

***Architecture
Program
Report***

University of Illinois
Chicago

September 21, 2023

NAAB

National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>University of Illinois Chicago</u>
Name of Academic Unit	School of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track I: (pre-professional degree plus 68 graduate credit hours) Track II: (non-pre-professional degree plus 104 graduate credit hours) <input type="checkbox"/> <u>Doctor of Architecture</u>
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2015
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Eight-year term
Program Administrator	Florencia Rodriguez, Director
Chief Administrator for the academic unit in which the program is located	Rebecca Rugg, Dean
Chief Academic Officer of the Institution	Karen Colley, Provost
President of the Institution	Timothy Killeen, President Marie Lynn Miranda, Chancellor
Individual submitting the APR	Florencia Rodriguez
Name and email address of individual to whom questions should be directed	Florencia Rodriguez, florod@uic.edu



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

A.4 Technical Documentation

2015 Visiting Team Assessment: *Evidence of the drawings and illustrations of this SPC was found throughout the curriculum, with special attention drawn to the Technology series (ARCH 561, ARCH 562, and ARCH 563) and ARCH 555: Design Development Studio. Evidence of an ability to write outline specifications, however, was lacking and only evidenced in a partial manner for the current semester.*

Since the 2015 visit, the seminar and studio sequence addressing what was then condition A.4, Arch 554 and Arch 555, has been fine-tuned. Already at the visit, the design documentation course, Arch 555, was in the process of adding the ability to write outline specifications to its assignments. This ability was also added later to the technology course Arch 563. More recently, the content previously covered in Arch 563 has moved forward in the curriculum to allow for better alignment between tech and studio courses; specifications are now addressed in Arch 562, assignment 6, which asks students to write specifications for light fixtures.

As for Arch 563, the studio paired with Design Development has shifted to be one semester sooner and is now Arch 553, not 554. This allows for the courses to take place over a year, with the studio, Arch 553, in the fall and the technology course, Arch 555, in the spring, rather than in one semester, providing more time for projects to develop from design to technical documentation. Specifications are still addressed in the latter course, although they are described less in the program's response to the new SC.4 or SC.6 criteria in this report, as the new criteria no longer foreground their importance to the same degree. Outline specifications are covered in week 13 for Arch 555, as indicated in the course schedule included in the teaching materials for the class, and product specifications are a repeating topic, as each student must research and identify mechanical equipment and plumbing and lighting fixtures for the projects.

A.9 Historical Traditions and Global Culture

2015 Visiting Team Assessment: *While the team was impressed by the strong History and Theory sequence of the program, minimal to no evidence of non-normative traditions (parallel and divergent canons and traditions) is evidenced. ARCH 532 does investigate some non-traditional precedents, but even this material appears to be viewed from a western frame of reference.*

The transition from condition A.9, "Historical Traditions and Global Culture," to A.7, "History and Global Culture" after the writing of UIC's APR of 2014 brought a more flexible set of parameters to this area, from the previous "understanding of parallel and divergent canons



and traditions” of architecture, landscape and urban design sampling the north, south, eastern and western hemispheres, to that of “histories of architecture and the cultural norms of a variety of settings.”

The new condition, which reframed its target away from comprehensiveness and toward a more intentional and nuanced understanding, allows the MArch program to strategically deploy and critically examine key historical debates and illuminating contemporary case studies nested in a variety of determining conditions. We see the criterion as an opportunity to bring into focus unique global relationships between producers, designers, and stakeholders at various scales, as well as the notion of diversity itself, more broadly conceived, in the service of key priorities. All of this has empowered the faculty to continue, as the 2020 report stated, “cast[ing] a wider net to incorporate references and voices into the curriculum that have been previously understudied or undervalued within the field,” which it did while also including readings, lectures, case studies, studio briefs, and speakers from around the globe, that “explicitly question or decenter dominant Western modes of thought” (e.g., through Indigenous perspectives, considerations of different abilities). Thus, studio and history course framed global contexts while incorporating issues that intersect with class, gender, or the right to the city (e.g., Arch 553, 585 and 561).

Today, PC.4, History and Theory, requires that programs ensure that students “understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.” History, theory, and criticism courses often extend directly from research interests of the faculty, and this offers not only opportunities to broadly explore preoccupations from a broader cultural perspective but also in a way that intersects with critically urgent issues like environmental ethics and politics locally or globally. For example, a course led by Francesco Marullo focused on the desert (informing the conference *America Deserta?*, as well as a special section of the journal *Log*, and a special issue of the *Journal of Architectural Education* which Marullo himself edited); in another case, Zehra Ahmed looked at Critical Regionalism in the context of Saudi Arabian and Arabic architecture since the 1980s; and following his work as artistic director of the 2021 Chicago Architecture Biennial (CAB), David Brown created a course focused on Chicago’s South and West Side neighborhoods in relation to their immediate communities, comparing them with similar cases in South America and Africa. This latter course followed another seminar in 2021 in which students researched potential CAB participants and helped to develop a set of calls for ideas for collective spaces on city-owned vacant land.

This broad understanding of the interactions between architecture and its context from the perspective of the complex network of forces that shape it and which it itself produces is, in fact, one of forces that undergird and animate much of what happens in the daily life of the school today. The people, themes, topics, and attitude towards internationalization and inclusion that permeate the curriculum today are also key in mobilizing public programming, studio reviews, visiting faculty positions, conferences, exhibitions and, of course, the ambitious future that we imagine for our school.

B.6 Comprehensive Design

2015 Visiting Team Assessment: *While the work in the team room clearly demonstrates student understanding of, and even skillful work with, the independent components of comprehensive design, the team did not find any projects that synthesized all of these SPCs within a single project. The team appreciates the introduction of the additional seminar, ARCH 555: Design Development, which takes the project from ARCH 554 (previously ARCH 553) to develop and synthesize the comprehensive components, but we suspect that it will be another year before this combined course accomplishes this task (specs were only partly completed and were not yet convincing). While the team understands the value of assigning*



a small project for the comprehensive studio, and while we appreciate the studio's breadth from furniture to building, we question the ability of a single-house to cover all of these SPCs and wonder if a slight increase in scale to a tri- or quadra-plex would be a more suitable program for fulfilling this requirement.

After the last visit in 2014, the project for the comprehensive design courses, then Arch 554 (studio) and 555 (Design Development), was scaled up to a duplex by 2017 at the recommendation of the visiting team. Later, by 2020, it became a three-flat. The content of Arch 554, the studio portion of the sequence, has also been moved one semester earlier in the curricular sequence to permit longer development of a project across two semesters, fall and spring, rather than concentrating all effort in a single semester; it is now Arch 553. Site design remains a focus for the studio, and in recent years neglected or overlooked parcels of land in Chicago have been consistently used for this purpose.

What was B.6, then C.3, is now SC.6. The content of the integrative building sequence, Arch 553 and 555, is described in detail relative to the new criterion in section 3 of this report.

C.9 Community and Social Responsibility

2015 Visiting Team Assessment: *The team observed that the program is committed to architecture's role and possible positive impact; however, the team found no specific evidence of this criterion in the team room within the identified courses—ARCH 553: Architectural Design III and ARCH 544: Professional Practice—or any other course.*

Although C.9 was eliminated before 2017, the curriculum has continued to develop with that condition in mind. It was first incorporated into a studio—then 553, now labeled as 554—which addressed urban communities that have experienced disinvestment and abandonment. Recent iterations of the studio have focused more topically on the issue by engaging with the loss and recovery of public space.

As of 2020, C.9 was also included within the content of the second-year theory and history selective course, Arch 586. Typically, two options for the seminar are offered each year, and students choose between them by lottery. Recent offerings have focused on community planning and design collaborations with local organizations in Chicago's North Lawndale neighborhood, on research and speculation on the role of digital communications and logistics technologies that are reshaping our collective society, and on regionalism in Arabic architecture as understood through a native lens.

What was formerly C.9 tracks most closely with the 2020 PC.8 criterion, so more about our efforts in this domain can be found in section 3 of the report.

Status of Financial Resources

2015 Visiting Team Assessment: *"The governor of Illinois is proposing significant funding cuts in education. If the anticipated cuts to the university occur, with a resultant 8% cut in the architecture program's budget, there will undoubtedly be an impact on the program. The current upper administration and the dean are very supportive of the program, and both the school director and the dean have been creative thus far in allocating reserves. This model, however, is not likely to be sustainable in the long term. Alternative strategies for ensuring adequate resources for the program will need to be developed in order to maintain the quality of the faculty and the facilities/resources for the students, etc."*



In its 2017 response, the School of Architecture reported the positive news that the budget allocated to the university by the state of Illinois over the previous two years had not been reduced to the degree initially predicted. This effectively scaled down the apparent financial threat that had triggered a Cause for Concern for the visiting team in 2015. The combined enrollment in the School of Architecture had also increased over that period, which resulted in higher institutional allocation from the college to its programs. In the early 2010s, the school had also started to pursue new sources of revenue, such as new general education courses and non-degree programs. The latter included outreach programs such as YArch (pronounced “why-arc”), an intensive summer program for current undergraduate students, recent graduates, and other adults who have an interest in architecture and design; TryArch, an intensive one-day workshop in which participants learn a little bit about what it means to study architecture, experience a studio environment, and build content for a portfolio; and HiArch, a summer architecture program designed to introduce high school students to the culture of architecture, design, thinking, and making. In 2015, the school also began to intentionally explore models of philanthropy in order to buffer what was still seen as potentially important budget cuts in the immediate future.

Despite the significant financial impact of Covid-19 on the US economy and most institutions of higher education starting in 2020, the pandemic’s budgetary repercussions at UIC and the School of Architecture were not as broad or deep as had been expected. While in the spring and summer of 2020, the budgets for the College of Architecture, Design and Arts were prepared with an expectation of up to 15 percent enrollment decrease at the department level, the actual allocations turned out to be only about 2.5 percent lower than the previous year. Even at this more modest degree, however, the potential impact on student experience and curricular quality could have been significant had it not been mitigated by staffing adjustments and by savings resulting from the unique operational modes that the school was forced to adopt in response to the pandemic. Through—and after—the challenging conditions presented by Covid-19, the school continued to offer its regular range of scholarships, teaching assistantships, and student work opportunities for students. In Spring 2021, the school was even able to offer a modest decrease in lab fees in recognition of the diminished demands on UIC’s onsite infrastructure in favor of the remote digital campus that supported it during the pandemic.

Thus, over the past four years, and despite the unprecedented challenges brought about by Covid-19, the School of Architecture has been in the fortunate position to work with relative financial stability and has simultaneously experienced rising state allocations that have gone from \$2.7M in FY20 to \$3.7M in FY23. The current academic year continues to build on this trend, with total combined funding of \$3.8M for FY24. The commitment to establishing new sources of revenue and to solidify enrollment growth has not only continued, but has in fact intensified, with relative recent arrivals of new administrations at the chancellor, dean, and director levels, with leaders who have instigated enthusiasm and great expectations for a redesigned budget model that will more intentionally support the university’s mission and the strategic priorities of its colleges, institutes, and schools. More detailed information on the current financial situation of the School of Architecture is offered below, in Section 5.7, Financial Resources.



Program Changes

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

This section is limited to 5 pages, total.

Program Response:

Leading up to the release of the 2020 Accreditation Conditions, the School of Architecture prepared for the transition by issuing standardized sheets to the faculty detailing the criteria associated with each course. The intention was to then map the old, distributed criteria to the new criteria once they were released and to use this process to ensure courses were evaluated and updated relative to the new requirements. Additionally, the curriculum committee met to review information from NAAB as it was released, and the director organized a series of “summits” around technology and theory and history sequences in the curriculum to engage the faculty in a review of the courses under each umbrella.

As it happened, the onset of the pandemic disrupted the academic year and cut the process short. As was true for many schools, available resources were redirected to learning how to operate in an entirely online environment, then in adjusting to a hybrid environment that required a retooling of many of our physical spaces. Simultaneously, the School of Architecture saw a number of administrative positions change hands. Among them, Robert Somol, director of the school since 2007, announced he was stepping down from the position, and in Spring 2022 the school focused on the search for his successor (see section 5.2). The unfortunate upshot is that a review of new NAAB conditions was not restarted until the last academic year, 2022–23, and no major curricular changes were made between the last interim report in 2020 and that time.

