>Acceptance speech at the Architectural Institute of Japan (AIJ) Award Ceremony in Tokyo on the occasion of his receiving the Cultural “Appreciation Award, 2005”</td>
</tr>
<tr>
<td>07/04</td>
<td>Panelist and presenter at the Urban Land Institute of Japan (UILJ), Tokyo.</td>
</tr>
<tr>
<td>05/04</td>
<td>Public lecture within the Study Abroad Program of UIUC, Versailles, France.</td>
</tr>
<tr>
<td>04/04</td>
<td>Public lecture at Drury University, Springfield, MO.</td>
</tr>
<tr>
<td>01/04</td>
<td>Lecture at the Henry van de Velde Institute of Architecture, Antwerp, Belgium.</td>
</tr>
<tr>
<td>08/03</td>
<td>Paper; European Association of Japanese Studies International Conf., Warsaw, Poland.</td>
</tr>
<tr>
<td>06/02</td>
<td>Public lecture at ORTE, Art &amp; Architectural Council of Lower Austria, in Krems, Austria.</td>
</tr>
</tbody>
</table>

Awards, Research Grants and Prizes in Competitions

- 2006 Appointment as the first Edgar A. Tafel Endowed Chair in Architecture UIUC
- 2006 Elected Member of the Hungarian Academy of Sciences.
- 2006 Japan Foundation Fellowship, Tokyo, Japan
- 2006 Humanities Release Time and Research Grant, Research Board, UIUC
- 2005 Invited nominator for the 2006 Kyoto Prizes in Creative Arts and Moral Sciences.
- 2005 Recipient, “Cultural Appreciation Prize of the Architectural Institute of Japan 2005”
- 2005 Research Grant, Research Board, UIUC
- 2003 U.S. Department of Education Course Development Grant
- 2003 Research Grant, Research Board, University of Illinois
- 2002 Research Grant, Center for East Asian and Pacific Studies, UIUC
- 2002 “Artist in Residence” to the Artist Studios of Krems, Austria within the ORTE program

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

- Contemporary Japanese architecture with several book projects (see publications)

Professional and University Memberships (selective list)

- 05/02-present Institute of East Asian Architecture and Urbanism (IEAAU), Kyoto, Japan
- 06/97-present European Association for Japanese Studies
- 01/87-05/94 Associate Member of the American Institute of Architects

Professional and University Service (committees, public service, etc.; selective list)

- School International Programs and Relations Committee (Chair)
- School Executive Committee
- School Promotion and Tenure Committee
- School Search Committee
- School Lectureship Committee (Chair)
- College Promotion and Tenure Committee
- Campus Research Board

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Botond Bognar, Professor and Edgar A. Tafel Chair in Architecture.
Mohamed Boubekri

Name and Academic Rank [subunit]

Mohamed Boubekri, Associate Professor [Practice and Technology]

Education (degree, institution, year of completion)

Ph.D. in Architecture, Texas A&M University, 1990
Master's Degree in Architecture, University of Colorado at Denver, 1985
Diplome d'Architecture (5-year Bachelor Degree in Architecture), Université des Sciences et Technologie d'Oran, Algeria, June 1983

Professional Registrations and Certifications

Architect (Algeria)

Academic and Academic Administration Positions held

Associate Professor, School of Architecture, University of Illinois at Urbana-Champaign, 1999-present
Visiting Associate Professor, Department of Architecture, Kuwait University, 2000-20001
Assistant Professor, School of Architecture, University of Illinois at Urbana-Champaign, 1993-1999
Assistant Professor, Centre for Building Studies, Concordia University, Montréal, Canada, 1990-93

Professional Positions held

Intern, Kalik Architects, Oran, Algeria, 1980-82
Entry-level Architect, Entreprise des Travaux d'Architecture et d'Urbanisme, Algeria, 1983-84
Visiting Senior Researcher, Kuwait Institute for Scientific Research, February-May 20001

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

Boubekri, M. Architecture, Daylighting and the Health of Building Occupants, ($7,610), Research Board, UIUC, January 2005

Active Research Projects

Book projects


Research Fulbright fellowship

An investigation of the environmental and economic performance of Green building in Dubai and the United Arab Emirates. Project will commence in the winter 2009.

Professional and University Memberships (selective list)

Daylighting Committee, Illuminating Engineering Society, member
Society of Building Science Educators, member

Professional and University Service (committees, public service, etc.; selective list)

Chair, Practice & Technology program., 2002-2005
Executive committee, School of Architecture, 2001-2004; 2005-2007

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Taught two continuation education seminars two or three times a semester for the last 8 years.

Mohamed Boubekri, Ph.D.
Faculty Résumé

David M. Chasco, AIA

Name and Academic Rank [subunit]
David M. Chasco, AIA [Director, Design]
Chancellor's Advisor for Architecture and Master Planning

Education (degree, institution, year of completion)
Master of Architecture, University of Illinois at Urbana-Champaign, 1980
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 1977

Professional Registrations and Certifications (type, country/state, year)
Architect, Illinois, 1970-to present
Certificate, National Council of Architecture Registration Boards, 1971

Academic and Academic Administration Positions held (title and rank, institution, dates)
Director and Professor, School of Architecture, University of Illinois, Urbana-Champaign, 2004 - Present
Interim Dean, College of Architecture and Design, Lawrence Technological University, Southfield, Michigan, 2002-2004
Chair, Department of Architecture, College of Architecture and Design, Lawrence Technological University, 1998-2002
Professor, College of Architecture and Design, Lawrence Technological University, 2001-2004
Associate Professor, College of Architecture and Design, Lawrence Technological University, 1997-2000
Assistant Professor, College of Architecture and Design, Lawrence Technological University, 1994-1997
Visiting Adjunct Lecturer, College of Architecture and Design, Lawrence Technological University, 1984-1993
Visiting Assistant Professor, School of Architecture, University of Illinois at Urbana Champaign, 1980 - 1983

Professional Positions held (title and rank, firm name, dates)
David M. Chasco, AIA, Architect: Design Architect, 1994-Present

Professional Projects (Selective List)
Chasco, D. M., Project Designer/Director, Gunnar Birkerts & Associates. Tiger Stadium Renovation Study (1988), Detroit, MI
Responsibilities included programming and pre-design phase.

Awards, Research Grants and Prizes in Competitions

AIA Michigan President’s Award. Awarded on basis of lifelong professional contribution to education of its members, 2004.
AIA/ACSA Design and Practice Summer Institute Fellowship. Proposal accepted and fellowship awarded to attend Institute and represent teaching methodology of design and professional practice integration in the undergraduate integrated design studio. Santa Fe, New Mexico, 1995.AIA Michigan Honor Award, University of Iowa College of Law, Gunnar Birkerts & Associates (project team), 1987.
AIA Detroit Honor Award, Holtzman & Silverman Office Building, Southfield, Michigan, Gunnar Birkerts & Associates (project team), 1985.
GLFEA 2002 Steel Systems Excellence Award, Rozsa Center for the Performing Arts, Michigan Technological University, 2002.
Educational Design Excellence Award, American School and University Architectural Portfolio, Rozsa Center for the Performing Arts, Michigan Technological University, 2002.
The Francis J. Plym Traveling Fellowship in Architecture. Professional Fellowship awarded by the University of Illinois on the basis of mid-career accomplishments. Awarded $14,000 for four months travel and study in Europe to investigate New European Museums, 1992.
The Architectural League, Young Architects Forum: Site, Scale, and Spectacle. Scheme for the St. Louis Lafayette Square Design Competition, selected for presentation in New York, as one of twelve winning entries from a national selection of professional creative work, 1983.

Professional and University Service (committees, public service, etc.; selective list)
Appointed Member, AIA Illinois Board of Directors, 2009
Member, Chancellor’s Capital Review Committee, 2005
Chancellor’s Committee for the future development of the 160-acre Orchard Downs Housing Area, 2005
Chair, Chancellor’s Design Advisory Committee, 2007-08
Member, University Research Park Design Review Committee, 2007-08
Member, Provost Council of Unit Heads, 2008

David M. Chasco, AIA
Faculty Résumé

Lynne M. Dearborn

Name and Academic Rank [subunit]

Lynne M. Dearborn, Assistant Professor [Design]

Education (degree, institution, year of completion)

Ph.D., University of Wisconsin-Milwaukee, 2004
Master of Architecture (post-professional), University of Oregon, 1994
Bachelor of Architecture, Rensselaer Polytechnic Institute, 1983
B.S. Rensselaer Polytechnic Institute, 1983

Professional Registrations and Certifications (type, country/state, year)

Architect, Maine, 1989-to present
Certificate, National Council of Architecture Registration Boards, 1990

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2002-present
Visiting Instructor, School of Architecture; UIUC 2002
Adjunct Instructor, School of Architecture and Urban Planning, UW-Milwaukee; 1997-98, 2001
Adjunct Assistant Professor, School of Architecture and Allied Arts, University of Oregon; 1995-96
Adjunct Instructor, School of Architecture and Allied Arts, University of Oregon; 1994
Lecturer, School of Building and Civil Engineering, Fiji Institute of Technology; 1985-86

Professional Positions held (title and rank, firm name, dates)

Lynne M. Dearborn, Architect; 1999-present (pro bono consulting in Milwaukee, WI & East St. Louis, IL)
Consultant and Project Architect, Center for Housing Innovation, University of Oregon, Eugene, 1993-1996

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Dearborn, L., “Fighting Inertia of the Status Quo: Impact of financing on housing design and construction options,” Chapter in volume edited by Elizabeth Alford, Center for American Architecture and Design, University of Texas at Austin (accepted for publication).
Dearborn, L., “Homeownership: The Problematics of Ideals and Realities,” Journal of Affordable Housing and Community Development Law, Fall 2006 (p. 40-51)


**Paper presentations and Invited Lectures** (title of presentation, conference/institution, date)


**Awards, Research Grants and Prizes in Competitions**

- William and Flora Hewlett International Research Grant, UIUC Office of Associate Provost, 2007-08
- Fellow, Center for Advanced Studies, UIUC, 2007-08
- Fellow, National Center for Supercomputing Applications, UIUC, 2006-07
- Research Grant, UIUC Campus Research Board, 2004-07
- Fellow, Center for Democracy in a Multiracial Society Faculty, UIUC, 2005
- Research Grant, Provosts Initiative on Teaching Advancement, UIUC, 2004-05
- AIA Education Honors Award, American Institute of Architects, Washington D.C. 2004

**Active Research Projects** (list the most important ongoing creative/research initiatives; target date of completion)


**Professional and University Memberships** (selective list)

- Association of Collegiate Schools of Planning (ACSP) 2003-present
- Association of Collegiate Schools of Architecture (ACSA) 2001-present
- Environmental Design Research Association (EDRA) 1995-present

**Professional and University Service** (committees, public service, etc.; selective list)

- Member ESLARP’s FAA Campus Advisory Committee, 2003-Present
- Peer Reviewer, HUD’s Office of University Partnerships (OUP), 2007

**Professional and Academic development** (meetings/conferences attended, continuing education, etc.)

Lynne M. Dearborn, Ph.D.
Faculty Résumé

Name and Academic Rank [subunit]

Kevin N. Erickson, Assistant Professor [Design]

Education

Master of Architecture, University of Michigan, 2007
Bachelor in Science of Architecture, Lawrence Technological University, 2004

Professional Registrations and Certifications

Registered Builder, State of Michigan, 2002-to present

Academic and Academic Administration Positions held

Associate Professor, School of Architecture, UIUC, 2007-2008
Visiting Lecturer, School of Architecture, UIUC, 2008 -

Professional Positions held

Principal, kne[STUDIO], New York, NY, 2006-to present
Associate, hemingway+a/studio, Chicago, IL, Detroit, MI, 2004-to present
Intern, Lewis.Tsurumaki.Lewis, New York, NY, Spring 2006
Building Inspector and Plan Reviewer, Port Huron Charter Township, Port Huron, MI, 2002-2005

Publications, Exhibitions and Creative Projects

2008 Hemingway, Erik M. fringe architecture, +a[PRESS], Champaign, forthcoming
2008 hemingway+a/studio “[3+1]house,” exhibit at Global Architecture Gallery, Tokyo, Japan
2007 kne[STUDIO] “digitalDUST,” exhibit at Bienal Miami+Beach AIA, Miami, Florida
2007 kne[STUDIO] “livingLEVEE,” exhibit at Bienal Miami+Beach AIA, Miami, Florida
2007 hemingway+a/studio “h+a[WORK],” exhibit at I space Gallery, Chicago, Illinois
2007 hemingway+a/studio “[SB]house,” exhibit at Global Architecture Gallery, Tokyo, Japan
2006 Lewis.Tsurumaki.Lewis “Light Structures,” exhibit at SOA Gallery, Kent State University, Ohio
2006 hemingway+a/studio “[BIGBOX]house,” exhibit at Global Architecture Gallery, Tokyo, Japan
2005 hemingway+a/studio “residential[MUTATIONS],” exhibit at Detroit Artist Market, Detroit, Michigan
2004 Erickson, Kevin. “warehouse collector void,” installation at criticalmass2 [FLAK]Detroit, Marygrove College, Detroit Michigan, collaboration with studiozONE architects

2003 Erickson, Kevin “[DET]roit55,” exhibit at detroit@00:00:55 [FLAK]Detroit, Cranbrook Academy of Arts, Michigan

Paper presentations and Invited Lectures

2008 Lecture: “What is digital Design,” AIAS Midwest Design Conference, University of Illinois Urbana-Champaign, March 9, 3008


2006 Presentation: “REgrounding New Orleans,” Lawrence Technological University, Southfield Michigan, February 17, 2006

Awards, Research Grants and Prizes in Competitions

2007 Erickson, Kevin. UIUC College of Fine Arts Special Grant $500

2006 Erickson, Kevin. RTKL Traveling Fellowship, American Architectural Foundation AAF, American Institute of Architects AIA, $2,500


2006 Erickson, Kevin. Sficos Fellowship, University of Michigan A. Alfred Taubman College of Architecture+Urban Planning, $5,000

2006 Erickson, Kevin. Michigan Architecture Grant, University of Michigan A. Alfred Taubman College of Architecture+Urban Planning, $4,000

2005 Erickson, Kevin. Michigan Architecture Grant, University of Michigan A. Alfred Taubman College of Architecture+Urban Planning, $4,000

2005 Erickson, Kevin. Snowball Studio Award for best incoming graduate student project, University of Michigan A. Alfred Taubman College of Architecture+Urban Planning


2004 hemingway+a/studio. Invited Architect, Philbrook Museum of Art Competition, Tulsa, Oklahoma

2003 Erickson, Kevin. Building Officials Conference of Michigan Scholarship $1,000

Active Research Projects

“Networked Cities: Russia and the Trans-Siberian Railway,” 2007-to present
Cataloging vernacular typologies of architecture and urban phenomena that have developed in a linear network allowing cultural identities to merge within regional networks and social principles to transgress geographic boundaries.

“digitalDUST: collapsing desire with the undesirable,” 2006-to present
Discarded sawdust is compressed with a nontoxic organic binding agent to formulate a new type of panel system that illustrates the conflict between representation and production of our time. It questions of how cladding is to be understood: as aesthetic impulse or technological imperative.