Still, structures that allow for targeted changes are in place, and have been even strengthened (and some of them redesigned) for efficiency and effectiveness. As it is also elaborated in section 5.2, we have started a consistent process and adjustments have already taken place this fall. The Conditions have been carefully reviewed and discussed, and a more thorough evaluation of the curriculum and further changes are ongoing processes.

Some of the changes implemented so far include: a re-designed permanent self-assessment plan consisting in a three-year cycle of yearly summits addressing each of the main areas of our curricula, the appointment of area coordinators, changes in the sequence of research seminars and studios of the third year. Details of these and other actions are found in section 5.2, Planning and Assessment.

1—Context and Mission

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

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

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

Program Response:



The University of Illinois Chicago

The University of Illinois established an undergraduate division on Chicago’s Navy Pier in 1946. That division moved to a new campus southwest of the Loop in 1965, when it became a four-year university named the University of Illinois at Chicago Circle (UICC). By 1982, UICC had grown to include eight academic colleges offering degree programs at both undergraduate and graduate levels. In the fall of that year, UICC and the University of Illinois at the Medical Center consolidated into a single institution of higher learning: the University of Illinois at Chicago (UIC; the university dropped the “at” from its name in 2021). This merger strengthened the potential for scholarly excellence and pushed the university into Carnegie Research I (R1) institution status in 1987.

Today, UIC is one of the nation’s most ethnically and culturally rich college campuses. A federally recognized Minority Serving Institution, it is ranked in the top 25 Ethnically Diverse colleges and No. 11 for Social Mobility in the 2022-2023 edition of U.S. News & World Report



Best Colleges. UIC is also a seven-time recipient of the Higher Education Excellence in Diversity Award, a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion, earning the award in every one of the last five years (2018, 2019, 2020, 2021 and 2022.) The University currently serves an undergraduate population in which 46% of this year's incoming undergraduate class are first generation college students.

Chicago's only public research university, and the largest university in the area, UIC is a leader in developing a new model of higher education that combines the benefits of its immediate context with world-class research, excellence in education, and affordability. It provides a student-centered learning environment, offering support, advocacy, and resources for student success which reflects in campus's steady growth in enrollment. Ranking among the top 25 public universities in the United States and the top 10 in value, it garners over \$500 million in annual sponsored research. UIC enrolls 34,000 undergraduate, graduate, and professional students and employs more than 3,100 faculty and 11,000 staff members, with a yearly budget overall of approximately \$3.8 billion.

Through its 16 colleges and professional schools, the university offers 95 undergraduate, 100 master's, 75 certificate, and 63 doctoral and first professional programs in fields including architecture, art, applied health sciences, business administration, dentistry, education, engineering, humanities, mathematics, medicine, movement sciences, nursing, performing arts, pharmacy, public administration, public health, sciences, social sciences, social work, and urban planning; various research centers and institutes cover areas such as community improvement, developmental disabilities, energy, gerontology, robotics, urban economic development, and urban transportation.

The mission of the University of Illinois Chicago is:

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.
- To provide a wide range of students with the educational opportunity only a leading research university can offer.
- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our [Great Cities Commitment](#).
- To foster scholarship and practices that reflect and respond to the increasing diversity of the United States in a rapidly globalizing world.
- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

In the last decade, UIC has also articulated a series of climate-related commitments, as well as a Climate Action Implementation Plan (CAIP) to achieve these goals by 2028. CAIP areas of focus include pushing toward a zero-waste, net-zero water, and biodiverse campus, as well as teaching and learning-related initiatives to be developed, invested in, implemented, and reevaluated on a five-year incremental basis through 2050.

The College of Architecture, Design, and the Arts

The School of Architecture is housed within the College of Architecture, Design, and the Arts (CADA), a unique group of schools and affiliated units. CADA is composed of the School of Architecture, the School of Art and Art History, the School of Design, and the School of Theatre and Music, as well as the Jane Addams Hull-House Museum, a National Historic Landmark and museum committed to social justice, and Gallery 400, a dynamic, cutting-edge contemporary art gallery. It is home to an energetic, award-winning faculty of practicing



architects, artists, designers, museum professionals, art historians, musicians, directors, and theatrical performers.

Across its 70-year history, CADA has evolved to become a leader among academic programs in architecture, art, art history, design, museum studies, music, and theatre. CADA leverages its location in Chicago, a global destination for the arts and design, through in-situ learning, practice, and relationships with significant cultural institutions, including the Art Institute of Chicago, Steppenwolf Theatre, the Graham Foundation for Advanced Studies in the Fine Arts, and the Museum of Contemporary Art Chicago. It offers 16 undergraduate degree programs and 9 graduate degree programs, including a Master of Architecture, that provide specialized disciplinary education in the arts and design within the broader context of liberal arts courses offered by UIC. CADA faculty serve in prominent international roles, including as artistic directors of Chicago Architecture Biennial (David Brown 2021, Faheem Majeed 2023) and curators of the U.S. Pavilion for La Biennale di Venezia (Paul Andersen and Paul Preissner 2021). Other notable faculty include actor Yassen Peyankov, filmmakers Deborah Stratman and Jennifer Reeder, playwright Lydia Diamond, graphic designer Marcia Lausen, art historian Hannah Higgins, architectural theorist Robert E. Somol, and architect Sam Jacob, among many others.

In the last few years, the College and its schools have undergone important changes in leadership, beginning with the appointment of Dr. Rebecca Rugg as dean of CADA on July 8, 2019. Rugg earned her doctorate in dramaturgy and dramatic criticism from the Yale School of Drama, where she also received her MFA. Before UIC, Rugg was director of the Conservatory of Theatre Arts at Purchase College, State University of New York; among her previous professional roles, she advocated for the arts in Chicago through leadership positions at Steppenwolf and Redmoon theater companies. Rugg understands CADA's role as crucial to the city's arts landscape, a vision underlined by her support for the CADA Center for the Arts, a multimillion-dollar new construction sited at Harrison and Halsted streets, just north of the School of Architecture's building. After an international competition (for which several UIC faculty produced entries in collaboration with colleagues in the School of Design), the commission was awarded to OMA New York; the project is currently in fundraising.

Following several semesters of leading the college through the COVID-19 pandemic, Rugg has had the opportunity to steward leadership transition in its schools: in 2022, Omur Harmansah was appointed director of the School of Art and Art History, and Florencia Rodriguez was appointed director of the School of Architecture. An international search for the director of the School of Design will begin in the fall of 2023.

Rugg has worked as Dean to foster connections between the disciplines in the college. Regular meetings with the dean and collaboration among the directors have brought about new administrative efficiencies, collective approaches to problem-solving, innovative program ideas—and most importantly, new visionary directions.

The College has encouraged new forms of self-assessment for all schools. For example, the analysis and reorganization of staff charts have resulted in financial support to hire new staff in new roles. Similarly, a close study of the ideal size of each school helped us set new and targeted growth goals. In the case of the School of Architecture, we now understand that the undergraduate program is at the top of its ideal capacity, but the graduate programs would benefit from strategically designed growth, as this report will outline in section 5.4.

At this moment, the College is working on a new strategic plan; Florencia Rodriguez, director of the School of Architecture; Thomas Kelley, associate professor; and Timothy Wood, student; are part of the plan's steering committee. The new plan will be presented and discussed in internal town halls during both Fall and Spring semesters, an openness that



reflects the spirit of shared governance that defines UIC. For more information, see: <https://cada.uic.edu/about/strategic-plan/>.

The School of Architecture

The study of architecture at UIC first took the form of a two-year preparatory program at Chicago's Navy Pier, starting in 1946. To earn a Bachelor of Architecture, Navy Pier students needed to complete work at the University of Illinois's campus in Urbana-Champaign. In 1965, with the establishment of UICC, the architecture program was expanded into a five-year undergraduate BArch (first accredited in 1969–70). In 1967, the program moved to its current location, the Art and Architecture Laboratories (now Architecture + Design Studios), designed by Walter Netsch of Skidmore, Owings & Merrill, on a campus also designed by Netsch.



In 1977, the school began offering a first professional master's degree, which was accredited in 1980 and was offered on campus, as is the current MArch. During his tenure as director (1980–85), Tom Beeby added a post-professional master's degree program (still offered today as the Master of Science in Architecture). Following discussion centered on the need for a more diverse, liberal arts-based curriculum in the undergraduate program, Stanley Tigerman (director 1985–93) led the development and implementation of a Bachelor of Arts in Architectural Studies program in the fall of 1993; the BArch was phased out entirely by 1999. It was during this period, 1980 to 1993, that the MArch program attained its greatest national and international visibility, especially attributable to its emphasis on the role of theory and new technologies. (Both Beeby and Tigerman were members of the Chicago Seven, a polemical group of postmodernist architects based in the city.) Katerina Rüedi Ray (director 1997–2001) introduced the graduate curriculum that the school followed until Fall 2008, including through the directorship of Daniel Friedman (2003–6). The curriculum implemented by Rüedi Ray consisted of revisions to the building science curriculum in the first (foundation) and second (core) years of the MArch program, including the integration of design and technology in the



second year, as well as the development of four final-year concentrations: Activist Practice, Architectural Technologies, Digital Media, and Landscape Urbanism.

In 2007, Robert Somol was appointed director of the school, a position he held until the summer of 2022. During his first five years, Somol undertook a significant revision of the MArch curriculum to more efficiently respond to NAAB criteria. The intention was to create a better balance between technology and theory and history courses as complements to design; to provide immersion in the discipline and its discourses in all years of the program; and to promote disciplinary inquiry. A sequence of a research seminar and a research studio, meant to create collective engagement with a wider variety of topics, replaced the four concentrations in the final year (and stood in contrast to the individual focus of a final-year thesis model).

In August 2022, the Argentinian architect and critic Florencia Rodriguez took the role of director following an international search. In consonance with the School's legacy of understanding architecture as a cultural practice, she brings a distinctively global, inclusive perspective and a commitment to reassert the school as one of the leading voices within architecture's contemporary debates.

In the year since her arrival, Rodriguez has been assessing the school's curriculum and culture, implementing an immediate round of changes while defining plans for the future. One early change was reactivating public programming—especially important to enliven the atmosphere in the building after the pandemic—including lectures by guests with a broad range of approaches and conferences that addressed pressing topics (*America Deserta?*, on landscape; *This Is Not Contemporary*, on pedagogy; *architecturedesign futurearchive*, on institutions and research; and *At Home with the Collective*, on housing). In the summer of 2023, the school was awarded a grant from the Graham Foundation for a new journal, *Pollen, The UIC/SoArch Journal*, to be launched in Spring 2024. In line with Rodriguez's insistence on forging global conversations on a range of issues, the school actively expanded its pool of reviewers for both semesters, engaging practitioners and critics from more diverse backgrounds, generations, and geographies. Rodriguez has also worked closely to rekindle the engagement of the Student Advisory Board (SAB), which is made up of students elected to represent every year of the school's programs. Along with responsive adjustments to studio spaces that forge a greater sense of camaraderie, a direct consequence was the inauguration of an annual Student Choice Lecture in Spring 2023.

The vision for this phase of the school and architectural education in three verbs: to challenge, to research, to contribute. The first, to challenge, means to learn from the past and present, to unpack trends, to discuss, and to dismantle theoretical apparatuses to think critically and intentionally as designers.

To research means to explore, to discover, to understand, and to inform action. Research benefits not only the individuals participating but the school (and the world!) at large. When our explorations are given structure and made public, they are bound to prompt relevant speculations and produce windows onto new knowledge. Our time urges us to theorize and to practice with intentionality, responsibility, and creativity. In the case of the MArch, topics such as the relation between technology and the environment, food provision and its territorial and spatial impact, and the housing crisis will be at the core of our endeavors this academic year. All MArch research studios will participate in work-in-progress "open studio" events, as well as an exhibition and public discussion of the work at the end of the year.

This leads into the third verb: to contribute. Public-facing platforms such as exhibitions, conferences, and publications will be our bridges, our strange attractors, to formalize our contributions to the field and to general discourse.



This triad will be used to lead the collective process of renewing our vision and mission starting this Spring, in order to more clearly guide the school's pedagogy and development for the years to come.

Ultimately, our commitment is to foster an engaged community of students and faculty who can bring empathetic intelligence, inventive energy, and eloquence to the transformation of our built environment.