Professional and University Memberships

Museum of Modern Art NY - member 2007-to present
The Architectural League NY - member 2006-to present
Code Official Conference of Michigan - member 2004-to present

Professional and University Service

International Programs Committee - appointed member 2007-2008
Lecture Series and Exhibits Committee - appointed member 2007-2008
Faculty Résumé

William H. Erwin

Name and Academic Rank [subunit]

William H. Erwin, Associate Professor [Structures]

Education (degree, institution, year of completion)

Master of Science Architectural Engineering, University of Illinois at Urbana-Champaign, 1965
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 1964

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1970-to present
Structural Engineer, 1978-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; 8/79 - present
Visiting Lecturer, School of Architecture, UIUC; 9/75 to 5/76

Professional Positions held (title and rank, firm name, dates)

Job Captain, Loebl Schlossman Bennett & Dart Architects/Engineers, Chicago, 1967-72
Associate, Richardson Severns Greene Rishling & Associates Architects, Champaign, 1972-79
Consultant, Severns Reid and Associates, Architects, Champaign, 1979-94

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Awards, Research Grants and Prizes in Competitions

UIUC Campus Award for Excellence in Undergraduate Teaching “Honorable Mention” 2005-06
College Fine & Applied Arts Faculty Award for Excellence Teaching 2005-06

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)
Professional and University Memberships (selective list)

American Concrete Institute
Graduate Faculty, University of Illinois at U-C

Professional and University Service (committees, public service, etc.; selective list)

University Senate 1989-91
Executive Committee (elected), School of Architecture, 1998-99, 2001-02

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Tenth North American Masonry Conference, 2007
Seventh North American Masonry Conference

William H. Erwin
Faculty Résumé

Gaines B. Hall, FAIA

Name and Academic Rank [subunit]

Gaines B. Hall, FAIA, Professor [Practice and Technology]

Education (degree, institution, year of completion)

- United States Army War College, 1989
- United States Air Force Air War College, 1977
- United States Army Command and General Staff College, 1975
- Bachelor of Architecture, Auburn University, 1961

Professional Registrations and Certifications (type, country/state, year)

- Architect, Alabama, 1967-to present
- Architect, Illinois, 1987-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

- Professor, School of Architecture, UIUC; 16 August 2008-to present

Professional Positions held (title and rank, firm name, dates)

- Vice President & Managing Principal, Kirkegaard Associates, Chicago, IL, 1987-2008
- Vice President, PGAV Architects and Planners, St. Louis, MO, 1983-2006
- Partner, Spann Hall Ritchie Architects, Dothan, AL, 1967-1983
- Colonel, United States Army Corps of Engineers (USAR Retired), 1961-1991

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

- Principal and Project Director or Project Manager for the Acoustics Design
  - Sandler Center for the Performing Arts, Virginia Beach, VA, Philip Johnson/Alan Ritchie, CMSS, 2007
  - Salt Lake Tabernacle Renovation, Salt Lake City, UT, FFKR Architects, 2007
  - Holland Performing Arts Center, Omaha, NE, Polshek Partnership, HDR Architects, 2005
  - Illinois Institute of Technology, McCormick Tribune Campus Center, Chicago, IL, Rem Koolhaus, Holabird & Root, 2004
  - University of Missouri St. Louis, Blanche M. Touhill Performing Arts Center, St. Louis, MO, Pei, Cobb, Freed & Partners, 2003
  - Overture Center for the Arts, Madison, WI, Pelli Clark Pelli, Potter Lawson/Flad, 2003
  - Carnegie Hall Issac Stern Theatre Renovation, New York, NY, Polshek Partnership, 2002

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

- Invited Lecture: “First Vice President/President-Elect Candidate Address to AIA National Convention Plenary Session,” 10 June 2004
Invited Lecture: Guest Critic and Lecturer with Francis Halsband, FAIA, Plym Fellowship Recipient, University of Illinois, 29-30 October 2001

Awards, Research Grants and Prizes in Competitions

Landmarks Illinois Richard Driehaus Foundation Award for Adaptive Use, Frank Lloyd Wright’s B. Harley Bradley House Stable, 2006
AIA Illinois Distinguished Achievement Medal, 1998
AIA Richard Upjohn Fellowship, 1998
United States Army Legion of Merit, 1991
United States Army Bronze Star Medal, 1991
AIA College of Fellows, 1983

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Not Applicable

Professional and University Memberships (selective list)

The American Institute of Architects
Reserve Officers Association of the United States

Professional and University Service (committees, public service, etc.; selective list)

President, AIA Illinois, 2008
Co-Chair, AIA Illinois Leadership Institute, 2006
Director, Illinois Region, AIA National Board of Directors, 1995-1998
President, AIA Chicago Foundation, 2003
Vice President, AIA National Board of Directors, 1984
Chair, AIA National Convention, 1983
President, AIA Gulf States, 1981
Director, Gulf States Region, AIA National Board of Directors, 1979-1981
President, Alabama Council AIA, 1976

Professional and Academic Development (meetings/conferences attended, continuing education, etc.)

AIA Illinois Annual Conference, 2008
AIA Illinois Leadership Institute, 2008
AIA National Convention, 2008
AIA Committee on Design, 2008
8th International Congress of Tall Buildings and Urban Habitat, 2008
AIA Illinois Prairie Grassroots, 2008
AIA Illinois Board of Directors, 2008
AIA Chicago Large Firm Roundtable, 2008
American Collegiate Schools of Architecture, 2008
AIA Eastern Illinois Chapter Meeting, 2008
AIA Southern Illinois Chapter Meeting, 2008
AIA Central Illinois Chapter Meeting, 2008
AIA Northeast Illinois Chapter Meeting, 2008
AIA Northern Illinois Chapter Meeting, 2008

Gaines B. Hall, FAIA
Faculty Résumé

Lawrence J. Hamlin

Name and Academic Rank [subunit]

Lawrence James Hamlin, Academic Professional (design)

Education:

M.F.A. The San Francisco Art Institute, 1983
Batchelor of Arts, State University of New York, Brockport, 1980

Professional registrations and certificates.

Member of the College Art Association, Professional Practice Committee from 2002 to 2006.

Academic and Academic administration positions held.

Course coordinator, foundational studies in architecture, landscape architecture and art and design.

Professional positions held


Publications and exhibits

"Mad Dog Press" featured in PBS regional arts "Heartland Highways" produced and originally broadcast in association with WEIU television.

“Prints and Process”, Broadcast on PCTV. A documentary on the etching process in conjunction with a show of works on paper featured in the Parkland Community College gallery.


Vision and Revision, The prints of Wayne Thiebaud, Chronicle books. Works in this book are drawn over printed material that Wayne Thiebaud made based on prints and drawn work generated during other publication projects headed by me at Crown Point Press.

Design Basics, Prentice Hall publishers, publication uses images/illustrations of work done as a master printer in association with several artists.
Paper presentations and invited lectures.


Awards, Research Grants and Prizes in competition(s).

**Award/Prize:** Honorable mention, Bradley University international works on paper invitational. 2004.

**Prize:** Second place, Savoire Faire international works on paper competition, 1998.

Active Research Projects.

Moving forward with exhibition and current works on paper projects. Accompanying prints and recent pastel work.

Professional and University Memberships.

**College Art Association**

Master print makers collaborative

Professional and University Services.

Curriculum development advisor for the foundational studio in sophomore year developing drawing, drafting delineation and design skills. Sequential course development for integrating sophomore and junior year curriculum.

Professional and Academic development.

Assisted in directive for foundational curriculum uniformity in professionally based art and design programs through College Art Association (presentation at CAA in Atlanta, 2004). Current work is continuing through grant research carried on by the Tremaine foundation, funding an evaluative study of six University programs seeking common goals to professional degree programs in Fine and Applied arts.

Lawrence J. Hamlin, Master Printer
Faculty Résumé

Ralph E. Hammann, AIA

Name and Academic Rank [subunit]

Ralph E. Hammann, Ph.D., AIA, Associate Professor [Design]

Education (degree, institution, year of completion)

Ph.D., (Dr.-Ing.) Technical University Darmstadt, 1985
Master of Architecture, Virginia Polytechnic Institute & State University, 1980
Master of Architecture, Technical University Darmstadt, 1979

Professional Registrations and Certifications (type, country/state, year)

U.S. Green Building Council, Leadership in Energy and Environmental Design,
Accredited Professional (LEED® A.P.), 2003;
Architect, Arizona, 1999-present;
Architect, Bayerische Architekten Kammer, Germany; 1983-present

Academic Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; 2007-present
Associate Professor, School of Architecture, University of Arizona; 1999-2006
Visiting Assistant Professor, School of Architecture, Virginia Polytechnic Institute & State University; 1996-99

Professional Positions held (title and rank, firm name, dates)

Ralph Hammann Inc.; Consulting; President; 2002-present;
Ralph Hammann Architekten; Owner; München, Saarbrücken, Germany; 1995-1999
Henn Architekten-Ingenieure, München; Architect; Head of Consulting, Member of Executive Board, 1994-96
Henn Architekten-Ingenieure, München; Architect; Head of Design, 1985-94
Novotny Mähner Associates, Frankfurt/Main, Principal, Architect; München Regional Office, 1982-1985
Novotny Mähner Associates, Frankfurt/Main, Architect, 1982-1985

Publications, Exhibitions and Creative Projects (select from last 6 years or more if significant or necessary)

““PlusMinus 20º/40º Latitude: Sustainable Design for Tropical and Subtropical Climates”; Hindrichs, D., Daniels, K., Heusler, W. Hammann, R., , Menges Stuttgart, New York 2007 (Book)
“PlusMinus 20º/40º Latitude: Sustainable Design for Tropical and Subtropical Climates”; (Translation, German-English) Hindrichs, D., Daniels, K., Heusler, W. Hammann, R, Menges Stuttgart, New York 2007 (Book)
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Invited Lecture: "The Integrated Light Weight Disaster Shelter: Technology for Autonomous Survival," presented at the Academy for Entrepreneurial Leadership, UIUC, (Invitation by Faculty Fellow Brian Lilly)
Paper: "Learning from the Vernacular: Special Conditions for Building Envelopes in Arid Climates", presented at the International Conference Arid Regions Urbanism, Tucson, April 16-22, 2005

Awards, Research Grants and Prizes in Competitions

Grant: Metal Building Manufacturers Association of America 1998
2nd Prize: Continental Hauptverwaltung, Hannover, Germany, 1990
1st Prize: Max-Planck-Gesellschaft für Psychiatrie, München, 1990
2nd Prize: Fachhochschule Saarbrücken, 1985
2nd Prize: Stadtsparkasse hauptverwaltung, München 1984

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

"Eco-Village of Moncoepi—Phase II", Sustainable Energy for the Hopi Nation, Arizona (Co-PI), 2004-present

Professional and University Memberships (selective list)

American Institute of Architects (AIA); 1999-present
U.S. Green Building Council (USGBC); 2003-present
Chicago Architecture Foundation; 2006-present
Council on Tall Building and Urban Habitat (CTBUH, Illinois Institute of Technology) 1996-present
Freunde und Förderer der Technischen Hochschule Darmstadt; 1996-present
American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) 2000-2005

Professional and University Service (committees, public service, etc.; selective list)

Member (appointed) PhD Committee, UIUC SoA, 2007-present.
Member (appointed) Sustainability Committee, UIUC SoA, 2007-present

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

U.S. Green Building Council Greenbuild Conference, yearly
AIA (and continuing education seminars), yearly

Ralph E. Hammann, AIA
Erik M Hemingway, Associate Professor with Tenure [Architecture]

Education (degree, institution, year of completion)

1981-1987 Bachelor of Architecture, with Honors, College of Architecture, California Polytechnic State University, San Luis Obispo
   -Selected Finalist, William Van Alen Competition, 1986
   -3rd Prize, College of Landscape Architecture Competition, 1987
SU 1986 Ecoles D'Arts de Americanies, Fontainebleau, France,
   -Prix de Theatre 23h
   -1 of 2 students by Dean Tschumi and Hani Rashid selected to represent Columbia University's submission to the 1992 Steelcase Material of the Future Competition, Sample City Prototype [an artifact of thesis Television City]

Academic and Academic Administration Positions held (title and rank, institution, dates)

1994  5th year Thesis Instructor
      College of Architecture, California College of the Arts and Crafts, San Francisco, California
1995-1999 Senior Design Instructor
      College of Interior Architecture, Academy of Art, San Francisco, California
1997-1999 Visiting Lecturer
      College of Architecture and Environmental Design, University of California, Berkeley
1999-2004 Assistant Professor
      College of Architecture and Design, Lawrence Technological University, Southfield, Michigan
2003-2006 Coordinator, Director and Critic, Distinguished Practitioner Summer Master Class
      College of Architecture and Design, Lawrence Technological University, Southfield, Michigan
      Bill Massie, SU 03; Office dA, SU 04; Lewis/ Tsurumaki/ Lewis, SU 05; Veev, SU 06
2005-2006 Associate Professor with Tenure
      College of Architecture and Design, Lawrence Technological University, Southfield, Michigan
      SP 2006 Nadine Carter Russell Endowed Chair
      College of Art and Design, Louisiana State University, Baton Rouge, Louisiana
2006-present Associate Professor with Tenure
      School of Architecture, University of Illinois, Urbana-Champaign

Professional Positions held (title and rank, firm name, dates)

      Designer
1989-1991 Arquitectonica, Miami, Florida and San Francisco, California
      Senior Project Designer
      Principal in Charge
1999-present hemingway+a/studio, Chicago, Illinois and Detroit, Michigan
      Principal in Charge
Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

2003 Lerner, Kevin. “A short story about Erik Hemingway”, (+) archrecord2, 04.03 website
2005 Hemingway, Erik M. “First Step Housing Competition”, *New York Architectural League, December 05*.
2007 “erik m hemingway, h+a[WORK]”, *Art in America*, 06.07 website.

Awards, Research Grants and Prizes in Competitions

2002 Invited Artist/Architect, Clear Magazine, 1st Year Anniversary Installation, Detroit.
2003 Selection, Global Architecture Houses Project.
2003 Portfolio Selection, Architecture Record, archrecord2, April, Record House AIA Award Issue.
2003 archrecord2 website, Emerging Architect, April
2005 Selected Architect/ Professor, Nadine Carter Russell Endowed Chair, Louisiana State University.
2005 Selected Architect/ Professor, Hyde Chair of Excellence, University of Nebraska- Lincoln.
2005 Selected Architect/ Professor, Distinguished Visiting Professor, University of Colorado.
2006 Selection, Global Architecture House Project.
2006 Faculty Sponsor, First Prize 2005-06 ACSA/AISC Student Design Competition.
2006 Invited Alumni, 125th Year Exhibition, Columbia University.
2007 Faculty Sponsor, Honorable Mention, 2006-07 ACSA Cranbrook Preservation Competition
2007 Selection, Global Architecture House Project.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

2008 $13,180 UIUC Research Board Grant, Hemingway, Erik M. *fringe_architecture, +a[PRESS], Champaign*
Faculty Résumé

Name and Academic Rank [subunit]

Stewart Hicks, Assistant Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, Princeton University, 2006
Bachelor of Science in Architecture, University of Michigan, 2002

Professional Registrations and Certifications (type, country/state, year)

N/A

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2008
Lecturer, University of Michigan, Taubman College, 2006 – 2008
Adjunct Faculty, Lawrence Technological University, 2006

Professional Positions held (title and rank, firm name, dates)

Principal, Mitnick Roddier Hicks, Ann Arbor, MI, 2002 –
Architectural Designer, Agrest and Gandelsonas, New York, NY, 2006
Architectural Designer, Valerio Dewalt Train Associate, Chicago, IL 2002 - 2004

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Publications of Design Work:

“Giardini a Specchio,” Casamica, November 2007, pp. 34 [Étant Donnés, Mitnick Roddier Hicks]
“LL House,” EGG Magazine, September 2007, pp. 74 – 77 [LL House, Mitnick Roddier Hicks]
Gauren Grymes, “Garden to Go,” GARDEN MAGAZINE, August 2007, pp. 93 – 96 [Étant Donnés, Mitnick Roddier Hicks]
["Split/View" Pavilion, Mitnick Roddier Hicks]
["Park Fantasies"], Monitor Magazine (Russian Design Magazine), August 2005, ["Split/View" Pavilion, Mitnick Roddier Hicks]

Peer-Reviewed Exhibitions of Design Work:

Poster Presentation, Architecture in an Expanded Field, From Interiors to Landscapes, ” Urbs in Campus, 96th Annual ACSA National Conference, Huston, TX, 2008
AIDS Memorial Competition Exhibit “Impromptu Vigil,” California College of the Arts, San Francisco, CA; University of California, Berkeley, CA; SFMoMA, San Francisco, CA [Mitnick Roddier Hicks], 2005
“Young Architects Forum Exhibit,” Architectural League of New York, NY, [Mitnick Roddier Hicks], 2004
“Faculty Design Awards Exhibit,” ACSA National Conference, Spertus Institute, Miami Beach, FL, [Mitnick Roddier Hicks], 2004
“Speculative Chicago Design Exhibit,” Spertus Institute, Gallery 400, University of Illinois at Chicago, [Mitnick Roddier Hicks], 2003
“Unbuilt Architecture Awards Exhibit,” Spertus Institute, Build Boston Conference, Boston, MA, [Mitnick Roddier Hicks], 2002
“Chicago Architecture Club Exhibit,” Spertus Institute, Graham Foundation Gallery, Chicago, IL, [Mitnick Roddier Hicks], 2002
“Burnham Prize Finalists Exhibit,” Spertus Institute, Spertus Museum of Jewish Studies, Chicago, IL, [Mitnick Roddier Hicks],

Invited Exhibitions of Design Work:


Awards, Research Grants and Prizes in Competitions

Design Awards:

Garden Festival Competition, Chaumont-Sur-Loir, France, Étant Donné, 1 of 24 projects selected for construction, International Design Competition, 2007
Design Vanguard Award, Architectural Record, 1 of 10 international firms selected for recognition, 2005
Young Architects Forum, Architectural League of New York, New York, NY, Mitnick Roddier Hicks, 1 of 5 firms selected for award, publication, lecture presentation, and exhibition, 2004
ACSA Faculty Design Award, ACSA National Conference, Miami, FL, “Spertus Institute” 2004

Stewart Hicks
Faculty Résumé

Kevin J. Hinders

Name and Academic Rank

Kevin J. Hinders, Associate Professor [Design]

Education

Master of Architecture (post-professional), Cornell University, 1987
Bachelor of Architecture, University of Notre Dame, 1983

Professional Registrations and Certifications

Architect, USA/Illinois, 1990- present
Architect, USA/Nebraska, 2006- present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; 1997- present
Director, Rome Study Abroad Summer Program, UIUC; 2002- 2006, Rome, Italy
Assistant Professor, School of Architecture, UIUC; 1990- 1997
Visiting Assistant Professor, Washington University in St. Louis, MO; 1988- 1990
Visiting Assistant Professor, Arizona State University, Tempe, AZ; 1987- 1988
Visiting Critic, Catholic University of America; Summer Program 1984 & 1985

Professional Positions held

Principle & Vice President, PREPA.R.E., Inc., 2005- present
Principle, Kevin J. Hinders, Architect, 1987 - 2005

Publications, Exhibitions and Creative Projects

Creative Work: Sherwood Residence, Champaign, IL 2004
Creative Work: Riggs/Goldsmith Residence, Champaign, IL 2005
Creative Work: Boyer Residence, Champaign, IL 2006
Creative Work: Brockenbrough Residence, Champaign, IL 2007

Paper presentations and Invited Lectures

Invited Lecture/Workshop: “CU in LA,” California State Polytechnic University of Pomona, 2005
Invited Charrette: “West Campus Design Charrette,” University of New Mexico, Albuquerque, NM, 2006
Invited Lecture: “PREPARE and the Idea of Sustainability through the Years,” Kunming, China, 2007

Awards, Research Grants and Prizes in Competitions

Research Grant, UIUC Critical research Initiatives, 2001-2003
Research Grant, UIUC Campus Research Board, 2002-2003, 2006-present
Research Grant, Alan K. and Leonarda Laing Grant, 2005
Research Grant, UIUC Center for African Studies, 2005
Fellow, National Center for Supercomputing Applications, UIUC, 2006-2007

Recent Student Design Awards under Professor Hinders direction:

Recent Competition Awards:
“Redevelopment of the Northern Osaka Train Station Area, Osaka, Japan,” with K. McCown, T. Sato, J. Person, Finalist (40/950+), 2003

Recent Teaching Awards:
Faculty Award for Excellence, UIUC College of Fine Arts, 2004
Campus Award for Excellence in Graduate and Professional Teaching, Honorable Mention, 2004

Active Research Projects

Creative Work: The Enterprise Building, Champaign, IL 2008
Creative Work: The Adve Residence, Champaign, IL 2008
Creative Work: Pine Ravine Research Project Villas- Expo Eco Town, Kunming, PRC, 2009

Professional and University Memberships

Association of Collegiate Schools of Architecture (ACSA) 1987-present
Campus Honors Faculty. 2007-present

Professional and University Service

St. Matthew Parish Hall, SLRP, & Facilities, 2002-present
Faculty Search Committee, 2007-present
Architecture Council, 2007-present

Professional and Academic development


Kevin J. Hinders
Faculty Résumé

Roger Hubeli

Name and Academic Rank [subunit]

Roger Hubeli, Assistant Professor [Design]

Education (degree, institution, year of completion)

Diploma, Swiss Federal Institute of Technology Zurich (ETH),

Professional Registrations and Certifications (type, country/state, year)

Dipl. Arch. ETHZ

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, University of Illinois at Urbana-Champaign, 2008 -
Lecturer, University of Michigan, 2004 – 2007
Assistant to Chair, Swiss Federal Institute of Technology (ETH, Zurich), Switzerland, 2007

Professional Positions held (title and rank, firm name, dates)

Principal, [APTUM]design, Zurich, Switzerland, 2002 –
Architectural Intern, Hornberger Architects AG, Zurich, Switzerland, 1999-2004

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Competitions (selected):

99k House, Houston, TX, 2008
"Altersheim Koschenruti" Assisted Living for the Elderly, Zurich, Switzerland, 2006
"Altersheim Trotte" Assisted Living for the Elderly, Zurich, Switzerland, 2006
International Competition for the Headquarters of the Federal Ministry of Interior Affairs, Berlin, 2005
Competition for Work and Living Space for Disabled People, Lenzburg, Switzerland, 2005
International Competition for the Museum of Modern Art, Lausanne, Switzerland, 2004
International Competition for the Secondary School of Winterthur, Switzerland, 1999

Professional works build:

Stadler House, Neerach, Switzerland, 2003

Professional and University Service (committees, public service, etc.; selective list)

AIAS Advisor, University of Michigan, 2005-2008

Roger Hubeli, dipl. Arch. ETHZ
Faculty Résumé

Kennedy K. Hutson

Name and Academic Rank [subunit]

Kennedy K. Hutson, Visiting Assistant Professor [design]

Education (degree, institution, year of completion)

- Graduate Studies, Real Estate Finance and Construction, University of Denver, 1985-86
- Master of Architecture, University of Illinois at Urbana-Champaign, 1979
- Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1975

Professional Registrations and Certifications (type, country/state, year)

- Licensed Architect, State of Indiana, 2006

Academic and Academic Administration Positions held (title and rank, institution, dates)

- Visiting Assistant Professor, School of Architecture, UIUC, 2000-present

Professional Positions held (title and rank, firm name, dates)

- Owner/Principal, Kennedy Hutson Associates, Monticello, Illinois, 1993-present

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Awards, Research Grants and Prizes in Competitions

- Principal Grant Writer, $1.2 million grant award, Downtown Monticello Streetscape, Illinois Department of Transportation, ISTEA, 1999

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

- Monticello Main Street, 1995-present
- Monticello Arts Council, 2007-present
Professional and University Service (committees, public service, etc.; selective list)

University of Illinois, Allerton Park and Retreat Center, Policy Advisory Board, committee chair/director, 2005-present
City of Monticello, Historic Preservation Commission, Chair, 1995-present
Monticello Main Street, director/design chair, 1995-present
DoMoRe Corp., director, 1997-present
Monticello Industrial Action Corp., director, 1997-present
Preservation and Conservation Association, past president

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Attended various continuing education seminars annually

Kennedy K. Hutson
Faculty Résumé

Arthur L. Kaha

Name and Academic Rank [subunit]

Arthur L. Kaha [Design, Interim Associate Director]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1974
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 1966

Professional Registrations and Certifications (type, country/state, year)


Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Director for Undergraduate Affairs, School of Architecture, UIUC; 1987-2004
Coordinator for Undergraduate Affairs, School of Architecture, UIUC; 1985-87
Lecturer, School of Architecture, UIUC; 1985-2004
Visiting Associate Professor, School of Architecture, UIUC; 1983-85
Assistant Professor, School of Architecture, UIUC; 1978-83
Visiting Assistant Professor, School of Architecture, UIUC; 1975-78
Visiting Lecturer, School of Architecture, UIUC; 1974-75

Professional Positions held (title and rank, firm name, dates)

Owner/Principal, A. Kaha, Architect; 1993-2004

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

"Issues in Architectural Education," NCARB Region IV Conference, Indianapolis, IN, 1999

Awards, Research Grants and Prizes in Competitions

“Teachers Ranked as Excellent by Their Students,” listed 20 times, UIUC; 1975-2004
Outstanding Staff Member, University Dad's Day organization, 2003
Excellence in Education Award, AIA, Illinois, 1996
University of Illinois Educational Technologies Board Grant, to develop a web-based course component for Introduction to Architecture course; 1998
National Faculty Advisor Award (First), Alpha Rho Chi Fraternity; 1999
Campus Award for Excellence in Advising Undergraduate Students, UIUC; 2000
Outstanding Educator, Association of Licensed Architects; 2002
Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

Member, Consortium for Design and Construction Careers; 1991-2004
Member, AIA Central Illinois; 1994-2000

Professional and University Service (committees, public service, etc.; selective list)

Member, Coordinating Committee for Career Planning and Placement, UIUC; 1986-ongoing
Member, Campus Academic Advising Commission, UIUC; 1994-2000
Member, Sub-committee on Graduate Student Discipline, UIUC; 1995-97
Member, Chancellor’s Scholars Advisory Committee, UIUC; 1996-98
Vice President (President-elect), AIA Central Illinois; 1999-2000
Member, Sub-committee on Academic Advisor Professional Development, UIUC; 1999-2002
President, Consortium for Design and Construction Careers; 2002

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Arthur L. Kaha
Faculty Résumé

Name and Academic Rank [subunit]

Thomas A. Kamm, Jr. Assistant Professor [Design]

Education (degree, institution, year of completion)

M.Arch, Yale University School of Architecture, 1994
B.A., Drama, University of California, San Diego, 1978

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois,

Academic and Academic Administration Positions held (title and rank, institution, dates)

Academic Rank, School of Architecture, UIUC; 2002-
Visiting Juror, University of Illinois School of Architecture; 1998-2000
Graduate Teaching Assistant, Yale University School of Architecture; 1992-1994

Professional Positions held (title and rank, firm name, dates)

Architect, Principal, Thomas A. Kamm Architecture + Design; Current
Architect, Isaksen Glerum Architects, Urbana, IL; 1997-2000
Intern, Architectural Spectrum, Champaign, IL; 1995-97
Intern, Christopher Choa Architects, New York, N.Y.; 1994-95

Professional Projects

The Bulgari Residence 1994-95 – Project designer for the creation of a new guest house, pool house and Olympic length pool, set on a hillside estate in upper New York.

Phillips Exeter Academy Stadium Competition 1995 – Team member and designer of a competition entry for the replacement of the Exeter Academy’s existing stadium.


Healdsburg House 1997 – Architect for a new guest house built adjacent to a scenic corridor in Sonoma County, California.

TIMES Center 1998 – Lead architect for the creation of a homeless shelter and transitional housing facility in Champaign, Illinois.

St. Stephens & St. Agnes School Chapel/Performing Arts Center 2000-01 – Lead architect responsible for the design and implementation of a new 500 seat assembly space with a full stage, scene shop, theater. St. Stephens is an Episcopal high school in Alexandria Virginia.

The Langley School Fine Arts Center 2001-02 - Lead architect for the design and implementation of a new 400 seat theater with adjacent suites of music and visual art classrooms in McLean, Virginia.

The Langley School Master Plan 2001-02 - Lead architect responsible for programming and design of a campus-wide master plan.

Pentagon 911 Memorial Design Competition 2002 in Washington DC.


Awards, Research Grants and Prizes in Competitions

- Honorary Member, Gargoyle Society, University of Illinois School of Architecture; 2004
- Excellence in Undergraduate Teaching Award, University of Illinois School of Architecture; 2002-2003
- Excellence in Design Instruction Award, University of Illinois School of Architecture; 2002-2003
- The Robert Allen Ward Scholarship for Outstanding Academic Performance, Yale University; 1994
- The American Theatre Wing Award, Set Designs for Robert Wilson’s The Civil Wars Act IV; 1987

Professional and University Memberships (selective list)

- American Institute of Architects

Professional and University Service (committees, public service, etc.; selective list)

- Chair, School of Architecture Lecture Committee; 2002
- Member, School of Architecture I Space Gallery Committee; 2003
- Co-Sponsor, CAS Miller/Com Lecture – Andres Duany; 2004
- Peer review of papers submitted to ASCA convention for Urban/Suburban Panel; 2004
- Peer review of papers submitted to ASCA convention; 2003

Thomas A. Kamm, Jr., AIA
Faculty Résumé

Jeffrey C. Kansler

Name and Academic Rank [subunit]

Jeffrey C. Kansler [Structures]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 2005
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 2003

Professional Registrations and Certifications (type, country/state, year)

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Lecturer, School of Architecture, UIUC; August 2007-present

Professional Positions held (title and rank, firm name, dates)

Project Engineer, Wickersheimer Engineers, Champaign, Il, 08/07 - present
Project Designer, C.E. Anderson and Associates Structural Engineers, Chicago, Il, 07/05 – 08/07

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

“Two-Way Pre-stressed Flat Plate Design”, UIUC, 2007

Awards, Research Grants and Prizes in Competitions

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

Professional and University Service (committees, public service, etc.; selective list)


Professional and Academic development (meetings/conferences attended, continuing education, etc.)
Faculty Résumé

Paul Hardin Kapp, AIA, LEED AP

Name and Academic Rank [subunit]

Paul Hardin Kapp, AIA, Associate Professor [Preservation]

Education (degree, institution, year of completion)

Master of Science in Historic Preservation, University of Pennsylvania, 1992
Bachelor of Architecture, Cornell University, 1990

Professional Registrations and Certifications (type, country/state, year)

Architect, North Carolina, Virginia, West Virginia, Tennessee
Certificate, National Council of Architecture Registration Boards
U. S. Green Building Council. LEED Accredited Professional

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; 2008
Lecturer, American Architectural History, Department of City and Regional Planning, University of North Carolina at Chapel Hill, 2003 - 2008

Professional Positions held (title and rank, firm name, dates)

Campus Historic Preservation Manager and Historical Architect, University of North Carolina at Chapel Hill, 2002 – 2008
Partner, Kapp & Robbins Architects, Galax, VA 1998 – 2002

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Paper: “Campus Historic Preservation Master Planning at University of North Carolina at Chapel Hill,” at National Collegiate Facilities Management Conference, University of North Carolina at Chapel Hill, August 2006
Awards, Research Grants and Prizes in Competitions

Grants:

Kapp, Paul Hardin (Principal Investigator), Campus Historic Landscape Master Plan for the University of North Carolina at Chapel Hill, Getty Foundation, $200,000 (June 2007 – July 2008).
Kapp, Paul Hardin (Grant Writer), Restoration of the Gerrard Hall South Portico, University of North Carolina, William Rand Trust, $150,000, (February, 2003).
Kapp, Paul Hardin (Grant Writer), Restoration of the Gerrard Hall South Portico, University of North Carolina, Richard H. Jenrette, $50,000, (February, 2005).
Kapp, Paul Hardin (Principal Investigator), Architectural Guide for the Campus of the University of North Carolina at Chapel Hill, Mary Covington Foundation, $10,000 (June 2003 – December 2007).