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

Program Response:

The School of Architecture's setting within the College of Architecture, Design, and the Arts has unique organizational advantages that foster multidisciplinary dialogue. Human resources, undergraduate advising and recruitment, finances, fundraising, and facilities management are centralized within the CADA administration; every school has staff that serves as liaison with each of these offices. The dean and directors meet as a group every week to share experiences and discuss policy. CADA also has Executive, Promotion and Tenure, and Educational Policy Committees, which each include members from all schools.

Academically, there is some cross-pollination: all four schools offer electives open to graduate students in other CADA programs (these share the code 520 in course catalogs). A recently completed phase of the college's strategic planning process paid particular attention to strengthening existing forms of collaboration and identifying new opportunities to expand a multidisciplinary dialogue that would benefit all units.

The School of Architecture shares a building with the School of Design, and even beyond the office space and labs that we manage together, there is an organic affinity between schools that promotes cooperation (initiatives that often carry the abbreviation AD). In Spring 2022, Ania Jaworska, a School of Architecture faculty, and Felicia Ferrone, a faculty member in Design, co-taught a 522 elective focused on furniture, extending the potential of the electives mentioned above. This individual- or team-based form of exchange builds on examples reaching back to the previously mentioned competition for the UIC Center for the Arts, which itself had precedents in joint Design and Architecture faculty-led entries for the Obama Presidential Center and Navy Pier competitions in the early 2010s.

The most significant recent initiative of this type, however, is the creation of the AD Open Archive, a study center in the building being launched this year. Its planning has involved formal and informal advisory groups with faculty from both disciplines, as well as experts outside the university—including presenters in the jointly planned conference *architecture design future archive*, held in April 2023. In bringing together multidisciplinary books, periodicals, archival materials, and ephemera within the building, the Open Archive aims to provoke new and direct encounters between objects, media, and acts of making, even beyond the impressive resources on offer at the university level via the Richard J. Daley Library (see section 5.8 for more on information resources). While the renovation of the Open Archive space (in the school's former administrative offices) is ongoing, public events, including "archive parties" that draw attention to the richness variety of material in the Open Archive's small collection, are scheduled for this academic year. Architecture faculty member Jayne Kelley, director of the Open Archive, holds appointments across both schools and



CADA. We are also in the process of adding two shared staff positions—a building manager and an AD director of student academic affairs—that will further integrate cross-disciplinary awareness and collaboration into both schools' everyday ways of working.

Faculty actively take part in university-wide funding and research programs, many of which encourage cross-disciplinary exchange. Significant among these are programs offered by the UIC Institute for the Humanities, which has recently awarded grants to faculty Francesco Marullo and Alexander Eisenschmidt to support international conferences held at the school: *America Deserta?* (Fall 2022) and *At Home with the Collective* (Fall 2023), respectively. Eisenschmidt's 2023–24 research seminar and studio (Arch 566 and 567) have been structured to leverage the conference as a key source. Speakers at both conferences represent a range of academic perspectives: beyond architects and theorists from around the world (Lahbib El Moumni, Sandi Hilal, Hilary Sample), they include historians (Traci Brynne Voyles), landscape architects (Danika Cooper), artists (Richard Misrach), policymakers (Julie Dworkin), and urbanists (Neeraj Bhatia, Meng Yan, Luis Felipe Vera Benitez), among others.

Another faculty member, Penelope Dean, was awarded a faculty fellowship from the UIC Institute for the Humanities this academic year. All full-time tenured or tenure-track faculty in humanities and related disciplines are eligible to apply for this award. Fellows are released from all formal teaching and administrative obligations for the fellowship period so that they can pursue scholarship. While in residence, fellows participate in workshops and deliver lectures on their research to the university community.

The Under-Represented Faculty Recruitment Program (URFP), administered by the Office of the Vice Provost for Faculty Affairs, is another important source of faculty development. Currently, Thomas Kelley, Florencia Rodriguez, and Antonio Torres have been awarded these funds, which cover a percentage of their salaries. Rodriguez and Torres also receive research funds from the program; together, they are working on a book that will incorporate other faculty and external contributors. Rodriguez also used part of these funds to organize the conference mentioned above, *This Is Not Contemporary* (March 2023), which benefited not only her research and teaching but was open to the whole community. Panels brought together UIC faculty and guests; speakers included Zehra Ahmed, Paul Andersen, Kelly Bair, Shantel Blakely, Esther Choi, Ignacio Galán, Beatrice Galilee, Stewart Hicks, Andrew Holder, Mariana Ibañez, Thomas Kelley, and Paul Preissner. The first issue of *Pollen* will further disseminate work presented at the conference.

This semester, the school is applying to another university program, the Bridge to Faculty (B2F), which is funded by the Chancellor's Office and administered through the Office of the Vice Chancellor for Diversity, Equity, and Engagement. B2F is a recruitment program designed to attract underrepresented postdoctoral scholars with the goal of a direct transition to a tenure-track junior faculty position after two years. This recruitment initiative aims to attract and retain promising scholars as well as diversify UIC's faculty, with particular emphasis on departments with low or no presence of faculty who are underrepresented in their field. B2F uses a cohort model, where postdoctoral scholars participate in meetings and tailored workshops that prepare them to teach, establish a research program and support their ability to pursue grants, and create productive relationships with mentors.

The Vice Chancellor of Research also supports awards for creative activities, and School of Architecture faculty are frequent recipients of these funds. Thanks to this funding, Design With Company, a practice led by faculty members Stewart Hicks and Allison Newmeyer, was able to realize a pavilion for Concéntrico, the International Festival of Architecture and Design in Logroño, Spain, in Spring 2023.

The school has also benefited from University of Illinois–level programs. David Brown, Artistic Director of the 2021 Chicago Architectural Biennial, *The Available City*, received financial



support from the University of Illinois Presidential Initiative as a result of Dean Rugg's advocacy. He is currently devoting these funds to a project that creates small performance spaces in 17 neighborhoods on the West and South Sides of Chicago, historically areas with the highest number of vacant city-owned lots (the longstanding focus of Brown's research). The project is premised on community engagement, and the resulting performance spaces will remain there permanently.

These are only some of the most recent initiatives that have had a direct impact on the school and its programs, connecting our students and faculty with an expanded, multidisciplinary community.

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

Program Response:

The School of Architecture uses Chicago as an extended classroom. Studying architecture on an urban campus in a city with such a rich disciplinary history is a privilege that faculty do not take for granted. Field trips to construction sites, offices, exhibitions, and buildings in and near Chicago are frequent and extremely valuable to all programs.

In Spring 2023, for example, Andrew Zago's research seminar and studio visited Los Angeles, documenting much of the Los Angeles River in preparation for design projects sited at key moments along its length. While the pandemic halted plans for additional school-generated travel opportunities—a visit to Barcelona planned for Spring 2020 was canceled—Rodriguez has committed to reactivating the school's study abroad initiatives, in line with her emphasis on global exchange.

For "At Home with the Collective," a graduate housing research project taking place this fall 2023, Alexander Eisenschmidt fundraised \$31,000, which will be used to organize and stage an international conference, publish a book, and conduct field research with the grad students in his seminar. Field trips have already begun with the Auburn Gresham Neighborhood Festival, where students participated, conducting surveys and mapping issues related to the importance of housing. *At Home with the Collective* is sponsored by the Office of the Vice Chancellor of Research; the Institute for the Humanities; the Great Cities Institute; the Voorhees Center for Neighborhood and Community Improvement; the Social Justice Initiative; the College of Architecture, Design, and the Arts; and the School of Architecture at UIC. It is supported by AIA Chicago and CES approval is pending. External funding is provided through grants by the Driehaus Foundation and the Chicago Community Loan Fund. This experience follows on Eisenschmidt's undergraduate research studio, which traveled to Mexico City in spring 2018 to conduct field research. All travel expenses for students and faculty were covered in that case by a \$10,000 grant from UIC's Office of the Vice Chancellor of Research, which is also available for graduate students.

Many faculty members have active—and award-winning—practices in the city and are members of associations such as the American Academy in Rome, the AIA, the ACSA, the ALA, the Arts Club of Chicago, and the Society of Architectural Historians (SAH), among others. The school is home to student chapters of the American Institute of Architecture Students (AIAS), Arquitectos, and the National Organization of Minority Architecture Students (NOMAS).



The school's public program is another key forum for learning outside the classroom, as discussions that start there permeate the corridors and classrooms afterwards. Our lectures pair speakers from the global architecture community with faculty members who lead public conversations after the talk—a format that automatically bridges issues explored in the school and broader conversations, often in fresh, playful ways. Lecturers in 2022–23 included Sean Canty, Uriel Fogué, Anda and Jenny French, Go Hasegawa, Florian Idenburg, Jeffrey Nesbit, Ana Rascovsky, Camilo Restrepo, Charlotte von Moos, and Kate Wagner (the first Student Choice Lecture); in Fall 2023, we host Sol Camacho, Phu Hoang, Sam Jacob, and Lap Chi Kwong and Alison Von Glinow.

Twice each month, on Wednesdays at 1 pm, we organize events as part of a series called We@UIC (formerly Wednesday|Episodes). These are informal presentations of work generated within the school, and occasionally the university more widely, that invoke an open-mic sensibility. This atmosphere has encouraged active participation by multiple groups in the school community. Students see their instructors share their work and thoughts in another setting and establish a different kind of conversation than the one in class.

We have a strong teaching assistantship program for MArch students; this year, 25 students held these positions. Graduate students are occasionally invited to undergraduate reviews together with external guest reviewers.

Graduate students also run a student publication called *Fresh Meat*, which was initiated in 2009 and has been supported by the Graham Foundation. The editorial team is currently working on the fourteenth issue. Faculty members mentor the students and may help organize interviews with guest lecturers, but students lead the editorial process themselves.

Rodriguez's intention to continue reinforcing institutional links between the school and the city of Chicago has been evident since her arrival. In line with the university's mission and the Great Cities Commitment, she has opened or reopened dialogues with institutions such as the AIA, the CAC, and the Chicago Architecture Biennial (CAB), among others. (See PC.1 for more information on some of these collaborations.)

The most visible partnership at the moment is with the Chicago Architecture Biennial. One undergraduate elective seminar (Arch 414), coordinated by Chana Haouzi, is currently organizing conversations with contributors to the 2023 edition of the biennial, which is titled *This Is a Rehearsal* and curated by The Floating Museum. These class talks are open to the School's community at large. A second phase of this partnership will occur in March, with the opening of an exhibition featuring global solutions to housing at the CAB Studio, in collaboration with the Argentinian publication *PLOT*.

Since 2016, AIA Chicago has hosted the school's Portfolio Day, an event to which we invite an external, usually Chicago-based jury to review the best portfolios submitted by MArch students as part of a required portfolio development process. The students receive awards and—more importantly—valuable feedback from leaders active in the field.

Summary Statement of 1 – Context and Mission

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

Program Response:

The University of Illinois Chicago (UIC) is one of the nation's most ethnically and culturally rich college campuses in America. It is Chicago's only public R1 university and second largest in the state. UIC is a leader in developing a new model of higher education that



combines the benefits of its immediate context with world-class research, excellence in education, and affordability.

The School of Architecture is housed within the College of Architecture, Design, and the Arts (CADA), a unique group of schools and affiliated units dedicated to investigating, creating, and interpreting our physical, social, and sensory environments. With programs led by faculty who lead their disciplines internationally.

In August 2022, the Argentinian architect and critic Florencia Rodriguez became director of the School of Architecture. In consonance with the School's legacy of understanding architecture as a cultural practice, she brings a distinctively global, inclusive perspective and a commitment to reassert the school as one of the leading voices within architecture's contemporary debates. During the last year, the school has been undergoing a process of assessment to update its vision and mission and reflect the complexity of our times and the transforming role of responsible design. While we continue to work on that, a first round of changes is taking place. The guiding vision can be synthesized in three verbs: to challenge, to research, and to contribute.

Our commitment is to foster an engaged community of students and faculty who can bring empathetic intelligence, inventive energy, and eloquence to the transformation of our built environment.





2—Shared Values of the Discipline and Profession

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

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

Program Response:

As mentioned before, something that has historically defined the School of Architecture at UIC is the understanding of architecture as a cultural practice. That implies that architecture is not only a defined field with intrinsic rules and specificities but also one immersed in a network of manifestations, actions, philosophies, and conjunctural representations of who and how we are in the world today. That is why we believe in a generalist approach to professional education in architecture: fostering critical thinking, theoretical speculation, open-ended experimentation, and a “we-can-make-it-happen” mindset.