Awards:

Charles E. Peterson Fellowship, for the study of the work of William Nichols, Architect, 2005

Professional and University Memberships (selective list)

The American Institute of Architects
Association for Preservation Technology
Preservation North Carolina
The Preservation Alliance of Virginia
The Association for the Preservation of Virginia Antiquities
The Preservation Society of Chapel Hill
The Chapel Hill Historical Society
The National Trust for Historic Preservation

Professional and University Service (committees, public service, etc.; selective list)

The Chancellor’s Building and Grounds Committee (all at UNC Chapel Hill)
The Chancellor’s Academic Campus Art Committee
The Chancellor’s Disabilities Committee
The Chancellor’s Pedestrian Safety Committee
The University’s Capital Building Design Review Committee
The University Historic Properties Committee
The University Campus Art Acquisition Committee
The Chancellor’s Campus Guidebook Committee, Chair
The University Campus Signage Task Force
The University Landscape and Tree Heritage Committee

Paul Hardin Kapp, AIA, LEED AP
Faculty Résumé

Michael K. Kim, PhD, AIA

Name and Academic Rank [subunit]

Michael K. Kim, Professor [Practice and Technology]

Education (degree, institution, year of completion)

PhD, Architecture, University of California, Berkeley, 1980
Master of Architecture, The Ohio State University, Columbus, 1972
Bachelor of Science, Architecture, Seoul National University, Korea, 1964

Professional Registrations and Certifications (type, country/state, year)

Architect, California, 1975
Architect, Ohio, 1974
Certificate, National Council of Architecture Registration Boards, 1974

Academic and Academic Administration Positions held (title and rank, institution, dates)

Professor, School of Architecture, UIUC; 1988-present
Associate Professor, School of Architecture, UIUC; 1984-88
Associate Professor, Harvard University, Graduate School of Design; 1981-84
Assistant Professor, Harvard University, Graduate School of Design; 1977-81
Associate (part-time), University of California, Berkeley; 1974-77
Graduate Research Associate (part-time), Ohio State University; 1971-72

Professional Positions held (title and rank, firm name, dates)

Principal, Michael K. Kim, Ph.D., AIA, Consultant in Building Design and Construction, Boston, MA and Champaign, IL; 1984-present
Designer/Project Architect, Tully Ames Elzey & Thomas, Architects/Planners, Columbus, Ohio; 1972-74
Designer, Timothy G. Armstrong, Architect, Columbus, Ohio; 1969-70
Designer, William Dorsky Associates, Cleveland, Ohio; 1968-69
Supervisory Construction Engineer, K GS-12, Engineer Section, Eighth U.S. Army, Seoul, Korea, 1965-68

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Faculty Colloquium; Graduate Curriculum for Professional Education in Architecture; Seoul National University, Seoul, Korea, June 2001

Awards, Research Grants and Prizes in Competitions

Outstanding Faculty Award, College of Fine and Applied Arts, UIUC; 1998
Outstanding Educator, Association of Licensed Architects; 2001
Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Architectural Mereo-topology (indefinite completion date)
Mathematical Theory of Function and Spatial Organization (indefinite completion date)

Professional and University Memberships (selective list)

Member, American Institute of Architects; 1974-present
Member, American Society of Heating, Refrigeration, and Air-conditioning Engineers; 1995-present
Member, Council on Tall Buildings and Urban Habitat; 2000-present
Member, American Society of Engineering Education; 1999-2001
Member, Korean-American Scientists and Engineers Association; 1974-present

Professional and University Service (committees, public service, etc.; selective list)

Coordinator (appointed), Architectural Practice Option, School of Architecture, UIUC; 1991-present
Member (appointed), Graduate Committee; 1994-present
Chair (appointed), Practice and Technology; 1994-97, 1998-2001
Member (appointed), Civil Engineering Ph.D. Dissertation and Examination Committee; 1994-present
Auditor (elected), Korean American Scientists and Engineers Association; 2000-present

Michael K. Kim, PhD, AIA
Faculty Résumé

Paul Kruty

Name and Academic Rank [subunit]

Paul Kruty, Professor [History]

Education (degree, institution, year of completion)

Ph.D., Princeton University, 1989
M.A., University of Wisconsin-Milwaukee, 1984
B.A. University of Chicago, 1974

Professional Registrations and Certifications (type, country/state, year)

N.A.

Academic and Academic Administration Positions held (title and rank, institution, dates)

Professor, School of Architecture, UIUC, 2002-present
Associate Professor, School of Architecture, UIUC, 1995-2002
Assistant Professor, School of Architecture, UIUC, 1989-1995
Lecturer, School of Architecture, UIUC, 1988-89

Professional Positions held (title and rank, firm name, dates)

N.A.

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

BOOK: Marion Mahony and Millikin Place: Creating a Prairie School Masterpiece, with the Help of Frank Lloyd Wright, Herman Von Holst, and Walter Burley Griffin. With an essay by Paul E. Sprague. 84 plus xii pp, 90 ills, 8 color pls. St. Louis: Walter Burley Griffin Society, 2007.
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

“Building a House in Monroe: How the Prairie School, Eventually, Arrived in Northern Louisiana.”
Annual convention, SESAH (Southeast Society of Architectural Historians), Nashville, TN.
24 October 2007.

Park Inn, Asheville, NC. 19 February 2006.

“Graphic Depictions: The Evolution of Marion Mahony’s Architectural Renderings.” Symposium, “Marion Mahony
Reconsidered,” Block Museum, Northwestern University. 5 November 2005.

January 2005.

“The Low-Cost Houses of the Prairie School.” Annual meeting, Walter Burley Griffin Society of America,

“Robert C. Spencer, Jr: Champion of the Prairie School.” Lecture series, Pleasant Home Association, Oak

“Barry Byrne and Walter Burley Griffin.” Annual meeting, Walter Burley Griffin Society of America, Mason
City, Iowa. 7 June 2003.

“The Mural Program at Midway Gardens: Frank Lloyd Wright and Public Art.” Annual convention, College Art

Awards, Research Grants and Prizes in Competitions

Award: “Best Recent Article” in Arris for essay on Wright’s Oak Park Studio.
Undergraduate Teaching Award, College of FAA, April 2000.

Active Research Projects (list the most important ongoing creative/research initiatives)

Book: Frank Lloyd Wright’s Architectural Renderers, 1893-1914; survey and analysis.

Professional and University Memberships (selective list)

Society of Architectural Historians.
National Trust for Historic Preservation.
Victorian Society of America.

Professional and University Service (committees, public service, etc.; selective list)

Illinois Historic Site Advisory Council, advisory to the National Register of Historic Places, 2002-4.
School of Architecture, Option Chair, History & Preservation, 2007-
FAA College Promotion & Tenure Committee, 2007-

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Paul Kruty, Ph.D.
Faculty Résumé

Alejandro Lapunzina

Name and Academic Rank [subunit]

Alejandro Lapunzina, Associate Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, Washington University in Saint Louis, MO, 1987
Diploma in Architecture (professional degree), Universidad de Buenos Aires, Argentina, 1983

Professional Registrations and Certifications (type, country/state, year)

Architect, Buenos Aires, Argentina 1985-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Director, Study Abroad Program in Versailles, School of Architecture, UIUC; 2002-present
Associate Professor, School of Architecture, UIUC; 1997-present
Associate Director for Graduate Studies, School of Architecture, UIUC; 2000-2002
Director, Study Abroad Program in Versailles, School of Architecture, UIUC; 1994-1999
Assistant Professor, School of Architecture, UIUC; 1991-1997
Visiting Assistant Professor, School of Architecture, University of Arkansas, 1989-1991

Professional Positions held (title and rank, firm name, dates)

Architect, junior designer; Kromm, Rikimaru and Johansen, St. Louis, MO, 1987-1989
Architect junior design; Abal & Cassola Arquitectos, Buenos Aires, Argentina, 1983-1986

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

"El Plan de Buenos Aires y la Oficina del EPBA: crónica de un malentendido," (essay) in Massilia (journal of Corbusian studies), Barcelona and Paris; forthcoming Summer 2008
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

Grant: "Le Corbusier and the Americas: Chronicle of a Mutual Misunderstanding." Creative Grant Award; College of Fine and Applied Arts, University of Illinois at Urbana-Champaign: to conduct archival research in Argentina and the United States. ($4,500.00), Spring 2008.

Grant: "The Architecture of Palafrugell." Research Board, University of Illinois at Urbana-Champaign: seed grant for field research in Palafrugell (Gerona, Spain) for the development of a book dedicated to the architecture of Palafrugell ($3,200.00), Spring, 2006.

Grant: "The Architecture of Spain." Research Board, University of Illinois at Urbana-Champaign: to conduct field research in Spain for the development of a book dedicated to the architecture of Spain ($5,500.00), Fall, 2003.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

“Le Corbusier in the Americas.” Book project dedicated to a comprehensive study of the architectural work of Le Corbusier in the North and South America; target completion date: 2010-2011

“The Architecture of Palafrugell.” Book project dedicated to the history of Palafrugell’s architecture (a district in the Province of Girona, Spain) to be co-authored with Joan Badia i Homs and published by the Cultural Service of the Municipality of Palafrugell; target completion date: summer 2011.

Professional and University Service (committees, public service, etc.; selective list)


Alejandro Lapunzina
Faculty Résumé

Julie Larsen

Name and Academic Rank [subunit]

Julie Larsen, Assistant Professor, [Design]

Education (degree, institution, year of completion)

Master of Architecture, Columbia University, 2002
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1997

Professional Registrations and Certifications (type, country/state, year)

N/A

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2008 -
Lecturer, University of Michigan, 2003 – 2007
Instructor, Swiss Federal Institute of Technology (ETH, Zurich), Switzerland, 2007

Professional Positions held (title and rank, firm name, dates)

Principal, [APTUM]design, Zurich, Switzerland, Ann Arbor, MI, 2002 –
Architectural Designer, e-Solutions, Inc. Pasadena, CA, 2006 – 07
Architectural Designer, McIntosh Poris Associates, Birmingham, MI, 2002 – 03
Designer/Animator, I O Media, New York, NY, 2001 – 02

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Competitions (selected):
99k House, Houston, TX, 2008
“Altersheim Koschenruti” Assisted Living for the Elderly, Zurich, Switzerland, 2006
“Altersheim Trotte” Assisted Living for the Elderly, Zurich, Switzerland, 2006
International Competition for the Headquarters of the Federal Ministry of Interior Affairs, Berlin, 2005
Competition for Work and Living Space for Disabled People, Lenzburg, Switzerland, 2005
International Competition for the Museum of Modern Art, Lausanne, Switzerland, 2004
International Competition for the Secondary School of Winterthur, Switzerland, 1999

Professional works build:

Stadler House, Neerach, Switzerland, 2003

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Current Competition Work, University of Michigan Faculty Lecture Series, 2008
Awards, Research Grants and Prizes in Competitions


Professional and University Service (committees, public service, etc.; selective list)

AIAS Advisor, University of Michigan, 2005-2008

Julie Larsen
Faculty Résumé

Vidar Lerum, PhD, Intl. Assoc. AIA

Name and Academic Rank [subunit]

Vidar Lerum, PhD, Intl. Assoc. AIA, Assistant Professor [Design]

Education (degree, institution, year of completion)

PhD (Dr.Ing.) in Architecture, Norwegian University of Science and Technology, 1996
Master of Science in Building Design, Arizona State University, 1996
Professional Degree in Architecture, Norwegian Institute of Technology, 1973

Professional Registrations and Certifications (type, country/state, year)

Architect, Norway, 1973-present
Title “Sivilarkitekt MNAL”, licensed to practice architecture in Norway

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC, 2006-present
Assistant Professor, School of Architecture, ASU; 2000-2006
Visiting Assistant Professor, School of Architecture, ASU; 1997-2000
Faculty Associate, School of Architecture, ASU; 1996

Professional Positions held (title and rank, firm name, dates)

Principal, Vidar Lerum Architects, 1997-present (architectural services and energy consulting for clients in Norway and the USA)
Designer - Environmental Systems, Kenyon Architectural Group, 2002

Publications, Exhibitions and Creative Projects (select from last 6 years or more if significant or necessary)

“Power of Shade”, Photovoltaic shading structure and a hybrid HVAC system design for the Ckick center at the Yavapai College Verde Capus in Cottonwood, AZ. Construction of the 10 kWp shading structure was completed in 2004. (Creative Project)
“Modern Environmental - moderne miljøhus i vestlandsnatur,” Rydvang Residence published in Bonytt (Scandinavian Interior Design and Architecture Magazine), Oslo, Norway, 2005 (Article)
“Tempe Transportation Center Roof Garden,” Research report and recommendations funded by Architekton and submitted to the City of Tempe, Arizona State University, Tempe, 2006 (Report)
High-Performance Building; New York: John Wiley & Sons, 2007. (Book)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Public Lecture: “Arquitectura y Ambiente”: Catholic University of Cordoba, Argentina. Hosted by Professor Cesar Naselli.

Awards, Research Grants and Prizes in Competitions

Grant: UIUC Campus Research Board, $12,988 to conduct the “Rastrelli and Bernoulli” research, 2007
Grant: The Rillito Project, $2,000 to design and build a “River Straws” prototype art installation, 2007
Grant: UIUC Environmental Council, $9,000 to conduct the “Living Machine for Allerton” study, 2006
Nominee: Shortlisted for the Centennial Professorship Award, Arizona State University, 2005
Grant: University of Oregon, $15,000 to organize the Agents of Change Workshop, 2004
Award: Ralph B. Haver Award, Recognizing Exceptional Talent and Promise in Arid Region Planning and Design, 1993

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

“Rastrelli and Bernoulli in St. Petersburg: Design and Performance of an integrated, energy efficient ventilation system at the Winter Palace”. Funded by the UIUC Campus Research Board at the University of Illinois at Urbana-Champaign to instrument, monitor, and analyze the thermal performance of the Winter Palace in St. Petersburg, Russia, a 250 year old building without air-conditioning that houses the Hermitage - the largest art collection in the world. Target date of completion: June 2009.

“Creating a More Sustainable Campus: Living Machine for Allerton”, funded by the Environmental Council at UIUC. Research goals: to select a site and to develop a design for an ecological wastewater treatment system that could replace the existing waste water treatment plant at Allerton Park. Target date of completion: February 2008.

Professional and University Memberships (selective list)

- Society of Building Science Educators (SBSE); 2001-present
- International Solar Energy Society (ISES); 2003-present
- American Institute of Architects (Intl. Assoc. AIA); 2006-present
- American Society of Heating Refrigeration and Air Conditioning Engineers (ASHRAE); 2006-present
- University Senate, 2008-present

Professional and University Service (committees, public service, etc.; selective list)

- External Examiner, Faculty of Architecture Planning and Fine Art, involves reviewing graduate student work and applications for the Ph.D. (Dr.Ing) program at NTNU, 1997-present
- Chair (ex officio, appointed) M.S. Committee, ASU, 2003-2004
- Chair (ex officio, appointed) Computer Committee, ASU, 2004-2006
- Member (ex officio, appointed) International Committee, UIUC, 2007-present
- Member (ex officio, appointed) Design Committee, UIUC, 2007-present

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

- Attended ASES National Solar Energy Conferences, since 1993
- Attended ISES International Solar Energy Conferences, since 2003
- Attended ACSA Annual Conferences, since 2005
- Attended AIA National Conventions, since 2007

Vidar Lerum, PhD, Intl. Assoc. AIA, ASHRAE
Faculty Résumé

Carl Lewis

Name and Academic Rank [subunit]

Carl Lewis, Visiting Assistant Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, May 1992
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, December 1990

Professional Registrations and Certifications (type, country/state, year)

N.A.

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Assistant Professor, School of Architecture, UIUC; 2007-present
Academic Advisor/Career Coordinator, School of Architecture, UIUC; 2007-present
Adjunct Assistant Professor, School of Architecture, UIUC; 1999-2002
Adjunct Assistant Professor, School of Architecture, University of Oregon; 1997-1998
Assistant Professor, School of Architecture, UIUC; 1991-1997

Professional Positions held (title and rank, firm name, dates)

Consultant, LCM Architects, Chicago, IL; 1996-2003
Architectural Intern, SMP Architecture, San Francisco, CA; 1991
Architectural Research Specialist, CERL, Champaign, IL; 1990

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Lecture: “An Introduction to Designing for People with Disabilities and the Aging”, Chicago, IL; Washington, DC; Nashville, TN and Indianapolis, IN; Cody, Wyoming; San Francisco, CA; Portland, OR; Portland, ME 1999-present


Honors and Affiliations

Architecture and Transportation Barriers Compliance (Access Board), Washington, DC – by President of the United States William J. Clinton appointment; 1996-2004

“Re-Inventing Government Award” – Vice President of United States Albert Gore, Washington, DC; 1996

Council on Tall Buildings and Urban Habitat committee 56, “Design for Disabled and Elderly”, Chair 2001


City of Chicago Park District – Accessibility Advisory Council, 2005-present

Carl Lewis
Faculty Résumé

Joy Monice Malnar, AIA

Name and Academic Rank [subunit]
Joy Monice Malnar, Associate Professor [Design]

Education
Master of Architecture, University of Illinois at Chicago, 1981
Bachelor of Fine Arts, Chicago Academy of Fine Arts, 1978

Professional Registrations and Certifications
Licensed Architect, Illinois, 1983-present
Registered Interior Designer, Illinois, 1992-present

Academic and Academic Administration Positions held
Associate Professor, School of Architecture, UIUC; 2003-present
Assistant Professor, School of Architecture, UIUC; 1997-2003
Visiting Professor, School of Architecture, UIUC; 1996-1997
Associate Professor, Department of Fine Arts, Loyola University Chicago; 1991-1996
Associate Professor, Department of Art, Mundelein College Chicago; 1990-1991
Visiting Professor, Department of Architecture & Design, University of Cincinnati; Fall 1987
Assistant Professor, Department of Art, Mundelein College Chicago; 1984-1990

Professional Positions held

Publications, Exhibitions and Creative Projects
Editor of the “Sensory Design Review” section for The Senses and Society. Published by Berg Publishers an imprint of Oxford International Publishers Ltd. (Published three times a year. The section is devoted to reviews of architecture, landscape architecture, art installations and products.) January 2005-present.


Paper presentations and Invited Lectures
Presented Inaugural Address “Design Comes to Its Senses,” at Sensory Collections and Display, The Concordia Sensory Research Team (CONSET) in association with the Canadian Centre for Architecture (CCA), Montreal, Canada. February 10, 2005.


“Universal Design: A Flawed Concept,” presented at the World Congress on Environmental Architecture Program Report 401 University of Illinois at Urbana Champaign
Design for the New Millennium: World Conference on Cultural Design, Seoul, Korea, November 2000


“Chicago: Sensing’ Public Policy,” J. Malnar and F. Vodvarka presented at the World Conference on Model Cities, which was part of the “Global Initiative on Sustainable Development,” advanced by the 19th (June 1997) United Nations General Assembly Special Session on Environment and Development, Singapore, April 1999

Awards, Research Grants and Prizes in Competitions

National Book Award - 2007 Alpha Sigma Nu Jesuit Book Award given by the Association of Jesuit Colleges and Universities to Sensory Design

Excellence in Teaching Award, presented by the students of the School of Architecture, UIUC, 2007.

The Graham Foundation for Advanced Studies in the Fine Arts. Principal investigator J. Malnar, Co-investigator Friends of the Parks. Grant for support of The Vision of the Last Four Miles of Lakefront: Community Participating Design Charrettes ($10,000), 2005


Active Research Projects

As both academic and professional architect, my research focuses on the theoretical foundation that influences architectural design. Specifically, I am interested in human interaction with space and the features of buildings and the environment as they are perceived by the complexity of the human sensory system as modified by culture. The major goal of my new book Design Sensibility (2010) is to further an appreciation of non-western architectural traditions, as well as the equally valid – but no less idiosyncratic – Euro-centric tradition. I intend this book to be an addition to the curricular efforts to enhance multi-cultural understanding, and to encourage a pluralistic approach to architectural design. As editor of a multi-disciplinary journal, The Senses & Society I am able to bring to UIUC diverse research and disseminate my expertise to an international audience. My continuing work with The Friends of the Parks and the Lake Michigan Watershed Ecosystem Partnership allows me to provide my expertise as a professional architectural consultant on projects that will benefit Chicagoans.

Professional and University Memberships (selective list)

Member - American Institute of Architects, 1982-present
Nominated and elected - Local Partnership Council of the Lake Michigan Watershed Ecosystem Partnership (3 year appointment to serve on the 13 member council) October 5, 2006 – October 2009. [Ecosystem Partnerships are part of the Illinois Department of Natural Resources’ C2000 program.]

Professional and University Service (committees, public service, etc.; selective list)

Officer (appointed) Affirmative Action, 2006-present.
Member (appointed) Architecture Council, spring 2005, 2006-present.
Member (elected) Executive Committee, 2004-05, 2006-08.
Member (appointed) Promotion & Tenure Committee, 2007-08.

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

My involvements with the Chicago Lakefront has brought me into direct contact with professional architects and the many experts such as landscape architects, urban planners, lawyers, real estate executives, and government officials such as aldermen, congressional representatives and Mayor Daley. These activities and interactions continually advance my understanding of how cities evolve.

Joy Monice Malnar, AIA
Faculty Résumé

Areli Marina

Name and Academic Rank [subunit]

Areli Marina, Assistant Professor [History]

Education (degree, institution, year of completion)

Ph.D., Institute of Fine Arts, New York University, 2004
M.A., Florida State University, 1996
A.B., Harvard College, 1985

Professional Registrations and Certifications (type, country/state, year)

N/A

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC, 2006-present
Visiting Assistant Professor, Georgetown University, 2005-2006
Visiting Instructor, Washington and Lee University, 2003-2004
Adjunct Professor, State University of New York at New Paltz, 2002

Professional Positions held (title and rank, firm name, dates)

N/A

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

“La Piazza del Duomo di Parma,” Architetture Parma e Piacenza 1, no. 2, in press.

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

“From the Octagon to the Square: Parma’s Cathedral Piazza in the Late Middle Ages,” School of Architecture, University of Illinois at Urbana-Champaign, December 2005.
“Gislebertus’s Eve” presented at the Southeastern Graduate Art History Symposium, Florida State University, March 1994.

Awards, Research Grants and Prizes in Competitions

Scott Opler Publication Fellowship, Society of Architectural Historians, 2007
Gladys Krieble Delmas Foundation Grant for Study in Venice and the Veneto, Summer 2006
National Endowment for the Humanities, Summer Seminar Grant, Venice, Summer 2006
Honorable Mention, Ford Foundation Dissertation Fellowship for Minorities, 2001–2002
Rome Prize Fellow, American Academy in Rome, 1999–2001
Samuel F. B. Morse Fellow, Institute of Fine Arts, New York University, 1997–1999
Günther Stamm Memorial Prize, Florida State University, March 1994
University Fellow, Florida State University, 1993–1994

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

The Italian Piazza Transformed: Parma’s City Center in the Communal Age. Book manuscript under review by Pennsylvania State University Press.

Professional and University Memberships (selective list)

College Art Association
International Center for Medieval Art
Italian Art Society
Medieval Academy
Society of Architectural Historians
Renaissance Society of America

Professional and University Service (committees, public service, etc.; selective list)

Chair, Research Roundtable on the Premodern City, 2007-2008
Architecture Council, 2007-2008 (School of Architecture)
Medieval Studies Advisory Board, Fall 2007 (UIUC)
Ph.D. Program Committee, 2007-2008 (School of Architecture)
College of Fine and Applied Arts, Library Committee, 2007-2008
Committee for Versailles program 40th-Anniversary conference and reunion 2007-2008 (School of Architecture)

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Regular attendance at the annual meetings of the Society of Architectural Historians, the College Art Association, and the International Medieval Congress.

Areli Marina, FAAR
Faculty Résumé

Michael Todd McCulley, AIA

Name and Academic Rank [subunit]

Michael Todd McCulley, Associate Professor, Chair [Practice and Technology]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1979
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 1972

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1977- present
Architect, Wisconsin, 1976 - present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; starting date-present
Associate Dean, College of Fine and Applied Arts, Office of Undergraduate Academic Affairs; 1998-2006
Research Associate Professor, UIUC Building Research Council; 1990-92
Research Assistant Professor, University of Illinois SHC/BRC; 1979-82

Professional Positions held (title and rank, firm name, dates)

Research Team Leader, Community Planner-Architect, USACERL Facility Systems Division; 1988-90; Senior Principal Investigator; 1985-88
Mechanical Engineer, Principal Investigator, USACERL Energy Systems Division; 1982-85
Owner, Architect, Partner, Mikon Design, Urbana, IL; 1977-79
Project Architect, Clark/Dietz & Clark Altay, Urbana, IL; 1975-77
Draftsman, Delbert Smith, Urbana, IL; 1974-75
Project Manager, Roy Murphy, Architect Creative Builders International, Urbana, IL; 1972-73

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Laz Residence - Champaign, Illinois 1997
Gold’s Gym – Urbana Illinois 1993
McCulley Residence – Champaign Illinois 1990

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

2007 Greenbuild presentation at the Chicago Center for Green Technology the UIUC Decathlon House was relocated at the Center for the winter of 2007 – 2008. 11/08/07
2007 Chicago Center for Green Technology solar design workshop. 11/10/07 10:00 – 2:00.
National Council Of Architectural Registration Boards Educators Forum Oklahoma City, Oklahoma 4/30 – 4/31/06 Meshing Education With Examination & Practice - Exploration Of Issues Facing The Profession and Education - Emerging Issues Forum/Plenary Session

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

2007 Solar Decathlon DOE NREL approved 01 2006. with Ty Newell & David Schejbal.
External Funding to date: DOE TN NREL 2006-2585 $100,000 - IL Clean Energy ICECF $150,000
Professional and University Memberships (selective list)

- American Institute of Architects, Champaign-Urbana Section President 1998 - Vice President 1997

Professional and University Service (committees, public service, etc.; selective list)

- College of Fine and Applied Arts Executive Committee 2007 - 2008
- Practice and Technology Division; Chair 2007-2008
- FAA Chair of Academic Disciplinary Committee 1998 – 2006
- FAA Liaison to Office Of Minority Student Affairs 1998 – 2006
- UIUC Assistant & Associate Deans Committee(Chair 2003 – 2004),
- UIUC Associate Dean Committee (Chair 2004-2005),
- UIUC Admission Of Student Athletes (CASA) 1998 – 2006
- UIUC Redesign of the Registration process for new students (Co-Chair 2004)
- UIUC Faculty Study Abroad Advisory Committee 1998 – 2006
- UIUC Administrative Study Abroad Committee 1998 – 2006
- UIUC Faculty Senate Calendar Committee (Fall 2004)
- UIUC Campus Committee on Student Leadership 2000 – 2005
- UIUC Banner ITPC project prioritization committee 2004 - 2006

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

- Integrated Practice and the Twenty-First Century Curriculum, Cranbrook Academy of Art, ACSA (Association of Collegiate Schools Of Architecture) Summer Institute Bloomfield Hills, MI 06/28 – 07/1/07 Special joint session of the ACSA Cranbrook Teachers Seminar and the AIA Educator Practitioner Network Summer Practice Institute Topics: Ethics & Responsibility - Writing Team Session 1 Practice & Criticism – Writing Team Session 2 Research & Design - Writing Team Session 3 - Writing Team Session 4 - Reports And Discussion

- Autodesk University, Las Vegas NV 11/27/06-12/01/06 Successful Preliminary Design In Autodesk Revit - Stunning Presentations In Autodesk Revit Building - Phasing And Design Options With Autodesk Revit Building - Powering Up Your Autodesk Revit Families - Raise The Roof Creating Roofs With Revit Building - Designing Sustainable Building Solutions With Autodesk Revit - Beyond Autodesk Revit; Where Is All This Going


Michael Todd McCulley, AIA
Faculty Résumé

Heather Hyde Minor

Name and Academic Rank [subunit]

Heather Hyde Minor, Assistant Professor [History and Preservation]

Education

Doctor of Philosophy, Princeton University, Department of Art and Archaeology, 2002.
Master of Arts, Princeton University, Department of Art and Archaeology, 1998.
Bachelor of Arts, Mount Holyoke College, South Hadley, Massachusetts, 1993.

Professional Registrations and Certifications

Academic and Academic Administration Positions held
Assistant Professor, University of Illinois, Urbana-Champaign, School of Architecture, History and Preservation; 2005-present.
Zero-time appointment in Department of Art History; 2005-present.

Professional Positions held

Publications, Exhibitions and Creative Projects

Book:

Articles:


Book chapter:

Book Review:

Exhibition Catalogue:

Publications in Progress:


Paper presentations and Invited Lectures


Awards and Research Grants

Founder’s Award, Society of Architectural Historians. For the best article by a younger scholar in the *Journal of the Society of Architectural Historians* from the past two years, 2007.
Research Board grant, University of Illinois, Urbana-Champaign, 2007.
Humanities Release Time, University of Illinois, Urbana-Champaign, 2007.
Unofficial List of Teachers Ranked Excellent by their Students, University of Illinois, Urbana-Champaign, 2006.
Provost’s Initiative on Teaching Advancement Grant, University of Illinois, Urbana-Champaign, 2006-7.
Research Board grant, Scholar’s Travel Fund grant, Dean’s Small Grant, University of Illinois, Urbana-Champaign, 2005.

Active Research Projects

I am currently working on a book-length manuscript, titled *Piranesi’s Imperfect Ruins*.

Professional and University Memberships

Society of Architectural Historians, College Art Association

Professional and University Service


Professional and Academic development

Heather Hyde Minor, Ph.D.
Faculty Résumé

Marc Americo Mitalski, P.E., S.E., Assoc. AIA

Name and Academic Rank [subunit]

Marc Americo Mitalski, P.E., S.E., Assoc. AIA,

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1997
Bachelor of Science in Advanced Technical Studies in Architecture, Southern Illinois University at Carbondale, 1993

Professional Registrations and Certifications (type, country/state, year)

Licensed Structural Engineer, Illinois, 2003 - present
Licensed Structural Engineer, Nebraska, 2005 – present
Registered Professional Engineer, Civil, Washington, 2003 - present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Assistant Professor, School of Architecture, UIUC, January, 2008 - present
Visiting Assistant Professor, School of Architecture, UIUC; January, 2006 – May, 2006
Visiting Assistant Professor, School of Architecture, UIUC; January, 2005 – May, 2005
Distinguished Hilfinger Faculty Fellow, School of Architecture, UIUC; January, 2004 – December, 2004

Professional Positions held (title and rank, firm name, dates)

PREPA.R.E., Inc., President and Director of Structural Engineering, 2002 – Present
Morgan Commercial Structures, 1994
Department of Veteran’s Affairs: VA Medical Center – Engineering Services, Architectural Intern, Summer 1993
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

- Lecture: “PREPA.R.E. General Structures and Lateral Forces Workshop”. 30+ hours of review of structural engineering concepts applicable to licensed and aspiring architects. This lecture is presented in person and via the internet at venues across the entire United States. We also have an international audience.

- Lecture: “Influencing Architecture as a Structural Designer”, Presented at the University of Illinois at Urbana Champaign 2005 Fall lecture series.


Awards, Research Grants and Prizes in Competitions

- Award: AIA Central Illinois Outstanding Educator Award, 2005
- Award: 2004 Distinguished Hilfinger Faculty Fellow, University of Illinois School of Architecture.
- Honor: City of Seattle – Seattle City Council Proclamation Honoring my professional contribution during “Historic Preservation Week” by taking part in the PC-1 North Site design charrette, May 2002.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)


Professional and University Memberships (selective list)

- Associate Member American Institute of Architects (AIA), National, Illinois, Springfield
- Member, American Society of Civil Engineers (ASCE)
- Member, Structural Engineering Institute (SEI)

Professional and University Service (committees, public service, etc.; selective list)

- American Institute of Architects, Springfield, Illinois Chapter, Secretary, 2006
- Discover Architecture, University of Illinois School of Architecture, 2004-2006
- Present at various community high schools and grade schools about the professions of architecture and engineering
- “The Lot Project”, Champaign County Historical Museum Design Competition for an artistic and cultural community space adjacent to the museum. Winning design by Master of Architecture Candidate, Ajla Aksamija. PREPARE donated structural engineering services for the successful completion of this project in the built-environment, Summer 2005.