In the recent past, the school defined its primary mission as “to prepare graduates to think, negotiate, and collaborate through all genres of design; to direct diverse project teams; and to generate design artifacts and arguments with a contemporary cultural and disciplinary resonance.” Given the radical change and urgency that characterizes our time, we are updating some of these objectives guided by a commitment to infuse education with meaning, inquiries, experiences, and thinking that allow our students to project possible futures.

Contemporary architectural trends often seem polarized, with formalist approaches on one end and approaches driven by social justice on another; recent publications, biennials, social media, etc., demonstrate the prevalence of both. While formalism relies more on appearance, or self-sufficient methods that need to make sense only in terms of their own intrinsic rules, other positions argue that architecture is valuable only if it points to things beyond itself—as long as it represents, engages, and commits to questions beyond its autonomous discourse.

We believe the “superpower” of architecture resides in these dual values: appearance, the form that stands by itself, AND the form’s social, environmental, and cultural complexity. At this point in history, we need to engage in conversations about climate change, performance, accessibility, social justice, housing, technology, gender, politics, and other relevant aspects of our contemporary experience, without undermining the particularities of architecture itself. Architecture is a powerful means to affect reality, and integration between the two is crucial.

After last year’s leadership transition at the school, and in the context of the new strategic planning process that is taking place within CADA, the School of Architecture will start collectively working to renew the mission statement in Spring 2024. The ideas related to our design philosophy expressed along this report, which represent the combination of the school’s traditions and current updates to respond to the present, will serve as the basis for the discussions.

Responding to NAAB’s previous set of criteria, in the current version of the curriculum, MArch design studios were designed to follow the sequence Discipline (G1) > Condition (G2) > Project (G3). Studios in the first year explore the architectural: scale; relationships between plan and section; elements; the performance of space. The second year represents the core



of the program: Arch 553, the first-semester studio, experiments with modes of inhabitation, rehearsing new forms of co-living in the typical Chicago three-flat, with the city's neighborhoods as its backdrop. The projects generated there continue to be technologically developed and fully documented in Arch 555: Design Development during the following semester. This year, we are also encouraging a stronger engagement with the immediate context, weather conditions, and materiality. In that same second-year Spring semester, Arch 554 expands to embrace a bigger metropolitan scale—with a site also in Chicago—to deal with context, the idea of the public, and new ways of relating program and type.

Design in the third year is defined by the research seminar (Fall) and research studio (Spring) sequence. During last year's assessment, the school's director, Florencia Rodriguez, identified in that combination a unique opportunity to reinforce the commitment to the urgent matters of our times. As a result, this year, instead of the usual two, there are three research seminars and studios that will work on housing solutions and environmentally committed matters that integrate new technologies.

Topics and instructors for these studios will rotate every year, setting the terms for conversations at the school and integrating design, theory, and technology.

During the first year of the leadership transition, the public program took a central role in bringing in new voices and topics and in setting the intellectual atmosphere for reframing the school's mission. The public program has worked as a collective exploration of ideas and a space to unpack the evident complexities of the current state of the discipline and field. For *This Is Not Contemporary*, panelists were invited to address three explicit axes of reflection: design, criticism, and pedagogies. Speakers were guests and UIC faculty in equal number. This event and its format showcased the school sharing visions, challenging itself to reformulate positions, and in conversation with others. The discussions addressed many of the topics mentioned in the previous paragraphs and the results, together with new responses, will be published in the first issue of *Pollen, The UIC/SoArch Journal*.

All in all, to the triad of proposed actions, to challenge, to research, to contribute (see section 1, Context and Mission), we are driven by simultaneous values including openness, pluralism, integration, and diversity that resonate with the university's mission and will guide our plans for the present and future.

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

Program Response:

As we draft this report in the midst of summer, our world is marked by record-breaking temperatures, devastating floods, earthquakes, hurricanes, and wildfires. Headlines are dominated by events resulting from the alarming acceleration of global warming, and our collective consciousness is stirred by issues ranging from conflicts and polarized politics to the tantalizing possibility of extraterrestrial life. We are also witnessing the growing influence of individuals who wield immense power—for example, through the ownership of satellites and access to information—that has the potential to reshape political landscapes. In the face of these complex and interconnected global issues, turning a blind eye is not an option. Ecological knowledge and responsibility must take center stage in any meaningful architectural program.



Recognizing their urgency, our program has taken deliberate steps to explicitly address these challenges. In this ever-evolving landscape, our curriculum is designed to deliver clear learning outcomes while nurturing a speculative and critically engaged spirit capable of confronting a spectrum of eventualities. We firmly believe that to cultivate responsible, licensed professionals, our students must be well-informed, adept at discerning facts, creative in their problem-solving, and actively engaged in the co-creation of a more sustainable and equitable future. The School of Architecture at UIC is committed to nurturing graduates who are not only skilled architects but also active and engaged citizens, well-versed in the principles of professional responsibility and ethical conduct.

The program integrates interdisciplinary perspectives and a global outlook into its curriculum. Through courses, design studios, and research opportunities, students engage with complex issues such as urbanization, climate change, and social equity. They learn to approach architectural design and practice with a holistic understanding of their impact on local and global environments. This approach fosters a sense of responsibility among students to actively contribute to the betterment of society and the built environment on a broader scale.

The MArch program is deliberately placing environmental stewardship at the core of its final research seminars and studios this academic year. As our response to PC3 explains, one of these courses focuses on the transformative impact of food production, processing, distribution, and consumption on the built environment, examining their effects on urban and regional landscapes. Another explores public greenhouses as sites for reimagining our relationships with nature and spatial types. The third seminar delves into global housing case studies, emphasizing contextual adaptation and passive systems. These seminars not only enrich students' understanding but also contribute to the broader architectural discourse.

The MArch program at UIC is committed to fostering a sense of ecological responsibility in its students and is taking steps to ensure that environmental stewardship and research-based learning become integral aspects of its ethos.

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

Program Response:

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” –Benjamin Franklin

The School of Architecture holds equity and inclusion at the very center of its pedagogical program, and we embrace the construction of belonging, not only in the environments we design, but also in our ways of relating and learning from each other in our everyday life. In this learning environment, we need to create conditions for people to talk to one another—and to listen.

As a public school, accessibility is one of our fundamental values. Besides a robust range of scholarships, the university provides a number of Board of Trustees (BOT) tuition waivers to MArch students, as well as a significant amount of paid work opportunities. The latter are given in the form of research assistantships, part-time positions in the labs or in the administrative office, and, notably, in the form of teaching assistantships, which this academic year are held by 25 students, or roughly 50 percent of the program's graduate population.



Organizations and student chapters of national groups, including NOMAS, Arquitectos, and AIA, have a strong presence in the school; the school names a faculty mentor for each of them to facilitate and support their activities. This year we are in the process of collectively defining more original and productive ways to collaborate with these organizations. As a first step, we are granting each group funding for activities, we hosted a meeting of the different AIA student chapters in the city in September, and we are coordinating public programming to make their events more visible to the school community. We want our students to express themselves and exercise leadership and empowerment in a way that benefits the collective.

Last year we held enthusiastic conversations with both the Student Advisory Board and NOMAS about their need to feel represented by reviewers, speakers, faculty and staff of different backgrounds. We believe in the value of that representation and have strongly worked in that direction. Our public program clearly echoes those intentions.

In Spring 2022, Dean Rugg and a committee from the school of architecture signed a roadmap to increase diversity in our faculty and staff over the following three years, as a commitment to support the coming director in this endeavor. The hiring of staff and visiting faculty by Rodriguez in her first year channels that spirit. In Fall 2023, we are launching faculty searches for two positions that we expect will collaborate changing the existing racial and gender imbalance in the composition of the faculty. In addition, we are applying to participate in the Bridge to Faculty (B2F) program: <https://diversity.uic.edu/faculty/bridge-to-faculty/>.

What is also crucial is that in terms of references, curricula, and the field of architecture in itself, we have been and will keep on working to challenge old canons, and to incorporate voices that can talk differently about gender, race, age, class, and privilege. It is not about just expanding, but about doing without hierarchies. These changes don't happen instantly, but post 2020, the "new normal" should at least catapult academic communities to engage in a transformative work of examination and redefinition.

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

Program Response:

Research plays a pivotal role in shaping UIC's identity and reputation as a center for the creation of knowledge, permeating all units and programs. A research-driven approach ensures that our students receive an education that is both current and forward-thinking, preparing them to excel in the ever-evolving architectural landscape.

The school's new guiding mission—to challenge, to research, to contribute—encapsulates a commitment to cultivating a culture of research and innovation within the school and the MArch program. It is intended to inspire faculty and students alike to push boundaries, question conventions, and seek innovative solutions in architecture and the built environment.

By emphasizing research one of the school's foundational activities, we empower our academic community to explore uncharted territories, engage in interdisciplinary collaborations, and address pressing challenges in the field. Through this holistic approach, our aim is not only to encourage the consumption of existing knowledge but also to foster the generation of new insights that contribute to the broader architectural discourse.



As elaborated in the response to PC.5 in this report, as we embrace a relatively expansive definition of research, we must establish parameters and a research agenda to ensure that every academic experience has the capacity to amplify the work of faculty and students, potentially leading to transformative contributions to the discipline. Research in the design fields encompasses a wide range of formats, including formal speculations, explorations of traditional and non-typical types, theoretical and historical work, and experiments with new materials, among others.

Among the numerous research outcomes of the program, one of the most significant is produced in its final year within the context of the research seminar and studio sequence. Students select from two to three options through a lottery process following faculty presentations at the beginning of the school year. Topics are as varied as “ordinary” architecture and the spatial footprint of metabolic systems. This year, we are redesigning the expected outcomes of these experiences, hosting “open studio” events, planning an exhibition, and considering distribution plans for publications regularly produced in these courses to share them with a wider audience.

Research pursued in non-studio courses has also found life outside the school and had impacts in the field internationally. For example, *American Framing*, the 2021 US pavilion at the Venice Architecture Biennale, began as a series of electives and selectives taught by co-curators Paul Andersen and Paul Preissner. After Andersen and Preissner won the commission, they worked closely with UIC students across programs to fabricate the models shown in the exhibition, which later traveled to Prague, Chicago, and Palm Springs, and were documented in a recently published book.

We are also actively working toward establishing a publishing program to serve as a structured platform for faculty and students to disseminate research findings, design innovations, and theoretical contributions. This program not only underscores our commitment to knowledge dissemination but also amplifies the impact of our research efforts. By publishing our work, we engage with the global architectural community, share our unique perspectives, and contribute to the ongoing evolution of architectural thought. This approach not only benefits our students, who gain valuable exposure to the publication process and participate in relevant and timely conversations, but also solidifies our standing as a research-oriented institution. It positions us as active contributors to the architectural dialogue, fostering collaborations and partnerships that enrich our program's research ecosystem.

The initial steps of this process are evident in the new journal *Pollen*, set to launch in the spring, thanks to the grant obtained from the Graham Foundation. Other books will be published in collaboration with the AD Open Archive, directed by Jayne Kelley. The first of these, titled *On New Natures*, has secured financial support from the URFP funds of Antonio Torres and Florencia Rodriguez mentioned in the previous section. There are ongoing conversations to publish it with Park Books, a prominent international publishing company focused on architecture books. The book will feature multidisciplinary exploratory yet urgent conversations between school faculty and select colleagues in engineering, philosophy, science, and architecture, among other disciplines. The book's launch is projected to serve as an occasion for events, roundtables, exhibitions, and student activities during the upcoming academic year.

Since 2022, we have organized and hosted more than one conference per semester, all in relation to individual faculty research and their courses involving students. Additionally, we are collaborating with the Chicago Architecture Biennial and *PLOT* magazine to prepare a video exhibition on global housing as a follow-up to this fall's conference, *At Home with the Collective*.



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

Program Response:

As mentioned previously, one of the three core actions that define our vision is “to contribute.” Contributing is intricately linked with a sense of community. We firmly believe that architecture is not a solitary endeavor but a collective pursuit, and our students are encouraged to embrace their roles as active contributors to both the architectural profession and the communities they engage with.