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

- Attend and teach continuing education seminars, yearly

Marc Americo Mitalski, P.E., S.E., Assoc. AIA
Faculty Résumé

Name and Academic Rank

Kyoung Sun Moon, PhD, Assistant Professor [Structures]

Education

PhD in Architecture: Building Technology, Massachusetts Institute of Technology, 2005
Master of Architecture, University of Illinois at Urbana-Champaign (UIUC), 2000
Master of Science in Civil and Environmental Engineering, UIUC, 2000
Bachelor of Science in Architecture, Seoul National University, 1992

Professional Registrations and Certifications

Registered Architectural Engineer, Korea, 1993-present

Academic and Academic Administration Positions held

Assistant Professor, School of Architecture, UIUC; 2005-present

Professional Positions held

Architectural Designer, Skidmore, Owings & Merrill, Chicago
Architectural Designer, MAC Architects & Consultants, Seoul, Korea
Architectural Designer, Facilities Engineering Division, Republic of Korea Navy

Publications, Exhibitions and Creative Projects


Paper presentations and Invited Lectures


Awards, Research Grants and Prizes in Competitions

Award: Edward C. Earl Prize, University of Illinois at Urbana-Champaign, 2000
Fellowship: William A. Albert Memorial Fellowship, Massachusetts Institute of Technology, 2004 – 2005
Grant: UIUC Research Boards, December 2005, $11,689
Grant: FAA Special Grants, Fall 2005, $500
Active Research Projects

- Optimal Selection of Steel Structural Systems for Low to Mid-Rise Buildings: Braced Hinged Frames vs. Moment Resisting Frames (Targeted Completion Schedule: Spring 2008)
- Comparative Structural Efficiency of Contemporary Tall Building Structural Systems (Targeted Completion Schedule: Summer 2008)
- Tall Building Dynamic Motion Control Using Double Skin Facades (Targeted Completion Schedule: Fall 2008)

Professional and University Memberships

- American Society of Civil Engineers
- Structural Engineering Institute
- Architectural Engineering Institute
- Council on Tall Buildings and Urban Habitats
- American Institute of Steel Construction

Professional and University Service

- Computer Strategies Committee, School of Architecture, UIUC

Professional and Academic Development

- Participated in Council on Tall Buildings and Urban Habitats International Conferences as well as other International Conferences on Architecture
- Participated in Teaching Workshops offered through the Center for Teaching Excellence, UIUC

Kyoung Sun Moon, PhD
Faculty Résumé

Scott Murray

Name and Academic Rank [subunit]

Scott Murray, Assistant Professor [Design]

Education

Master of Architecture, Harvard University, 1996
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1993

Professional Registrations and Certifications

Architect, New York, 2000-present
Architect, Illinois, 2007-present

Academic and Academic Administration Positions held

Assistant Professor, School of Architecture, UIUC; 2005-present
Visiting Tutor, Mackintosh School of Architecture, Glasgow, Scotland; Summer 2006
Design Studio Instructor, Boston Architectural College, 1994

Professional Positions held

Architect, Skidmore, Owings & Merrill, New York, NY 2000-2001
Intern, Kennedy & Violich Architecture, Boston, MA, 1994-1995

Publications, Exhibitions and Creative Projects


Paper presentations and Invited Lectures


Awards, Research Grants and Prizes in Competitions

Grant: Alan and Leonarda Laing Travel Grant for research at the Maison de Verre, Paris, France. 2007.


Grant: University of Illinois Scholar’s Travel Award for ACSA Northeast Conference in Quebec, Canada. 2006.


Active Research Projects

Forthcoming book: Contemporary Curtain Walls.

Professional and University Memberships

College Art Association
Society of Architectural Historians

Professional and University Service

Member, Chancellor’s Design Advisory Committee, University of Illinois, 2007-present.

Member, Sustainability & Technology Curriculum Committee, School of Architecture, University of Illinois, 2007-present.

Chair, Architecture Session, Hawaii International Conference on Arts and Humanities; Honolulu, Jan. 2007.

Member, International Programs Committee, School of Architecture, University of Illinois, 2006-present.

Member, Lorado Taft Lectureship on Art Committee, College of Fine & Applied Arts, University of Illinois.

Invited speaker at the AIA Chicago Chapter as part of the Historic Resources Knowledge Community lecture series. April 13, 2006.

Professional and Academic development


Scott Murray
Faculty Résumé

Charles Pipal, AIA

Name and Academic Rank [subunit]

Charles Pipal, Visiting Assistant Professor and Laing Lecturer [History and Preservation]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1990
Bachelor of Landscape Architecture, University of Illinois at Urbana-Champaign, 1986

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1996 - present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Assistant Professor, School of Architecture, UIUC; 2007-present
Instructor, The School of the Art Institute of Chicago, 1999 - present

Professional Positions held (title and rank, firm name, dates)

Principal, Charles Pipal, AIA, Riverside, Illinois, 1997 - present

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Architectural Projects:

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

2007 Charles Peterson Prize Honorable Mention for the First Congregational Church of Western Springs, as instructor at the School of the Art Institute of Chicago.

2006 Preservation Award for Immanuel Hall Phase One Work, Village of Hinsdale Historic Preservation Commission.

2005 Charles Peterson Prize Honorable Mention for Thalia Hall, as instructor at the School of the Art Institute of Chicago.

2005 Frederick Law Olmsted Society Preservation Award for the Coonley Estate preservation.

2000 Pleasant Home Foundation John Hedges Preservation Award for drawings of the John Farson House, as instructor at the School of the Art Institute of Chicago.

1999 Charles Peterson Prize Honorable Mention for Quinn Chapel AME Church, as instructor at the School of the Art Institute of Chicago.

1990 Charles Peterson Prize Honorable Mention for High Street Peoria, as student at the University of Illinois at Urbana-Champaign.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Town of Pullman Chronology (ongoing)
World’s Columbian Exposition Chronology (ongoing)
Architectural Commissions of Benjamin Marshall (ongoing)

Professional and University Memberships (selective list)

American Institute of Architects
Association for Preservation Technology International
Society of Architectural Historians
National Trust for Historic Preservation
United States Committee, International Council on Monuments and Sites (ICOMOS)

Professional and University Service (committees, public service, etc.; selective list)

Landmarks Illinois, Board of Directors, 2005-present
Pleasant Home Foundation, Board of Directors, 2005-present; Vice President, 2006-present
Village of Riverside, Preservation Commission Member, 2000-present; Chair, 2004-present
The Landmark Conservancy, Board of Directors, 2000-present
Chicago Historic Boulevards Advisory Committee, 1993
Friends of the Chicago River, Bridges Subcommittee, 1992

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Faculty Résumé

Henry Plummer

Name and Academic Rank [subunit]

Henry Plummer, Professor [Design]

Education

Master of Architecture, Massachusetts Institute of Technology, 1975
Photography Apprenticeship with Minor White, 1974
Light-art Studies with Gyorgy Kepes, Center for Advanced Visual Studies, 1971-75
Bachelor of Arts, State University of New York, 1970

Academic and Academic Administration Positions held

Professor, School of Architecture, UIUC, 1992-present
Frederick Charles Baker Distinguished Visiting Chair in Light and Architectural Design, Department of Architecture, University of Oregon, 1992
Associate Professor, School of Architecture, UIUC, 1987-92
Assistant Professor, School of Architecture Overseas Program in Versailles, UIUC, 1983-85
Assistant Professor, School of Architecture, UIUC, 1981-87

Professional Positions held


Publications, Exhibitions and Creative Projects

Books Authored:

Chapters in Books:

Articles:

Solo Exhibition:
I Space Gallery, University of Arkansas, Howard University, University of Texas at Austin, Center for Contemporary Arts, California Polytechnic State University, Dunlap Arts Center, Emporia Arts Council, Drury College, Dodge City Arts Council, University of Nebraska, Kansas State University
Paper presentations and Invited Lectures

Invited Lectures:
“Architectural Ideas and Design,” MIT School of Architecture, 1995
“Natural Light and the Spirit of Place,” Frederick Charles Baker Lecture, University of Oregon, 1990

Awards, Research Grants and Prizes in Competitions

Awards:
Arnold O. Beckman Award, UIUC, 2007
Release-Time Award in the Humanities, UIUC, 2007
Associate, Center for Advanced Study, UIUC, 2005
Fellow, Graham Foundation for Advanced Studies in the Fine Arts, 2005
Alan and Leonarda Laing Travel Grant, UIUC, 2003
Fellow, American-Scandinavian Foundation, 1996
Excellence in Teaching Award, UIUC, 1992
The 1991-93 Lawrence B. Anderson Award, MIT, 1991
Fellow, Graham Foundation for Advanced Studies in the Fine Arts, 1984
Fellow, Gladys Krieble Delmas Foundation, 1983
Fellow, Graham Foundation for Advanced Studies in the Fine Arts, 1976
Francis Ward Chandler Prize, MIT, 1975

Research Grants from UIUC Campus Research Board (since 1992):

Faculty Grants from UIUC College of Fine and Applied Arts (since 1992):

Active Research Projects

The sublime and practical treatment of daylight in Shaker architecture (2008)

Professional and University Service

Professional Service:
AIA New York Chapter Design Awards Jury, New York, NY

University Service:
College Promotion & Tenure Committee, Member
College Task Force on Diversity and Inclusiveness, Member
College Affirmative Action Committee, Vice-Chair
MArch Thesis Program in Architectural Design, Coordinator
Plym Distinguished Professor Committee, Chair
School Executive Committee, Member
School Design Committee, Member
School Promotion & Tenure Committee, Member
School Affirmative Action Officer
School Lecture & Exhibition Committee, Member
School Curriculum Committee, Member
Versailles Overseas Program Committee, Member
School By-Laws Committee, Member
Doctoral Research Faculty of School PhD Program, Member
University Graduate Faculty, Member

Henry Plummer
Faculty Résumé

Jeffery S. Poss, AIA

Name and Academic Rank

Jeffery S. Poss, Associate Professor [Design]

Education

Master of Architecture (Design Option), University of Illinois at Urbana-Champaign, 1980
Bachelor of Architectural Studies, University of Illinois at Urbana-Champaign, 1978

Professional Registrations and Certifications

Architect, Illinois, 1990-present

Academic and Academic Administration Positions held

Associate Professor; University of Illinois at Urbana-Champaign; 1994-Present
Chair; Design Division, School of Architecture, UIUC; 2000-2002
Visiting Tutor; Mackintosh School of Architecture, Glasgow, Scotland; 1999 and 2001
Visiting Foreign Expert, College of Architecture and Urban Planning, Tongji University, Shanghai, China, 1993
Assistant Professor; University of Illinois at Urbana-Champaign; 1989-1994
Visiting Instructor; University of Illinois at Urbana-Champaign; 1983-1985

Professional Positions held

Principal; Jeffery S. Poss, Architect, Urbana, IL; 1989-present
Architect; Tai Soo Kim Associates, Hartford, CT; 1987-1989
Architect; Kevin Roche John Dinkeloo & Associates, Hamden, CT; 1985-87
Intern Architect; Newman/Lustig Associates, Chicago, IL; 1983 and 1984
Intern Architect; Skidmore, Owings, & Merrill, Chicago, IL; 1981
Intern Architect; Charles Kober Associates, Chicago, IL; 1980-81

Publications, Exhibitions and Creative Projects

Creative Project: The Architecture Annex I: Studio Renovation for the School of Architecture Undergraduate Studios and Fabrication Shop, UIUC Campus, 2006-08
Exhibit: Critical Dualities: Here + There, Exhibition of four built projects, I space Gallery, Chicago, October13-November 11, 2006
Exhibit: Meditation Hut II "Le Cadeau", one of eight projects included in Small Project Design Awards Exhibit, 2007 AIA National Convention, May 3-5, 2007, San Antonio, Texas
Paper presentations and Invited Lectures

Lecture: “Sticks and Stones” at the Heartland Design Community Roundtable: Craft, College of Architecture and Planning, Ball State University, April 5, 2004

Awards, Research Grants and Prizes in Competitions

Award: World War II Illinois Veterans Memorial, 2007 ALA Design Awards Program. Juried national competition sponsored by the Association of Licensed Architects
Award: Meditation Hut II "Le Cadeau", AIA Small Projects Award Program. Project recognized at 2007 AIA National Convention in San Antonio
Grant: UIUC Research Board: Here + There, preparation for an exhibit of built projects, 2005

Professional and University Memberships

Member: American Institute of Architects, 2004-present
Member: Association of Licensed Architects, 2006-present

Professional and University Service

Chair, Chancellor's Design Advisory Committee, 2003-07
Member, Chancellor's Design Advisory Committee, 1999-03
Member, UIUC Master Plan Core Planning Committee, 2006-07
Pro Bono Consultancy: TunnelVison - UIUC Library Installation, 2004-05
Pro Bono Consultancy: Krannert Art Museum, 2004
Pro Bono Consultancy: Relaxation Room, Illini Union, 2005
Member, College I-Space Committee, 1996-99, 2006-08
Elected Member of School of Architecture Executive Committee, 1997-98, 1998-99, 2005-06, 2007-08

Professional and Academic development

Design Consultancy: Glerum Wachter PC Architects, Urbana, Illinois, 2002-06
Conference Attended: ACSA West Central Conference; University of Waterloo, Cambridge, Ontario, 2007
Conference Attended: AIA National Convention, San Antonio, TX, 2007
Conference Attended: Illinois Lt Governors Green Campus workshop, Springfield, IL, 2006

Jeffery S. Poss, AIA
Faculty Résumé

Panayiota I. Pyla, Ph.D.

Name and Academic Rank [subunit]

Panayiota I. Pyla, Ph.D., Assistant Professor [Design]

Education (degree, institution, year of completion)

Doctor of Philosophy in Architecture: History and Theory of Architecture, Massachusetts Institute of Technology, 2002
Master of Science in Architectural Studies, Massachusetts Institute of Technology, 1994
Bachelor of Architecture, Rensselaer Polytechnic Institute, 1991
Bachelor of Science in Building Science, Rensselaer Polytechnic Institute, 1991

Professional Registrations and Certifications (type, country/state, year)


Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2002-present
Assistant Professor, School of Architecture, University of Cyprus; 2006-08
Visiting Associate, Harvard Design School; 2003-04
Graduate Teaching Assistant and Research Assistant, School of Architecture and Planning, MIT; 1993-94, & 1995-97.
Visiting Design Instructor, School of Architecture, RPI; 1991-92.

Professional Positions held (title and rank, firm name, dates)

Architect, Miller Dyer Spears Architects and Planners, Inc., Boston, MA, 1994-95
Research Fellow, American Research Center in Egypt, Cairo, Egypt, 1998-1999
Research Fellow, Aga Khan Trust for Culture / Aga Khan Award for Architecture, Geneva, Switzerland, 1998

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

P. Pyla, ed., Landscapes of Development: Modernization and the Physical Environment in the Eastern Mediterranean, Aga Khan Program of Activities at Harvard [In Print, for Summer 2008]
[Organization of Symposium by P. Pyla]: “Architecture, Development, and the Knowledge Society,” University of Cyprus Program of Architecture (October 2007)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

“The Many Lives of Hassan Fathy”, Public Lecture by P. Pyla at the University of Cyprus, May 2, 2007
Panayiota I. Pyla, Ph.D.

Awards, Research Grants and Prizes in Competitions

Best Journal Article Award, by the Association of Collegiate Schools of Architecture, USA, 2007
Research Fellowship, Harvard Design School, 2003-04
UIUC Campus Research Board Grant, University of Illinois at Urbana Champaign, 2003.
Aga Khan Trust for Culture, Research Grant, June 1998 Outstanding Graduating Student Award for best Masters Thesis; MIT, 1994
Aga Khan Program Scholarship for graduate studies; MIT, 1992-1994
American Institute of Architects School Medal and Certificate of Merit, 1991
The Peck Prize for best design thesis, RPI, 1991
AID/Fulbright Scholarship for Undergraduate Studies, 1986-91

Active Research Projects

Architecture, Environment, and Postcolonial Modernization: The History and Politics of Ekistics. [Book Manuscript n progress – complete manuscript expected in 2008]

Professional and University Memberships (selective list)
Member – Association of Collegiate Schools of Architecture (ACSA)
Member – Society of Architectural Historians (SAH)
Editorial Board Member, Electronic Journal of Middle East Studies (MIT-EJMES)
Member of the Environmental Council, 2003-present
Member of the Program of South Asian and Middle East Studies, 2003-present

Professional and University Service (committees, public service, etc.; selective list)
Peer reviewer for Planning Perspectives, 2007
Peer reviewer for the Journal of Planning History, Spring 2006
Co-Editor for a special issue of the Electronic Journal of Middle East Studies (MIT-EJMES) on Post War Reconstruction

Professional and Academic development (meetings/conferences attended, continuing education, etc.)
Regular Attendance to ACSA and SAH annual Conferences
Regular attendance to FAA teaching courses at UIUC

Panayiota I. Pyla, Ph.D.
Faculty Résumé

Charles R Reifsteck AIA ALA

Name and Academic Rank [subunit]

Charles R Reifsteck, Visiting Assistant Professor [design]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1982
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1980

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1984-to present
Architect, Iowa, 1991 (currently inactive)
Architect, Kentucky, 1993-present
Architect, Wisconsin, 1995-present
Architect, Indiana, 1996-present
Architect, Michigan, 2003-present
Certificate, National Council of Architecture Registration Boards, 1991-present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Assistant Professor, School of Architecture, UIUC; 1986-89
Visiting Associate Professor, School of Architecture, UIUC; 2001-2004
Visiting Assistant Professor, School of Architecture, UIUC, 2006-present

Professional Positions held (title and rank, firm name, dates)

Principal/Owner, Gorski Reifsteck Architects, Champaign IL, 1991-present
Principal/Owner, Architectural Research & Design, Champaign/Peoria IL, 1987-91
Project Architect, Kimme & Associates, Champaign IL, 1987-88
Project Architect, Polson Architects, Urbana IL, 1983-87
Designer, LaPlante Associates, St Louis MO, 1983
Designer, Robert L Boland, Inc, St Louis MO, 1982-83

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Creative Project, Principal-in-charge, lead designer, Faith United Methodist Church addition and renovation, Champaign IL, LEED certified Silver project, 2006
Creative Project, Principal-in-charge, lead designer, Tremont United Methodist Church new facility, Tremont IL, 2005.
Creative Project, Principal-in-charge, lead designer, Busey Bank renovation, Champaign IL, 2005.
Creative Project, Principal-in-charge, associate architect, Champaign Public Library, 2007
Creative Project, Principal-in-charge, lead designer, KoFusion Resturant, Champaign IL, 2004
Creative Project, Principal-in-charge, Baptist Student Foundation Women’s Dormitory, Champaign IL, 2006.
Creative Project, Principal-in-charge, lead designer, Greene Residence, Champaign IL, 2004
Creative Project, Principal-in-charge, lead designer, St Paul United Church of Christ renovation, Pekin IL, 2002.
Creative Project, Principal-in-charge, lead designer, Windsor Road Christian Church addition, Champaign IL, 2002
Creative Project, Principal-in-charge, lead designer, Bible Baptist Church addition, Champaign IL, 2002.
Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

Community Improvements Recognition Program, Honorable Mention in Site Development, design for Busey Bank, Mahomet IL, 1995.

Professional and University Memberships (selective list)

Member, American Institute of Architects, 2000-present
Member, Association of Licensed Architects, 2002-present

Professional and University Service (committees, public service, etc.; selective list)

Board of Directors and Member, Champaign-Urbana Sunrise Rotary
Former Chair and Member, Illini Prairie Chapter of the American Red Cross
Former Member, Government Affairs Committee, Champaign County Chamber of Commerce

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Continued professional development courses as required by State Architect licensing boards

Charles R Reifsteck AIA ALA
Faculty Résumé

Robert I. Selby, FAIA

Name and Academic Rank [subunit]

Robert Selby, FAIA, Associate Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1985
Bachelor of Architecture, University of Illinois at Urbana-Champaign, 1967

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1970-present
Certificate, National Council of Architecture Registration Boards, 1971

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Director for Graduate Studies, School of Architecture, UIUC, 2003-present
Associate Professor, School of Architecture, UIUC; 1988-present
Acting Associate Director for Undergraduate Affairs, School of Architecture, UIUC; 2002
Assistant Professor, School of Architecture, UIUC; 1985-88
Director, East St. Louis Action Research Project, UIUC; 2001-02; Secretary 2005-present

Professional Positions held (title and rank, firm name, dates)

Robert I. Selby, FAIA, Architect; 1984-present (pro bono consulting in East St. Louis)

Publications, Exhibitions and Creative Projects (select from last 6 years or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


Awards, Research Grants and Prizes in Competitions

Award: Elevated to Fellowship, College of Fellows, American Institute of Architects, 2004
Award: Richard Upjohn Fellow, American Institute of Architects, 2005
Grant: AIA 150 Blueprint for America program from the AIA, $10,000 to conduct the "Blueprint for Springfield" study, 2007
AIAS Excellence in Architectural Education Award 2006-2007
AIA Central Illinois Outstanding Educator Award 2007
AIA Illinois 2007 Service Award: Nathan Clifford Ricker Award (Education)

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

East St. Louis Action Research Project (ESLARP) serving 80 community-based organizations in and around East St. Louis, IL; 1990-present. On going multidisciplinary service learning program with Landscape Architecture, Urban and Regional Planning, Law, Library and Information Science, Applied Life Sciences

Professional and University Memberships (selective list)

American Institute of Architects (AIA); 1970-present
Regional Director, Illinois Region, AIA National Board, 2002-2005
Regional Representative, Illinois Region, AIA College of Fellows, 2007-present
Chair and originator, AIA Illinois Annual Conference Academic Paper Symposium, 2006-present
President, AIA Illinois; 2002
President Elect, AIA Illinois; 2001
Secretary, AIA Illinois; 1999, 2000
Director, AIA Illinois; 1998
President, AIA Central Illinois, 1990, President-Elect, 1989,
President, AIA Champaign-Urbana, 1987, President-Elect, 1986
University Senate, 2005-2008

Professional and University Service (committees, public service, etc.; selective list)

Director (appointed), East St. Louis Action Research Project (ESLARP), College of Fine and Applied Arts, UIUC; 2001–02; Secretary, (elected) 2005-present.
Member (ex-officio, appointed) Architectural Council, 2004-present.
Member (ex-officio, appointed) PhD Committee, UIUC, 2003-present
Member (appointed), Program Chairs/NAAB Review Committee, School of Architecture, UIUC; 2007-present

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Attended AIA National Conventions (and continuing education seminars), yearly
Attended AIA Illinois Annual Meetings (and continuing education seminars), yearly

Robert I. Selby, FAIA
Faculty Résumé

John Senseney

Name and Academic Rank [subunit]

John Senseney, Assistant Professor [History]

Education (degree, institution, year of completion)

Ph.D., University of California at Santa Barbara, 2002
M.A., University of California at Santa Barbara, 1996
B.A., University of California at Santa Barbara, 1993

Professional Registrations and Certifications (type, country/state, year)

N.A.

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC, 2007-present
Assistant Professor, School of Art, Northern Illinois University, 2004-2007
Lecturer, Department of the History of Art and Architecture, UCSB, 2003-2004

Professional Positions held (title and rank, firm name, dates)

N.A.

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


“Geodesic Mathematics and Random Chaos: Buckminster Fuller and John Cage,” Transcript of a symposium roundtable discussion featuring myself and panelists Barbara Jaffee, Richard Kostelanetz, and others to...


**Awards, Research Grants and Prizes in Competitions**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
<th>University</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Campus Research Board Award</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>13,640</td>
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<tr>
<td>2006</td>
<td>Scholars Travel Fund Award</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>1,900</td>
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<tr>
<td>2006</td>
<td>College Special Grant</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>500</td>
</tr>
<tr>
<td>2006</td>
<td>Summer Research Award</td>
<td>Northern Illinois University</td>
<td>5,000</td>
</tr>
<tr>
<td>2005</td>
<td>Summer Research Award</td>
<td>Northern Illinois University</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**Active Research Projects** (list the most important ongoing creative/research initiatives; target date of completion)


*Book: The Shaping of Imperial Order: Architectural Hellenization in Ancient Rome from the Middle Republic to Early Empire*, target date of completion September 2012.

**Professional and University Memberships** (selective list)

- Society of Architectural Historians
- College Art Association
- Archaeological Institute of America

**Professional and University Service** (committees, public service, etc.; selective list)

- University Library Committee

**Professional and Academic development** (meetings/conferences attended, continuing education, etc.)

- Annual Meeting of the Society of Architectural Historians

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John Senseney, Ph.D.
Faculty Résumé

John C. Stallmeyer

Name and Academic Rank [subunit]

John C. Stallmeyer, Assistant Professor [Design]

Education (degree, institution, year of completion)

University of Illinois, Urbana-Champaign, B.S. Architectural Studies, 1987
University of Illinois, Urbana-Champaign, Master of Architecture, 1990
University of California, Berkeley, Ph.D., 2006.

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1993-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2006-present

Professional Positions held (title and rank, firm name, dates)


Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)


“Redefining Bangalore: Global Networks and the Contemporary City” Sarai, City One Conference -New Delhi, India - Panelist on Bangalore, January 2003. Invited

Awards, Research Grants and Prizes in Competitions


William and Flora Hewlett International Research Travel Grant. UIUC International Programs and Studies, Office of the Associate Provost for International Affairs, 2006-2007.

Finalist, Point of View Center for Conflict Resolution International Ideas Design Competition, April 2005.

Excellent Instructor, faculty ranked as excellent by students in campus-wide ranking of Professors and Instructors. Fall 2004, Spring 2007.

Fulbright Fellow (India), 2002-2003.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Informational Urbanism: Transformations of the South Asian City (Field work - India, Thailand, Laos, Vietnam Winter 2007-08)

Building Bangalore: Informationalism and Urban Transformation in India’s Silicon Valley (Book Manuscript, Est Completion Apr. 2008)

Professional and University Memberships (selective list)

Professional and University Service (committees, public service, etc.; selective list)


ACSA Councilor West Central Region, 2006-Present.

School of Architecture Reviewer – Kate Neal Kinley Scholarship Applications, March 2007.

Chair, School of Architecture Computer and Digital Fabrication Committee

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

AutoCAD University, BIM training, November 2006.

John C. Stallmeyer, PhD
Faculty Résumé
Richard K. Strand, PhD

Name and Academic Rank [subunit]

Richard K. Strand, Associate Professor [Technology]

Education (degree, institution, year of completion)

Doctor of Philosophy in Mechanical Engineering, University of Illinois at Urbana-Champaign, 1995
Master of Science in Mechanical Engineering, University of Illinois at Urbana-Champaign, 1992
Bachelor of Science in Mechanical Engineering, Rensselaer Polytechnic Institute, 1989

Professional Registrations and Certifications (type, country/state, year)

Academic and Academic Administration Positions held (title and rank, institution, dates)

Associate Professor, School of Architecture, UIUC; August 2005-present
Assistant Professor, School of Architecture, UIUC; August 1999-August 2005

Professional Positions held (title and rank, firm name, dates)

Private Consultant, Champaign/Urbana/Savoy, Illinois, August 1994-present
Research Engineer/Research Associate, Building Systems Laboratory, Department of Mechanical and
Industrial Engineering, UIUC, May 1995-August 1999

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)


Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

See above section
Invited Conference Presentation, "Modeling a Radiant Slab Coupled to a Cooling Tower using the New National Energy Analysis Program", Cooling Frontiers Symposium, Arizona State University, October 4-7, 2001

Awards, Research Grants and Prizes in Competitions

Award: R&D Magazine, R&D 100 Award for EnergyPlus, October 2003
Award: Incomplete List of Instructors Rated as Excellent by Their Students, UIUC, Fall Semester 2002
Award: Federal Laboratory Consortium for Technology Transfer, Award for Excellence in Technology Transfer, May 2002
Award: Department of Energy, Information Technology Quality Award, March 2002

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

EnergyPlus Research, Development, and Support, US Department of Energy, August 1999-present; currently working on the development of simulation models for baseboard radiators, ventilated floor slabs, thermal chimneys, and cooltowers

Professional and University Memberships (selective list)

Member: American Society of Heating, Refrigerating and Air-Conditioning Engineers
Member: International Building Performance Simulation Association (USA Affiliate)

Professional and University Service (committees, public service, etc.; selective list)

Chair: College of Fine and Applied Arts Joint PhD Program for Architecture and Landscape Architecture
Member: Campus Energy Conservation Committee, School of Architecture Faculty Search Committee, School of Architecture Promotion and Tenure Committee, School of Architecture Technology Committee

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

SimBuild Conferences Attended: August 2004
HVAC Systems Controls and Other Building Energy Management Systems Meeting Attended: May 2003
ACSA Technology Conferences Attended: July 2000, July 2001
Cooling Frontiers—The Advanced Edge of Cooling Research and Applications in the Built Environment Conference Attended, October 2001
Building Simulation Conferences Attended: August 1995
CISS—Joint Conferences of International Simulation Societies Attended: August 1994

Richard K. Strand, PhD

Architecture Program Report 432 University of Illinois at Urbana Champaign
Faculty Résumé

Mark S. Taylor, M.Arch

Name and Academic Rank [subunit]

Mark S. Taylor, M.Arch, Assistant Professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, Illinois Institute of Technology, 2007
Bachelor of Arts, Brighton Polytechnic, 1990

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, School of Architecture, UIUC; 2008 -
Visiting Lecturer, School of Architecture, UIUC; 2007-2008
Instructor, Inter Professional Program, IIT; summer 2007
Adjunct Research Assistant, Illinois Institute of Technology; 2006-2007
Teaching Assistant, Illinois Institute of Technology; 2004-2006
Head of Department, Three-Dimensional Design; Penang Arts Centre, Malaysia; 1993-1994
Visiting Lecturer, Sir John Cass School of Design, City of London Polytechnic; 1991

Professional Positions held (title and rank, firm name, dates)

Architects Assistant/Draftsman, Harrison Sutton Architectural Partnership, 2003-2004
Project Manager, Fruition Design Studios, Totnes, Devon, U.K.; 2001-2003
Project Manager and Carpentry Instructor, Matale Heritage Centre, Sri Lanka; 1997-1999

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

House and Garden Exhibition; Olympia, London June 2006
New Designers in Business; The business design Centre; Islington, London; July 1991
Colored Wood; The Ruskin Art Gallery, 101 Norfolk Street, Sheffield, U.K.; February 1991
Insight Feature, Elle Magazine, November 1990
Promotion Des Jeunes Créatures 1990; The Design Museum, London; June 1990

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Building Infrastructure in the Haiti, Hinsdale Rotarians Chicago; 14th December 2007
Hope Springs Internal, 28th Annual IWEA Conf. Illinois Water Environment Association; March 2007
Construction Processes in Haiti; American Institute of Chemical Engineers Alumni Dinner; March 30th 2007

Awards, Research Grants and Prizes in Competitions

EPA P3 (People, Prosperity, and Plant) Award; Water Distribution network for Pignon, Haiti, 2007- present
Office of the Future Essay Competition 2nd Prize, 2006
Dean’s Scholarship, Illinois Institute of Technology, 2004
Comité Colbert Laureate, Promotion Des Jeunes Créatures, 1990
Princes Trust, Travel Award, Optical Trade Show, Paris, 1990

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Architecture Program Report University of Illinois at Urbana Champaign
The U.S Department of Energy's, Solar Decathlon, 2009
Building water and educational infrastructure in Haiti, ongoing