We provide our students with real-life experiences that allow them to assume leadership roles and collaborate effectively with their peers. This commitment extends beyond the classroom and is embodied in our student organizations, including the Student Advisory Board, student organizations, and *Fresh Meat*, the independent student journal. As outlined in the response to PC.6, students actively participate in these groups, gaining valuable insights into leadership and teamwork. The SAB, for instance, conducts elections to appoint two representatives from each class, facilitating open dialogue and collaboration between students and the administration. These representatives also play a pivotal role in shaping the academic experience, meeting with the director twice a semester to discuss pertinent issues. Within the SAB, one member assumes the role of chair, working closely with the group to set meeting agendas and encourage productive discussions. In the last year, the impact of this collaboration has been tangible, resulting in initiatives such as the acquisition of microwaves and improved shelving for the graduate studio.

Recognizing that many of our students experienced their first fully in-person academic year after the pandemic lockdown, we collaborated with SAB to cultivate a sense of togetherness and the joy of academic life. Graduate students organized movie nights and discussions in our lecture room on Friday nights, and we dedicated a couple of our Wednesday sessions at 1pm (We@UIC) to events like pizza parties, pie and apple cider before the Thanksgiving break, and other “student mixer” activities. Additionally, they initiated the Student Choice Lecture, a showcase for the board and a venue for them to contribute to the school’s visibility more widely.

Student organization, such as AIA, Arquitectos, and NOMAS, also provide unique opportunities for leadership. Each of these chapters has one or two presidents who learn to coordinate a group, manage a budget, negotiate with the administration, and curate an engaging program, among other responsibilities. The coexistence of these groups fosters an understanding of community building and relations.

In terms of the curriculum and faculty guiding community-driven work, for instance, David Brown has led and continues to lead initiatives with a significant impact on the West and South Sides of Chicago. His work as the curator of the 2021 Chicago Architecture Biennial, *The Available City*, has dispersed throughout the school in various formats.

Furthermore, the school is increasingly opening itself to the city and engaging with different stakeholders in various formats. Last spring, we hosted “Welcome to Chicago,” a panel featuring leaders of institutions in the city, including Gerardo Garcia from the City of Chicago Department of Planning & Development, Irene Sunwoo from the Art Institute of Chicago, and Eric Williams from Hyde Park’s Silver Room. They shared insights into Chicago’s cultural scene and offered practical advice to students on applying and extending an architectural education.



Through collaborative initiatives, involvement in student organizations, and meaningful engagement with real-world challenges, our students learn that true leadership in architecture involves not only individual excellence but also a profound sense of responsibility to the broader community. This ethos of contribution, underpinned by a commitment to inclusivity and empathy, guides our educational approach and shapes our students into professionals who understand the significance of community engagement. Our intention is to embrace pluralism and collaborationism, fostering strong connections within our broader community.

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

Program Response:

At the School of Architecture, our commitment to lifelong learning is deeply intertwined with our dedication to preparing students for a multitude of career paths within the field. We firmly believe that architects must not only possess a comprehensive understanding of the discipline but also be ready to adapt and thrive in various professional roles in a changing world.

Our curriculum equips students with a solid foundation in design and architectural theory and criticism, which serves as a catalyst for students to explore various facets of the role of architecture. Across a range of courses, design studios, and research opportunities, our students gain a multifaceted perspective on architecture's possibilities in cultural, social, environmental, economic, and built contexts. This not only prepares them for traditional architectural roles but also fosters adaptability and versatility, qualities essential for lifelong learning. We want them to learn how to conceptualize and think critically for them to use those capabilities throughout their lives, to be opinionated and intentional, to understand themselves as proactive cultural producers.

Comprising very active and renowned practitioners, editors, publishers, researchers, theoreticians, critics, and more, our faculty brings a diverse array of expertise and perspectives to the program. Many of them are deeply engaged in contemporary debates and discourse, both locally and internationally. This exposure to faculty members who are active in various arenas of architectural practice and discourse reinforces the notion that learning in architecture is a multidimensional, lifelong journey.

Our public program amplifies this fundamental character. Every month, on some Wednesdays at 1pm, we meet to share experiences and projects generated within and throughout the school community. These events aim to invoke an open-mic sensibility that supports intimate and productive conversations after a faculty member presents recent work: a book, research in process, or their practice in general. The series is called We@UIC and represents a great opportunity for students to learn more about their teachers' work in a more informal setting.

As also described elsewhere in this report, for our guest lecture series, we also created a format that benefits the students beyond just listening to a lecture they could also find online. Pairing school faculty with guests from the global architecture community, the series brings together diverse voices to engage pressing questions. Rotating faculty members act as respondents, moderating questions from students and faculty. This makes the experience unique for and to UIC.



In essence, our program is dedicated to cultivating architects who are not only well-versed in architectural knowledge but are also adept at navigating the evolving landscape of architectural practice. We understand that the architectural profession offers a multitude of career paths, and we equip our students with the skills, knowledge, and adaptability needed to excel in their chosen trajectories. By embracing lifelong learning as a shared responsibility between academia and practice, we empower our graduates to contribute meaningfully to the discipline and adapt to the ever-changing dynamics of the architectural profession.

The collage consists of four posters for the UIC School of Architecture, arranged in a 2x2 grid. Each poster features a grid background and lists various events and activities.

- Top-Left (Yellow):** Titled "Spring/2023", it lists a "Lecture Series" with speakers like Ana Rascovsky, Go Hasegawa, Camilo Restrepo, Uriel Fogué, Sean Canty, and Charlotte von Moos. It also mentions "We@UIC" events and a conference titled "This Is Not Contemporary".
- Top-Right (Pink):** Titled "Spring/2023 Studio Final Reviews", it lists various studio events such as "Societies of Rooms", "Collections of Collective Spaces", "Open House", "Yes, and...", "Artificial Natures", "Architectural Urbanism: Global City Importations", "The Warehouse", "Half of what makes a good room is outside it.", "Ordinary Architecture", and "What's a Difference?".
- Bottom-Left (Purple):** Titled "Fall — 2023", it lists "LECTURES" with speakers like SoI Camacho, Phu Hoang, Sam Jacob, and Kwong Von Ginow. It also mentions a "CONFERENCE" titled "At Home with the Collective: A Summit on Communal Housing".
- Bottom-Right (Green):** This poster is partially obscured by the others but appears to contain additional event information.



3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response:

Main courses: Arch 544: Professional Practice

Supporting non-curricular activities: Lectures and conferences, We@UIC series, Career Fair, Portfolio Day

The MArch program equips students with an understanding of licensure and career paths in architecture through two primary experiences in which all students participate: Arch 544, the professional practice course students take in their third year, and the production of portfolios throughout the program. The understanding developed via these two required activities is reinforced through a variety of extracurricular events and opportunities available to all MArch students.

Arch 544: Professional Practice is an intensive course through which students understand the licensure process in the United States [lecture 4 - Licensing of Architects]. The course also covers professional and business ethics, as well as issues that arise when starting a practice and managing an office [lectures 1–12].

At the start of each spring semester, all MArch students submit a portfolio documenting every studio project developed at the school. Before this deadline, the school distributes guidelines and hosts an information session that together provide strategies for preparing a portfolio, underlining the role that the communication of architectural ideas has in an architectural career. Through their portfolios, students are tasked with developing an argument in line with their professional and intellectual interests; the requirement is thus intended as a tool for students to reflect on their own ambitions and potential place in the field. At least three members of the faculty evaluate and give feedback on each portfolio, which include both qualitative comments and a quantitative rating. This system allows School administration to gauge students’ understanding and adjust both the portfolio and studio assignment specifications in response.

Beyond giving students a head start in compiling design work for job applications, portfolios submitted as part of this process are eligible for participation in Portfolio Day (first described in section 1 of this report). The location and format of this event have evolved over time to better serve students: once held in-house as a passive exhibition and awards ceremony, since 2016, all in-person versions of Portfolio Day have taken place at AIA Chicago—home of the second-largest AIA chapter in the country. This change in venue helps build a bridge between students’ experiences in the school and a significant local professional network. Students are also able to establish connections with architects in the city who serve as portfolio jurors, providing feedback and selecting winners. Last year’s jury included Alissa



Anderson (Principal, Publications & Exhibitions, Studio Gang), Lynda Dossey (Principal, Jahn), Summer Hofford (MArch alum and Junior Associate, FitzGerald), and Rachel Killion (Director of Professional Development, Hartshorne Plunkard Architecture). Attending students also receive guidance about joining the organization from an AIA host.

Along similar lines, the program benefits from the school's active participation in local professional contexts and international network of architectural firms and organizations through its well-established Career Fair, held annually in March. Last year, the event hosted 26 firms, including local practices and the Chicago branches of international offices. The school routinely receives applications from more firms than the event can accommodate, which allows the program to give a platform to a diversity of formats and scales of practice—a process of evaluation that reoccurs each year. The School also shares internship opportunities through a weekly newsletter sent every Monday morning, and faculty often advise students on roles available in architecture firms and firms of associated disciplines.

Students are also exposed to an array of career paths via the school's regular calendar of public programming, which includes lectures by a mix of practitioners, writers, and educators from a variety of geographies, backgrounds, and generations (also described in sections 1 and 2 of this report). Since last year, the Student Advisory Board coordinates the voting process for one Student Choice Lecture per year. For the inaugural Spring 2023 lecture, students chose to invite the journalist Kate Wagner.

The We@UIC series encourages students to learn from members of the school and university communities; many of the research, publication, exhibition, or design projects presented involve the direct participation of graduate students, either via coursework or employment. Other daytime panels regularly convene students and alumni to discuss their career experiences. Most practically, the school's Architect Licensing Advisor, Paul Preissner, organizes presentations by NCARB representatives on the licensure process; lunchtime sessions were held online in Spring 2021 and Spring 2022.

To track the career paths that the program enables, the school maintains informal lists of firms and organizations that employ our alumni. While university policy limits the school's ability to collect alumni contact information in a systematic way, administration and staff make an active effort to keep in contact with graduates of the program, including through invitations to events where they can interface with students. The Architectural Alumni Association (A3) has traditionally served as a professional resource for students by offering talks and mentorship sessions. Having been dormant for some time, A3 is in talks with new school leadership to resume these events in the very near future.

Assessment:

Both the curricular and extracurricular aspects of this criterion are reviewed and assessed annually by the school's curriculum committee, the Architect Licensing Advisor (currently Paul Preissner), the graduate academic advisor, the Associate Director of Graduate Studies, and the director.

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

Program Response:



Main courses: Arch 551: Architectural Design I; Arch 552: Architectural Design II; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 565: Topic Studio; Arch 566: Research Seminar; Arch 567: Research Studio

Supporting non-curricular activities: Lectures and conferences, We@UIC series, final reviews

The core studio curriculum at UIC (Arch 551, 552, 553, and 554) conveys the breadth of the architectural field and the many ways in which the design process connects to the physical environment and to the world more generally. The courses are sequenced to introduce new factors into the design process each semester and to build progressively upon previous ones: Arch 551 introduces disciplinary considerations, such as organizing systems, precedent, and drawing methods, conventions, and purposes; Arch 552 adds program and site; Arch 553 covers type, accessible design, and modes of living; and Arch 554 focuses on urbanism and issues of publicness and privateness. The studios in the second year are especially important for addressing the variety of settings and scales an architect may encounter. While both are set in the context of Chicago, Arch 553 situates its project—a small to midsize domestic building—in vacant lots found within the city’s neighborhoods [lecture summaries]. In contrast, Arch 554 places a large building—in recent years, an athletic club—in the dense urban core [lecture, workshop, and field trip summaries]. The final, non-core year of the program is an opportunity for students to encounter and work with other scales and locales [Arch 566/67 syllabi], as well as to address other topics. Student learning is gauged through reviews and grading.

Beyond the curriculum, students routinely interact with professors, jurors, and lecturers with diverse philosophies, design processes, and methods. Within the School of Architecture, our faculty represent a range of views of design and its potential impact. Particular areas of interest include the climatic or environmental aspects of architecture, form and formalism, infrastructure, materials and processes, representation, the social dimension of architecture, and urbanism. Additionally, guests are invited from all over the world to share their work and ideas with students during lectures and final reviews each semester. In 2022–23, invited guests for the lecture series included SO – IL, of New York, an international practice which engages with sociopolitical issues in architecture, and Uriel Fogué, of Madrid, who also led a workshop for graduate students speculating on potential ends of the world. Guests for reviews included Michelle Chang, of the Graduate School of Design at Harvard; Diana Ramirez-Jasso, of Tecnológico de Monterrey (now a member of the school’s faculty); Jesús Vassallo, of Rice University; and more.