**Professional and University Service** (committees, public service, etc.; selective list)

- Exhibitions Committee, UIUC, 2007- Present
- Fabrication Shop and Workshop Planning Assistant, UIUC, 2007- Present
- Post Hurricane Katrina, Reconstruction, Volunteer, IIT, 2005 - 2006

**Professional and Academic development** (meetings/conferences attended, continuing education, etc.)

- Attended IIT and UIUC visiting lecture series 2005 – present
- Attended Lecture by William McDonough, Design Matters Lecture Series, UIUC, November 2007
- Attended Lecture by Dr. Wolfgang Feist, the director of the Passivhaus Institute, Darmstadt, Germany
- Attended Sustainable Waterfronts, Learning from the Dutch Experience, IIT September, 2004 and 2005
- Attended RIBA approved Continuing Professional Development bi-monthly seminars during 2001 - 2004

Mark S Taylor, M.Arch
Faculty Résumé

Name and Academic Rank [subunit]

Marci S. Uihlein [Structures]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 2000
BSAS, University of Illinois at Urbana-Champaign, 1995

Professional Registrations and Certifications (type, country/state, year)

Professional Engineer, California, 2007-Present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Visiting Lecturer, School of Architecture, UIUC; August 2007-present

Professional Positions held (title and rank, firm name, dates)

Project Manager, Arup Los Angeles, CA, 2006-2007
Project Engineer, Arup Los Angeles, CA, 2004-2007
Engineer, Arup, San Francisco, CA, 2001-2004

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Awards, Research Grants and Prizes in Competitions

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

Structural Engineers Association of Northern California, 2000-2004

Professional and University Service (committees, public service, etc.; selective list)

Structural Engineers Association of Northern California, 2000-2004, Professional Education Committee
Engineers Alliance for the Arts, Three Brick Project, 2003, San Francisco

Professional and Academic development (meetings/conferences attended, continuing education, etc.)
Faculty Résumé

Jean-Brice Viaud

Name and Academic Rank [subunit]

Jean-Brice Viaud, visiting assistant professor [Design]

Education (degree, institution, year of completion)

Master of Architecture, University of Illinois at Urbana-Champaign, 1990
Diplôme d’architecture, Ecole Nationale Supérieure d’Architecture de Versailles 1987

Professional Registrations and Certifications (type, country/state, year)

Architect, France, 1987- present
Ordre des Architectes 1987-present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Design teacher assistant, Ecole Nationale Supérieure d’Architecture de Versailles, 1994
Design teacher assistant, Ecole Speciale d’Architecture, 1998
Visiting Assistant Professor, Study Abroad Program in Versailles-UIUC, 2004-present

Professional Positions held (title and rank, firm name, dates)

Principal, Fassio&Viaud Architectes, Paris (France), 1993-present

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Publications

French Touche, Annual 2008, Massy Concert Hall, 2008
D’A 167, Massy Concert Hall, october 2007
L’express, Massy Concert Hall, marts 20-26th 2008
DBZ, Mont d’Hor school in St Thiery, june 2005
Wallpaper, cube house in Paris, june 2004
Focus on zinc, public building winner, Mont d’Hor school in St Thierry, september 2004
d’A Mont d’Hor school in St Thierry, December 2004
AA, Mont d’Hor school in St Thierry, December 2004
Le moniteur, highway civil engineering A 86 project, july 2003
T&A house quai de Seine, November 2003
equipement magazine, highway civil engineering A 86 project, april 2003
éditions de Tokyo, paris, House rue chaudron, 2002 and 2003
mini pa 29, edition de l’Arsenal, house quai de seine, 2001 and 2002
éditions de Tokyo, paris, House Blanc, 2001
T&A school M. Bastié à Reims, September 1999
T&A Fassio Viaud, Diapason, about fassio&viaud, January 1998
d’A, real estate why not, fassio&viaud, june 1998
“36 modèles pour une maison” with Périphériques, 1997
séquence bois, CNDB, gymnasium in Cournon d’Auvergne, 1997
d’A extension of a hospital in la reunion, december 1997
vsd, house Périphérique, december 1997
Exhibitions
- French Touche, Massy Concert Hall, 2007
- CAUE 92, quai de seine house in Paris, 2005
- CAUE 78, a house in Versailles, 2003
- Société Française des Architectes, School in St Thierry, 2003
- Pavillon de l’Arsenal, school rue Christiani, Paris, 2003
- Pavillon de l’Arsenal, house quai de Seine, 2001
- Arc en rêve Bordeaux with Périphériques, “36 modèles pour une maison”, 1997

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)
- Presentation lecture of the School in St Thierry, Société Française des Architectes, 2003
- Presentation of DFVT architecture for the french AIA, with David Devaux and Jean-Philippe Thomas, 2005

Awards, Research Grants and Prizes in Competitions

Awards
- First prize, Focus on zinc, public building award, Mont d’Hor school in St Thierry, 2004
- First prize, CAUE 78, house renovation, Versailles, 2003

Prizes
- Earl Prize, U of I in Champaign Urbana, Fall 1985.

Competition prizes
- Housing in Bondy, first prize, 2008
- School in Gualargues le Montueux, first prize, 2007
- Housing in Evry, first prize 2006
- Art house in Massy, first prize 2006
- Housing in Ballaruc, first prize 2005
- Concert hall in Massy, first prize 2004
- Police station, first prize 2004
- St Thierry school, first prize 2002
- A86, highway civil engineering project, 2000
- Maryse Bastié School in Reims, first prize 1997
- Gymnasiun in Cournon, first prize, 1995

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)
- Member of the French-Touch architectural association, 2008.
- Ordre des architectes, 1987

Professional and University Service (committees, public service, etc.; selective list)

Jean-Brice VIAUD
Faculty Résumé

David K. Warfel, MFA

Name and Academic Rank [subunit]

David K. Warfel, MFA, Assistant Professor [Lighting Design]

Education (degree, institution, year of completion)

Master of Fine Arts, University of Illinois at Urbana-Champaign, 2001
Bachelor of Architectural Studies, University of Illinois at Urbana-Champaign, 1998

Professional Registrations and Certifications (type, country/state, year)

NA

Academic and Academic Administration Positions held (title and rank, institution, dates)

Assistant Professor, Department of Theatre, UIUC; 2007-present
Clinical Assistant Professor, Department of Theatre, UIUC; 2005-2007
Lecturer, Department of Theatre, UIUC; 2002-2005

Professional Positions held (title and rank, firm name, dates)

Principal Designer & Owner, Acanthus Lighting, 2002-present
Construction Director, Coahoma County Habitat for Humanity, 1997-1999

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Sarafina! The St. Louis Black Repertory, St. Louis MO; 2008
Nathan Gunn & Julie Gunn Zankel Hall at Carnegie Hall, New York, NY; 2008
CatHouse Restaurant and Lounge LUXOR Casino & Hotel, Las Vegas, NV; 2007
The Nutcracker CU Ballet with Krannert Center and Sinfonia da Camera, UIUC; 2007
The Rub Restaurant, RIO Casino & Hotel, Las Vegas, NV; 2007
The Dance on Widow's Row The St. Louis Black Repertory, St. Louis MO; 2007
Parasite Drag (New Work) The Station Theatre, Urbana IL; 2007
Private Residence, Bend, OR; 2006
Hyde Park Arts Center Chicago, IL; 2006
Fu Bar Champaign, IL; 2006
Red Rock Canyon Visitors Center Exhibits Las Vegas, NV; 2006
Prineville Second Baptist Church, Prineville, OR; 2006
Exit the King The Library Theatre, Chicago IL; 2006
Rantoul & Die (New Work) The Station Theatre, Urbana IL; 2006
Relativity The St. Louis Black Repertory, St. Louis MO; 2006
Ghosts The Organic Theatre Company, Chicago IL; 2005

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)

Guest Lecture, University of Illinois at Chicago (UIC) Graduate Architecture Program, 2004
Guest Review Panel, UIC Graduate Architecture Program, 2004
Theatre Master Class Instructor, Taylor University (Indiana), 2004
Panelist, Lifeline Theatre Design Salon (Chicago), 2005
Awards, Research Grants and Prizes in Competitions

Dean’s Special Grant for Travel/Architectural Photography, UIUC College of Fine and Applied Arts, 2008.
Dean’s Special Grant for Light Lab Improvements, UIUC College of Fine and Applied Arts, 2004.
Dean’s Special Grant for lighting equipment, UIUC College of Fine and Applied Arts, 2003.

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Energy Reduction in Theatrical Lighting (pending), completion in 2009

Professional and University Memberships (selective list)

Member, Illuminating Engineering Society of North America
Associate Member, American Institute of Architects

Professional and University Service (committees, public service, etc.; selective list)

Member, UIUC College of Fine and Applied Arts Executive Committee; 2007-2009
Chair, UIUC College of Fine and Applied Arts I-Space Committee; 2006-2008
Chair, UIUC Department of Theatre Web Committee; 2007-present
Member, UIUC Department of Theatre Armory Free Theatre Executive Committee; 2002-2007

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Lighting Dimensions International Conference, Las Vegas, NV; 2004

David K. Warfel, IES, Assoc. AIA
Faculty Résumé

James P. Warfield

Name and Academic Rank [subunit]

James P. Warfield, Professor Emeritus [design]

Education (degree, institution, year of completion)

Master of Architecture in Architectural History, University of Illinois at Urbana-Champaign, 1972
Bachelor of Architecture in Architectural Engineering, University of Illinois at Urbana-Champaign, 1965

Professional Registrations and Certifications (type, country/state, year)

Architect, Illinois, 1969-to present

Academic and Academic Administration Positions held (title and rank, institution, dates)

Professor Emeritus, 2003-present; Professor, 1986-2003; Associate Professor, 1976-86; Assistant Professor, 1973-76; Lecturer, 1972-73, School of Architecture, University of Illinois at Urbana-Champaign
Campus Honors Faculty Appointment, UIUC, 1995-present
Leader, Sketch Trip for UIUC Versailles students to Greek Islands of Mykonos and Santorini, 2003 and 2006
Visiting Tutor, Mackintosh School of Architecture, Glasgow University, Scotland, 2003 and 2005
Coordinator, Atelier Amasaya at Istanbul Technical University, 2002
Assistant Professor of Art and Architecture, Universidad de San Andres, La Paz, Bolivia, 1966-68

Professional Positions held (title and rank, firm name, dates)

James P. Warfield, Architect, Principal, Champaign, IL, 1975-present
U.S. Peace Corps, La Paz, Bolivia, 1966-68
SRGF Architects, Champaign and Carbondale, IL, Associate Partner, 1970-75; Head of Design Department, 1968-75; Chief Designer, 1965-66

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Introductions and Chapters in Books, Encyclopedia Entries


**Written Works: Articles in Journals**


**Exhibits**


“Everyman,” an electronic exhibition of 225 color portraits of the family of man created as the 2004 holiday greeting for the School of Architecture of the University of Illinois. Later adapted into a physical display in the 192 French door windows of the Alpha Rho Chi fraternity house for the Boneyard Arts Festival, April, 2005. www.jwarfield.com/everyman


James P. Warfield

Architecture Program Report 442 University of Illinois at Urbana Champaign
Faculty Résumé

Allison Warren

Name and Academic Rank [subunit]

Allison Warren, Lecturer, School of Architecture and Art and Design [Foundations]

Education (degree, institution, year of completion)

Master of Fine Arts, Cranbrook Academy of Art, Bloomfield Hills, Michigan, 2001
Bachelor of Arts, University of California, Berkeley, California, 1991

Professional Registrations and Certifications (type, country/state, year)

Academic and Academic Administration Positions held (title and rank, institution, dates)

Lecturer, School of Architecture, University of Illinois, Urbana-Champaign, 8/06 – present
Lecturer, School of Art and Design, University of Illinois, Urbana-Champaign, 8/06 - present
Adjunct Lecturer, School of Architecture and Design, Lawrence Technological University, Southfield, Michigan, 2001-2005

Professional Positions held (title and rank, firm name, dates)

Communications Manager, Harley Ellis Architecture, Detroit, Michigan, 2000-2001
Creative Director, Art and Copy, New York, New York and San Francisco, California, 1993-1999

Publications, Exhibitions and Creative Projects (select from last 6 years, or more if significant or necessary)

Sioux City Art Center, Sioux City, Iowa, Citation by Valerie Cassel, Curator of Contemporary Art, Houston, 2007
Miami Biennial 2007, DesignWeek, Miami Convention Center, Florida, 2008
Lawrence Technological University, Main Library Installation, Lawrence Tech University, Southfield, Michigan
The Opening Doors Public Art Installation, “Placeholder”, for McKune Memorial Library, Chelsea, Michigan, 2006
Buckham Gallery, Flint, Michigan, 2006
Urban Institute for Contemporary Art, “Scribbles”, Front Street Gallery, Grand Rapids, Michigan, 2005
The Public Art Billboard Project, Lemberg Gallery, “CodeTrac” Ferndale, Michigan, 2005
New American Drawings, Fred Kline Gallery, Santa Fe, New Mexico, 2004
MPG Contemporary, Boston, Massachusetts, Juried by Susan Stoops, Worchester Museum, , 2004
Art Gallery of Windsor, Windsor Ontario, Canada, Juried by James Patton, Art Gallery of Windsor, Windsor, Ontario, Canada, 2004
Orange County Museum of Art, South Coast Plaza, California, 2004

Paper presentations and Invited Lectures (title of presentation, conference/institution, date)
Awards, Research Grants and Prizes in Competitions

Stone Quarry Hill Park, Artist’s Residency and Project Commission, 2008
FAA Scholar’s Travel Award, University of Illinois, Urbana-Champaign, 2008
FAA Special Research Grant, University of Illinois, Urbana-Champaign, Illinois, 2007
Citation, Sioux City Art Center, Sioux City, Iowa, by Valerie Cassel, Curator of Contemporary Art, Houston, Texas, 2008
Inclusion, Who’s Who Among America’s Teachers, Student nominated recognition given to 1% of national post-secondary teachers annually, Educational Communications Publishers, New York, New York, 2006
Invited Artist, Cranbrook Academy of Art Benefit, Bloomfield Hills, Michigan. Work purchased by Jean Claude Lazar, Private Collection, Ferndale, Michigan, 2005
Selection, Teaching Excellence Award, Spring Design Symposium, Lawrence Technological University, Southfield, Michigan, 2005
Invited Artist and Finalist, Detroit Artist Market, Art on the Vent Competition, Detroit Redevelopment Corporation, Michigan, 2004
Selection, Teaching Excellence Award, Spring Design Symposium, Lawrence Technological University, Southfield, Michigan, 2004
Citation, Detroit Artist’s Market, 24 Hours Exhibition, Detroit, Michigan. Lawrence Rinder, Curator of Contemporary Art, Whitney Museum of American Art, New York, New York, 2003

Active Research Projects (list the most important ongoing creative/research initiatives; target date of completion)

Professional and University Memberships (selective list)

Collage Art Association
Public Art Forum – Founding Member

Professional and University Service (committees, public service, etc.; selective list)

Professional and Academic development (meetings/conferences attended, continuing education, etc.)

Allison Warren, MFA
Faculty Résumé

Andrew J. Weiss

Name and Academic Rank

Andrew J. Weiss, Visiting Professor [Design]

Education

Bachelor of Architecture, University of Illinois at Chicago, 1996
Master of Landscape Architecture, University of Illinois at Urbana-Champaign, 2008

Professional Positions held

Special Projects Coordinator, Urbana Park District, 2005-present
Project Architect / Manager, SWWB Architects, 2002-2004
Combat Engineer, United States Marine Corps, 1996-1999
Draftsman, Bernheim and Kahn Architects, 1991-1996

Awards, Research Grants and Prizes in Competitions

Honorable Mention: Millennium Plaza Architecture Competition, Wheeling Illinois, 1999

Professional and University Service

Sustainability Committee, College of Fine and Applied Arts, 2007-present
4.5 VISITING TEAM REPORT FROM 2003 VISIT
4.6 ANNUAL REPORTS
4.7 SCHOOL CATALOG