Assessment:

That the studio sequence covers a broad range of factors, settings, and scales is evaluated through discussion, specifically a faculty walk-through held at the conclusion of every academic year that reviews the work in the Year End Show, a building-wide exhibition of all studio projects. At the May 2023 walk-through, the discussion pointed to an interest in improving the research seminar-studio sequence (Arch 566 and 567) in the third year of the program. As a consequence, the program is experimenting with offering a greater number of smaller, more concentrated research studios. In recent years, students choose among two options; in 2023–24, there are three options (see section 2, Environmental Stewardship and Professional Responsibility, and the response to PC.3 below for more on the content of these courses this academic year). Between topic and research studios, the intent is to offer at least one studio focused on the small scale and at least one focused on the planetary every year. Studios rotate year to year in an effort to increase the variety of topics and factors students encounter directly (in class) and indirectly (by viewing and discussing work happening in other studios).



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

Program Response:

Main courses: Arch 531: Architectural Theory and History I; Arch 563: Architectural Technology III

Supporting courses: Arch 566: Research Seminar; Arch 567: Research Studio

Supporting non-curricular activities: Lectures and conferences, We@UIC event series

Students gain an understanding of the dynamic between built and natural environments in theory and technology courses. Arch 531, the first course in the theory sequence, dedicates several weeks of lectures to exploring principles of environmentalism, passive systems, other natures, concepts of sustainability and wellness, and an overview of the Anthropocene epoch [lectures]. Through readings from authors with diverse viewpoints, students gain insights from anthropological, architectural, and environmental studies, enriching their comprehension of the complexities of these relationships [weeks 10–12 readings]. In Arch 563, students are exposed to ideas about climate change, building performance, adaptation, and resilience with topics that cover building envelopes, systems and technologies, comfort controls, material energies, the human body and sensing boundaries, augmented natures, and future forecasts [weeks 2–11 readings].

Public programming open to all graduate students actively complements the ways in which this understanding is conveyed through coursework. In Fall 2022, the school hosted *America Deserta?*, a two-day conference that brought together international practitioners and theorists to consider the desert not only as a cultural symbol, but as an ecological reality—not empty, but full of life. Ideas around environmental issues, land reparations, geopolitical, and spatial dimensions in the context of North America were debated.

Also in Fall 2022, Clare Lyster presented her work on the material and ecological implications of data as part of the We@UIC series. Guest lecturers for the year included Ana Rascovsky and Camilo Restrepo, two practitioners whose work engages ideas of nature and ecology particularly in tropical environments, as well as Jeffrey Nesbit, who presented research published in his book *Nature of Enclosure*.

Assessment

The presence of this criterion within the curriculum has been evaluated primarily through reviews, the end-of-year walk-throughs, and the technology summit of Spring 2023 (for more on assessment summits, see section 5.2), along with accreditation conversations within the curriculum committee. At the technology summit held in the 2022–23 academic year, faculty discussed the ways in which the school's courses address climate change and performance metrics in particular.

Having found a particular weakness in our program's coverage of this area, our new director, Florencia Rodriguez, immediately set out to rebuild our curricular sequence in order to turn it into one of our focal areas for teaching and research. One immediate action in response to this finding was the reconfiguration of the research seminar and studio sequence (Arch 566 and 567) for the current academic year. Understanding that ecological knowledge and responsibility must be placed at the center of any architectural program, options available this



year are now explicitly addressing these issues. One of these year-long research seminars and studios is focusing on how the production, processing, distribution, and consumption of food, as well as the affiliated resources and by-products, transform the built environment including the formal and material footprints of these cycles of flow and exchange on the urban/regional landscape (Lyster Arch 566/67). A second one explores public greenhouses as a site for questioning assumptions about our relationship with nature and its processes, while also speculating on novel spatial typologies (Lally Arch 566/67). The third option, focusing on issues of housing, explores global case studies with an emphasis on contextual adaptation and passive systems (Eisenschmidt Arch 566/67).

The director recognizes that in the presence of full-time professors who are experts in this field, there was an immediate opportunity to deploy not just new course content, but a strategy to permeate the whole school. For instance, Rodriguez is devoting her research funds to the production of a book, co-edited with Antonio Torres and Sean Lally, with the working title *On New Natures* (see more in section 2).

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

Program Response:

Main courses: Arch 531: Architectural Theory and History I; Arch 532: Architectural Theory and History II; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 561: Architectural Technology I; Arch 585: Architectural Theory and History III; Arch 586: Architectural Theory and History IV

Supporting non-curricular activities: Lectures and conferences, We@UIC event series, *Fresh Meat* (student-led publication)

Histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces nationally and globally, have a significant presence in the MArch program. All students engage this criterion in a core theory and history sequence in the first three semesters (Arch 531, 532, and 585). A selective theory course in the fourth semester (Arch 586)—a required course where students can select among multiple options—and a theory elective in the first or fifth semester (Arch 520) also develop these understandings in varying ways depending on the topics offered each year. Across the core, selective, and elective theory and history courses, the program ensures understanding through weekly writing assignments, short essays, and research papers that range from the historical to the theoretical and projective. Courses may require that a student or team of students lead the discussion of the readings within a week or be responsible for summarizing one of the readings for a week.

The study of theory and history at UIC invites students to critically analyze architecture in relation to material, cultural, and disciplinary contexts. Beyond introducing buildings and architectural debates across time, courses in the theory and history sequence engage in a critical consideration of the very techniques and “technologies” that are used in defining, limiting, and making sense of the discipline. Privileging tentative and historically contingent definitions of these terms, they probe architecture as a practical endeavor and as a medium of cultural production. In 2022–23, the first course in this sequence considered “a theory and history of architectural culture from the mid-nineteenth century onwards through five sites of application—object, interior, information, environment, and subject—in their respective contexts” (Arch 531); Arch 532 “look[ed] at the history and theory of modern architecture through the notion of labor, from the abstract layouts of factories and office buildings to the



intimacy of domestic spaces, from knowledge centers and warehouses to freelancing and the role of the architect as producer, from the challenges of representation to the rising issues of unionization, from the architecture of labor to the labor of architecture”. Arch 585, which in 2022 “studied the emergence of the metropolis beginning in the mid-nineteenth century through a survey of the forces that produced it and the ideologies and practices that have attempted to organize, control, and stimulate it,” is the core theory and history class that focuses specifically on urbanism.”

The Arch 586 selective is an advanced seminar in architectural and urban history, theory, and criticism. Students typically select among options by lottery, following presentations by the faculty to all second- and third-year graduate students. Third-year students have the option to take one of these seminars as a theory elective (Arch 520) in their final semester.

History, theory, and criticism courses often extend directly from research interests of the faculty. For example, a course led by Francesco Marullo focused on the desert (informing the conference mentioned in the response to PC.3, a special section of journal *Log*, and a special issue of the *Journal of Architectural Education* that he edited). Zehra Ahmed has looked at Critical Regionalism in the context of Saudi Arabian and Arabic architecture since the 1980s. Following his work as artistic director of the 2021 Chicago Architecture Biennial (CAB), David Brown created a course on Chicago’s South and West Side neighborhoods in relation to their immediate communities, comparing them with similar cases in South America and Africa. This course followed another seminar in 2021 in which students researched potential participants for the CAB and helped to develop a set of calls for ideas for collective spaces on city-owned vacant land.

It is a singular feature of our school that many current full-time faculty, as well as the director and the former director, are prominent critics, theorists, historians, and editors in the field of architecture. Their expertise permeates other areas of the curriculum and is frequently the focus of roundtables, presentations, and other events such as the recent conference *This Is Not Contemporary*. Their presence at UIC also helps the school attract other major figures from around the globe to participate in our public programming. While this discursive richness enriches the quality of the design work at the school, it also models potential career trajectories for students who are interested in this kind of work, many of whom take their first steps in these directions by participating in *Fresh Meat*, the school’s student-led publication.

Assessment:

Faculty are given leeway to develop their own versions of core courses with specific emphasis—with the understanding that a range of histories/theories/forces are expected to frame the historical and social awareness of our students, and that issues of race, gender, class, are inclusively, openly, and appropriately addressed. Following the standardized method of curriculum assessment established, the school will hold its History, Theory and Criticism summit on October 11 (see more on summits in section 5.2).

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

Program Response:

Main courses: Arch 566: Research Seminar; Arch 567: Research Studio

Supporting courses: Theory/History sequence; studios

Supporting non-curricular activities: Architecture and Design Open Archive



The MArch program culminates in the year-long research seminar and studio sequence, which has two to three options that students select among through a lottery process following presentations by faculty at the beginning of the school year. Arch 566 seminars establish the information base—an in-depth study of precedent or contemporary issues and conditions—to be developed into publishable form in the subsequent research studio. Arch 567 studios emphasize collaborative and individual design research that addresses concerns at the edge of the contemporary discipline and results from a year-long study [guide to graduate programs]. In 2022–23, the research seminar and studio options included “Ordinary Architecture,” instructed by Paul Andersen, and “What’s a Difference?,” by Andrew Zago.

Theory, technology, and design courses all prepare students to engage in this final year of research. In general, theory coursework focuses principally on forms of research that qualitatively evaluate architectural innovations and other disciplinary developments. Studio and technology courses provide venues for a form of research that experiments with innovations in the field.

Arch 531, Arch 532, and Arch 585, the core theory courses, equip students with knowledge of significant architectural research and innovation over time through readings and discussions; students then pursue their own research through essays and other forms of writing, which often require references to both in-class readings and external sources, along with images and diagrams to develop the research visually. Within the sequence of theory courses, assignments can be archival/historical or interpretive/speculative in nature [Arch 532 Spring 2021 syllabus, Arch 585 syllabus].

The second-year design studios, Arch 553 and Arch 554, build on research methods and precedents introduced in history and theory coursework. Research in these studios involves posing specific questions—informed by historical and contemporary examples in relation to specific contexts in Chicago—that are then tested as part of the design process. In recent years, Arch 553 has tested the concept of livable minimums, asking whether adjacent small houses can offer models of collective living. Recent Arch 554 studios have asked whether and how the American athletic club might compensate for the absence of public spaces often lacking in American cities.

While they vary in content, some sections of Arch 522 and Arch 564—advanced elective and selective seminars in architectural technologies, structures, new materials, and fabrication techniques—focus on research and innovation. In Spring 2023, Geoff Goldberg’s seminar, “Performance of Form,” focused on “new possibilities for enclosure and the implementation of complex geometries in buildings.” A Fall 2022 technology elective offered by Paul Preissner tested material-based approaches to concrete, masonry, stone, dirt, clays, and mud without the use of originating formwork.

Across years, research produced in school seminars and studios has been presented in or contributed to work by faculty in important international exhibitions: these include Paul Andersen and Paul Preissner’s *American Framing*, at the 2021 Venice Architecture Biennale; Clare Lyster’s contribution to the Irish Pavilion, also at the 2021 Venice Architecture Biennale; David Brown’s artistic direction of *The Available City*, the fourth edition of the Chicago Architecture Biennial, in 2021; and the conference *America Deserta?*, organized by Francesco Marullo.

Assessment:

Having had no formal assessment in place for this curriculum area, the end-of-year faculty walk-through, reviews, and discussions with several committees held last year on the topic of research yielded interesting conclusions. The school’s first endeavor is to frame and define what we collectively mean by research. Our ambition, of course, is to produce new



knowledge that speculates about a variety of forces that affect design. However, even if we embrace a relatively expansive definition of research, we must generate parameters and a research agenda to ensure that every academic experience has the capacity to magnify the work of faculty and students to evolve and potentially make transformative contributions to the discipline.

For this purpose, this year, we are following closely the work generated in the three sections of the research seminar and studio sequence. This evaluation will take place via “open studio” events publicly sharing the work, collective discussions, and the production of an exhibition and publication on each studio at the end of the year.

The launch of the Architecture and Design Open Archive this academic year also yields interesting potentials for supporting research in the school; these avenues will be explored and evaluated as part of its ongoing planning.

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

Program Response:

Main courses: Arch 544: Professional Practice; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 564: Architectural Technology IV; Arch 585: Architectural Theory and History III; Arch 586: Architectural Theory and History IV

Supporting non-curricular activities: Student Advisory Board, Student Organizations, *Fresh Meat* (student-run publication), Architecture and Design Open Archive

The second-year studios (Arch 553 and 554), selectives, and the third-year research seminar and studio sequence (Arch 566 and 567) are primary sites for students to encounter approaches to the architect’s leadership roles in coordinating multidisciplinary teams, responding to stakeholders, and operating within dynamic physical and social contexts. Those courses might be described as problem-posing: they ask students to develop approaches and sets of questions relative to (or challenging) established norms, whether in Chicago or in other cities or communities.

The second-year studios, described in more detail in the response to PC.2 above, respond to a variety of stakeholders through each student’s identification of a vacant lot in a Chicago neighborhood of their choosing as well as questions of lifestyle (Arch 553), and in each student’s attention to and understanding of different audiences and questions of public/private (Arch 554).

While content varies, selectives and research seminars and studios familiarize students with alternative leadership roles. Andrew Zago’s 2022–23 research seminar and studio engaged government entities in its study of the LA River master plan. The Spring 2023 Arch 586 selective offered by David Brown asked each student to research a neighborhood to propose specific possibilities for public/collective spaces city-owned vacant lots that are responsive to local interests and concerns [assignment]. In the same course, weekly readings complement and inform the work, with many in week 5 focused on similar efforts in other locations in South America and Africa. Dan Wheeler’s Spring 2023 Arch 564 tech selective (cross-listed as Arch 522) worked collectively as a cohesive design practice focused on retrofitting to high performance standards a school seminar room as a standalone structure. Students worked in pairs as designer, architect, engineer and as concrete subcontractors, cladding suppliers, and



millworkers. The class also traced two projects under construction to witness flows of activities, issues that arose, and visits with consultants and suppliers.

Through presentations and owner-architect agreements and alternative project delivery methods, Arch 544: Professional Practice provides students with an understanding of the architect's role and responsibilities in design and construction of an architectural project [lectures 05, 06, and 09].

Students also learn how to apply effective collaboration skills by working collaboratively in analysis or other aspects of Arch 553, Arch 554, Arch 555/67, and other classes. Students in Zehra Ahmed's 586 theory selective, working in pairs, are responsible for leading weekly class discussions. Collaborative work on research problems is an explicit learning objective of Arch 585 [semester research assignment].

Students have real-life experiences working in leadership roles and collaborating effectively with colleagues when they participate in the Student Advisory Board (SAB), the student organizations, and *Fresh Meat*, the independent student journal.

In the SAB (as also described in section 2), students elect two representatives from each class; meetings with the director are held twice a semester. One SAB member is selected as chair and works with the group to prepare the meetings' agendas. During the last year the result of the collaboration in between the SAB and the administration was clear and tangible: microwaves and shelving were purchased to improve the graduate studio, the students programed a series called Friday Movie Nights to cultivate the sense of community and camaraderie, and we inaugurated the Student Choice Lecture, which they host (playing a public role normally carried out by school faculty).

Finally, students both witness and experience multidisciplinary collaboration firsthand through the AD partnership and initiatives described in detail in section 1 of this report, including the Architecture and Design Open Archive.

Assessment:

Beyond the quality of the work they submit or exhibit, success rates in the courses mentioned above make the learning that students experience visible in reviews and presentations, demonstrating course participants think, produce, talk, present, and share the fertile space of an academic forum with their colleagues. The transformation that these recurring activities instigate in students equips them for many forms of architectural work, while simultaneously helping make them comfortable in the role of effective and engaged members of their community.

By making teamwork and collaborative presentations a critical component of required assignments in various degrees and formats—and often multiple times during the semester—these courses, which students take sequentially or throughout their academic program, ensure regular encounters with the challenge of concurrent speculation, debate, decision-making, leadership, and productive contribution in various curricular contexts and with colleagues with different characteristics. This sets them up to learn through cumulative experience applying different approaches to joint problem-solving in different conditions. The progressive learning that develops from the first semester to a student's final collaborative project is evident as course assignments grow in complexity and require more sophisticated positioning vis-a-vis theoretical and real-life problems. The assessment of these skills has its clearest metric, therefore, in the students' research studios of their final semester, as required competencies acquired in multiple courses begin to demonstrate integration and higher levels of achievement.



Outside of the classroom, experiences such as participating in the Student Advisory Board provide evidence of the degree to which extracurricular activities contribute to students' growth as leaders and effective collaborators. Familiarization with public roles, even at the modest scale of their program, leads them to take initiative about issues and to progressively define and pursue more concrete objectives and to accomplish transformative work for the benefit of themselves and others.

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

Program Response:

Main courses: Arch 551: Architectural Design I

Supporting non-curricular activities: Pre-fall workshop, lectures and conferences, We@UIC event series, Portfolio Day, final reviews, Year End Show, course evaluations (Vice Provost for Faculty Affairs)

Through a thoughtfully designed curriculum, curated public programming, focused extracurricular opportunities, and the recruitment of dedicated instructors, the program fosters a positive and respectful environment for all faculty, students, administration, and staff. As part of a public university, the school is particularly committed to a fundamentally optimistic approach to architectural education, one that recognizes our power to transform both the lives of students and the world we share. It aims to ensure that everyone in its community benefits from a learning and teaching culture that extends consistent sets of ideas, formats, and aspirations, along with equivalent opportunities, to a broader and more diverse range of students, serving as a catalyst for social and economic mobility. This responsibility—which is part of our mission—involves exposing both professional practice and public audiences to a broader range of future professionals, and in turn supporting graduates entering professional and public service with an understanding of diverse backgrounds, values, and ideas. These simultaneous objectives act as drivers of diversity within the professional and social landscape.

The pre-fall workshop, which starts two weeks prior to the beginning of the academic year, enculturates incoming students into the MArch program and helps balance differences in ability due to varied educational backgrounds. Among the objectives for the workshop is to develop a collaborative studio culture; this is accomplished through exercises requiring students to work together as a single team, to work in small groups, and to design individual projects dependent on those of their neighbors (thus requiring communication and agreement). In a short time span, all students work with all others in some capacity. In addition to encouraging a cooperative and non-competitive studio culture, the workshop includes tutorials and exercises in architectural fundamentals, providing a running start into the Fall semester and helping to balance the differences in existing knowledge.

Arch 551, the first studio for three-year MArch students, extends the enculturation process of the pre-fall workshop with an introductory exercise in which students collaborate in small teams and as a single group on research that serves a common understanding of the studio topic. At each studio meeting during the duration of the assignment, students discuss their findings and make suggestions to each other, setting up a culture of respectful discussion and critique that is repeated often throughout the studio curriculum.



“Open studio” public presentations, midterms, and final reviews and the Year End Show are collective assessments and celebrations of studio work and have tremendous value for the community and in generating a positive learning experience.

The school maintains a graduate student handbook as the primary means of communicating its studio culture policy. The school understands the design studio as the central site for curricular synthesis and one of the most valuable contributions to educational models in general, providing the best context from which students can learn from a diversity of colleagues.

The school relies on its studio environment to instigate a culture of curiosity, rigor, enthusiasm, and ambition. Additionally, the handbook contains sections outlining policies related to academic responsibility, grading, attendance (including information about religious observances), standards of conduct, and disability services. The standard of conduct section outlines the primary university policies regarding academic misconduct, acts of discrimination and sexual harassment, respect for other students’ workspace, equipment, and need to work, and respect for university and school property. This section also provides the web address for the university’s Student Disciplinary Policy developed by the Office of Dean of Students [graduate student handbook].

The school’s current goal of bringing outside voices in and broadcasting internally developed content through public programming is also key in reinvigorating aspects of the school’s culture. The school intensively engages with the internal protocols and potentialities of its discipline, recognizing this as a necessary condition for establishing a positive and respectful environment, ensuring academic excellence, and facilitating the generation of new knowledge. As part of its educational mission, the School aspires to serve as a primary platform for local, national, and international discourse on architecture, urbanism, design, and public life, evident through its sponsorship of an ambitious evening lecture series, free and open to the public, alongside various panels and conferences held throughout the year.

The school encourages faculty and students to engage in respectful dialogues during We@UIC presentations, conferences, and with invited guests at final reviews and the jury for the Year End Show. These dynamic exchanges of ideas spark diverse ways of thinking and creativity within the program at large.

Throughout the school year, as described elsewhere in the report, the Student Advisory Board (SAB) provides a regular line of communication among the various classes and between the students and administration, consulting with the school director on matters of mutual interest and concern. The collaborative and action-oriented qualities of the SAB both set the terms for and reinforce a positive and respectful environment.

The school bylaws stipulate that student representatives may attend regular or special meetings of the faculty and its committees. Currently, one undergraduate and one graduate representative are selected for these meetings from the Student Advisory Board. The director can also appoint students to committees.

Among the staff, faculty meetings (once per semester at a minimum) and weekly staff meetings provide an effective means for devoting attention to many areas of school activity in the short term, including budget, curriculum and personnel, research, external affairs, and development. The director’s close collaboration with program coordinators also facilitates short-term planning. Annual portfolio reviews, “open studio” discussions, and the Year End Show and associated faculty walk-through allow for a yearly overview of student progress and curriculum development. The manageable size of the faculty and administrative body, their close and collaborative relationship to students and each other, and the team’s embodied practice of collective work review and discussion as means of academic quality



oversight facilitate the free-flow of ideas and a fertile environment for joint ownership of innovative educational outcomes.

Assessment:

Despite institutional policy discouraging the program to administer student surveys, the School of Architecture has been recovering data on student experience through informal but regular means. However, response rates are such that the information is not entirely reliable. The school is starting conversations with CADA to explore ways to ensure that these instruments are deployed to produce helpful and usable information.

The university-wide course evaluation process, conducted by the Office of Vice Provost of Faculty Affairs, has similar limitations. With response rates that have historically been very modest, it is impossible to currently gain adequate feedback on key aspects of the student experience in class, particularly when it comes to pedagogy and educational quality. Course evaluations, among other things, ask students to rate the instructor's teaching effectiveness and the course subject materials, their accomplishment of educational objectives, whether they were encouraged to question or challenge the narrative offered in class, and the degree to which they received valuable feedback. The school has been in discussions with College administrators about revisions in application and processing that could help make course evaluations the important assessment tools that they can be— from their distribution and timing, to delivery to curriculum administrators, to the creation of a systematic form of activation in program improvement.

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

Program Response:

Main courses: Arch 531: Architectural Theory and History I; Arch 532: Architectural Theory and History II; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 567: Research Studio; Arch 586, Architectural Theory and History IV

Supporting courses: Arch 565: Topic Studio; Arch 585: Architectural Theory and History III

Supporting non-curricular activities: Lectures and conferences, Student Advisory Board, student organizations

Chicago is an excellent background to students' understanding of the vectors of social life that demands intelligent consideration of notions of equity and inclusion in architecture. The MArch program places special attention to the inclusion of a wide range of architectural references and voices that reflect different backgrounds and perspectives. The second-year design studio sequence and the two Arch 586s, the selectives in the spring of the second year, devote specific attention to these issues. Those points of emphasis are supplemented by content in Arch 531, 532, and 585.

Arch 553 and Arch 554 address social equity and inclusion within the context of Chicago's neighborhoods and the Loop, respectively. In Fall 2022, Arch 553 students were asked to identify a vacant lot in a neighborhood of their choice as the site for their design, and to look at small Japanese single family houses and multi-family housing from across the world, in their investigation of three minimal connected houses that offer models of collective living. The program for collective housing requires some collective space as well as at least one ADA-accessible unit. Additionally, Zehra Ahmed lectured on multi-family housing around the



world in relation to the multi-family analysis aspect, and David Brown lectured on his work related to Chicago city-owned vacant land in South and West Side neighborhoods.

Working on a site in the Loop, recent versions of Arch 554 propose that “by looking at the Athletic Clubs and other historical and contemporary examples of multi-functional buildings, the studio aims to design an urban container for diverse programmatic demands. We will explore architectural alternatives for a semi-private structure enhancing its public component, an infrastructure for the contemporary city, and a catalyst for different users and urban exchange.” The programmatic demands of this project require that students negotiate interactions and overlaps that are often sensitive and charged, and in order to do that, they are expected to challenge traditional notions of the public. Within both studios, students develop a diversity of approaches based on characteristics of the neighborhoods or students’ understanding of the population that comprises the general public.

Similar contexts and situations inform many of the 566/67 research seminars and studios in the final year of the MArch. For example, Andrew Zago’s 2022–23 seminar and studio looked specifically at a site spanning the Los Angeles River and its potential relative to the adjacent neighborhoods. Paul Andersen’s section, “Ordinary Architecture,” shifted focus from the spectacular and architectural protagonism of singular objects to the delve into fine grain of architecture as infrastructure for public life and service. Post offices, fire stations, and corner stores were explored as the main spaces of urban integration throughout the country.

All sections of Arch 586 address social equity and inclusion, but do so in different ways. In her Spring 2023 section, Zehra Ahmed focused on Critical Regionalism across time and different Arabic contexts that include casbahs, bidonvilles, city walls, and transnational mosques to “investigate the generative potential of regionalism for architecture, as myth, projection, (mis) translation, and abstraction by tracing the history of twentieth century architecture from the perspective of the Arabic-speaking world.” David Brown’s Spring 2023 section focused on South and West Side Chicago neighborhoods and related themes derived from Black culture. Readings and lectures included comparative South American and African case studies.

Students encounter questions of equity and inclusion in Arch 531 and Arch 532, which investigate “historical, theoretical and contextual connections between the recent fragmentation of architectural culture and the splintering of culture, society, and politics at large” [guide to graduate programs]. Most recently, the Arch 532 course taught by Francesco Marullo focused critically on Chicago’s recent history of labor and labor power and its relation to architecture.

With its focus on urbanism, recent Arch 585s taught by Alexander Eisenschmidt “[further] an understanding of diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.” The class principally does so through its collaborative assignment that documents an aspect of urbanism across different contexts around the world that is arranged in a research catalog [assignment].

Chicago offers a range of neighborhoods and institutions within them that students encounter through field trips (see also section 1 of this report). In Spring 2023, students took field trips to the Graham Foundation and Rebuild Foundation in 520s, 586s, and 588. Arch 564/522 (Wheeler) included site visits once every three weeks to one low-budget non-profit adaptive reuse and one high-performance private ground-up building by Wheeler’s practice, Wheeler Kearns, that were nearing completion.



Outside the class, the public program demonstrates how the school of architecture gathers voices from different backgrounds to generate productive dialogue, and the different speakers share how they uphold these values in their own work and contexts.

Assessment:

Many of the examples in the syllabi described above, such as the emphasis on Arch 553 and Arch 554 plus the Arch 586s, were introduced in continued effort to address C.9 Community and Social Responsibility as described in the 2020 IPR, and resulted from the 2019 theory summit (see 5.2 for more on curricular summits).

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

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

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

Program Response:

Main courses: Arch 561: Architectural Technology I; Arch 562: Architectural Technology II; Arch 563: Architectural Technology III

Supporting courses: Arch 531: Architectural Theory and History I; Arch 532, Architectural Theory and History II; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 585: Architectural Theory and History III; Arch 586: Architectural Theory and History IV

The program situates human health, safety, welfare, and other concerns relating building to body within persistent architectural discourses. Theory and history classes and design studios make a distinction between the historical framing of these issues and future potentials within the field. For example, Arch 585, a theory course, revisits historical projects and texts that criticized contemporaneous urban conditions as a means for their reinvention as more hygienic, safe, open, etc. As another example, Arch 553, the third studio in the core design studio sequence, students are asked to question the wisdom of the modernist idea of *existenzminimum*, which proposed an architectural solution to offering just enough for everyone. In its place, they seek a livable minimum rooted in the excesses that are the necessary corollary to minimums.

While theory and history courses provide students with a framework for understanding how humanistic concerns have dovetailed with architectural thinking, and design studios establish a context for hypothesizing futures that improve health, safety, and welfare, technology courses provide the toolkit for connecting concepts to their realization. Among the objectives of the technology courses are:

- To use details to understand why buildings are made in a particular way (especially with respect to environmental, social, and safety concerns)
- To understand how building systems and regulations promote health, safety, and welfare
- To understand how buildings mediate between the body and the environment

Arch 561, the first course in the sequence, includes research on building assemblies and construction details found across the globe and throughout history. Students document



buildings ranging from simple structures to high-tech constructions, made from a variety of materials, with an eye toward understanding how each component in an assembly lends itself to the operation and design of the whole. In the process, students uncover strategies for dealing with weather protection and natural or human-made disasters, such as fire and earthquakes. Student understanding is measured through five assignments, all of which require analysis of the performativity of materials and assemblies [assignments 1–5].

Arch 562 addresses the relationship between occupants and architecture with an emphasis on building systems and regulations. Topics include life safety systems [lecture 3] and the mediation of light, air (ventilation, noise), safety (barrier, security, fire), and comfort (thermal and climatic) via a building's envelope [lecture 7]. Understanding of these systems is measured through corresponding assignments in which students draw the relevant systems in an existing building, then apply their acquired knowledge to a new building [assignment 3, assignment 7].

Following from the discussion of envelopes in Arch 562, Arch 563 investigates energy as a design material in building envelopes, especially as it relates to the physiology of people. It connects the lessons from the previous two courses on materials, assembly, and systems to understand how all of this together informs well-being. The second assignment for the course looks at how various material energies, such as light, sound, thermal energy, electromagnetic energy, air velocity, and scent, inform both architectural form and the human body. In the evaluation of this learning, we expect our students to be able to integrate the different aspects of technological systems towards health, safety and welfare at multiple scales. The understanding of these connections is assessed via grades for assignments [assignments 1, 2, 4].

Assessment:

In addition to assessing student understanding through the intentional formulation and grading of specific assignments, the course curriculum itself is reviewed by all technology faculty and the curriculum committee at periodic technology summits. At the last technology summit, in Spring 2023, no suggestions were made for improvements to these courses relating to this criterion, but later informal discussions concluded that there was a need to strengthen the competencies related to building performance. The curriculum committee is addressing this issue in the current academic year [[technology summit minutes](#)].

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

Program Response:

Main course: Arch 544: Professional Practice

Professional ethics—or those ethics codified by license or law, regulations governing architectural practice, architectural business processes in the United States, and the forces that influence these (governmental systems, the legal process and interpretation of laws, public and business interests, etc.)—are taught and assessed in Arch 544. The first six lectures of the course focus on law and the Owner/Architect Agreement [schedule, lectures 1–6]. Students are then tested via an open-note exam to ensure understanding [midterm exam]. The last six lectures for the course cover issues related to architectural business practices, such as project delivery methods, office management, and finances [schedule,



lectures 7–12]. Content from this half of the class is also tested through an open-note exam [final exam].

Assessment:

Student understanding is evaluated via grading for relevant assignments. In Spring 2023's Arch 544, 90 percent of students passed (i.e., received a B or better) the midterm exam and 90 percent passed the final exam.

An informal review of lectures and exam questions reveals that while forces influencing professional practice are addressed to some degree in class, they are relatively absent on exams and could therefore be under-considered by students. As explained in section 5.2 Assessment and Planning, Professional Practice is assessed by the curriculum committee in conversation with the Director, our NCARB representative, and the Associate Director of Graduate Studies. In the next evaluation cycle, it will be recommended that at least some case studies discussed in the class highlight how changing contexts introduce new regulations or forms of professional practice, and that these are included in exams or other learning assessments.

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

Program Response:

Main course: Arch 562: Architectural Technology II

Supporting courses: Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 555: Design Development

Regulatory requirements, including those for life safety and land use, are taught and assessed in Arch 562. The first three lectures for the course introduce zoning maps, codes, and specifications; building codes, including ADA standards [lecture 1]; occupancy codes [lecture 2]; and egress and life safety systems, such as sprinklers, standpipes, and emergency lights [lecture 3]. The fifth covers plumbing systems and includes a focus on restroom sizing based on building code, as well as ADA standards [lecture 5]. Other lectures cover building systems, such as mechanical and electrical systems. In associated assignments, students research these topics, analyze them in the context of a particular midrise building in Chicago, and apply them to a new building site, thus demonstrating understanding and the ability to evaluate regulations [assignments 1–3, 5].

Lessons learned in Arch 562 are later applied in the studios Arch 553 and 554, where they are synthesized in design projects, and in the Arch 555 technology course, where they are integrated in the design and development of a building designed in Arch 553 (see SC.5 and SC.6).

Assessment:

Student understanding is assessed via grading for relevant assignments. In 2022–23, 100 percent of students passed (i.e., received a B or better) the relevant assignments—1, 2, 3, and 5—in Arch 562.

Like the rest of the technology courses, Arch 562 is reviewed and assessed at regular technology summits. At the last summit, in Spring 2023, there was a general discussion about



variety in the cases being used across courses and, based on this and a more informal review as part of this report's preparation, it is evident that a broader regulatory context could be considered for this class [technology summit minutes]. The regulatory context is limited to two sites in Chicago, which may limit the breadth of knowledge of zoning and codes in particular. The director has requested a broader regulatory context and is working with the area coordinator and the curriculum committee to make sure this is established on a permanent basis.

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

Program Response:

Main courses: Arch 561: Architectural Technology I; Arch 562: Architectural Technology II; Arch 563: Architectural Technology III; Arch 573: Structures I; Arch 574: Structures II

Supporting courses: Arch 553: Architectural Design III; Arch 555: Design Development; Arch 522: Topics in Architectural Technology; Arch 564: Architectural Technology IV

UIC's core technology courses impart an understanding of fundamental technical knowledge, while selectives and electives expand on this into more advanced or speculative realms.

Arch 561 introduces materials and their assemblies via historical and traditional structures found around the globe, such as the Ifugao houses native to the Philippines or malocas of the Amazon rainforest. Students draw and analyze the plans, sections, and details from an array of structures to understand both how and why the structures are assembled [assignment 1]. This same process is then applied to another set of projects, allowing students to compare and contrast the various ways the same materials or similar methods of construction have been deployed across time and place. Contemporary projects are organized by material: wood, steel, masonry, and concrete [assignments 2–5]. For each building studied, students must analyze the advantages of the assemblies, which include climatic responsiveness, sourcing of materials, relation to design intent, structural performance, and so on.

Arch 573 and 574 focus on one particular component of a building's assembly: its structural system. Static and dynamic forces impacting truss, beam, column, joint, and frame design are covered in Arch 573 [schedule, sample student work]. Tying Arch 561 and Arch 573 together, material considerations for structural systems, including issues specific to steel, wood, and concrete, are covered in Arch 574 [schedule, sample student work]. For both classes, understanding is tested through homework assignments, quizzes, and exams.

Arch 562 looks at additional building systems—mechanical, plumbing, and electrical—in the context of three Chicago office buildings. Students study the systems and draw them in an existing building, then transfer this knowledge to a proposed building [assignments 4-6]. The course concludes with an exercise looking at building envelopes and their performance relative to sun and wind. Again, students work between two buildings to understand how an envelope might vary in different conditions [assignment 7].

Picking up on the last assignment for Arch 562, Arch 563 begins with case study research on building envelopes. The case studies, which range from modern to contemporary, are dissected according to envelope strategy and construction, climatic performance, organizational and programmatic implications, and technologies deployed in design and/or



construction [assignment 1]. Research is documented via found images, written texts, and drawing, which serves as the basis for the assignment grade.

Technical knowledge gained in the above courses is integrated into design projects in the year-long sequence Arch 553 and Arch 555 which are extremely relevant here but more developed in SC.6.

Advanced and speculative technical topics are addressed in elective and selective seminars (Arch 522 and Arch 564). Selectives are required courses where students can choose among different options. Recent offerings have included “Formlessness,” which explored construction in concrete, masonry, stone, dirt, clays, mud, and similar materials without the use of originating formwork [Arch 522 Preissner syllabus and assignments 1–3]; “Out of/Out in Practice,” which focused on interactions between architects, contractors, and fabricators during the construction process [Arch 564 Wheeler syllabus and assignments 1–4]; and “Performance of Form,” which studied new possibilities for building enclosures and structure with complex geometries possible only through recent advances in structural thinking and computation [Arch 564 Goldberg syllabus and assignments 1–9]. Unique in subject matter and pedagogy, these courses seek to introduce students to new methods of production (experimental physical modeling, 1:1 detail drawing, computation performance analysis) inherent to the technologies being studied. Assessments occur through grading of exercises and reviews of the final exercises at the end of the semester.

Assessment:

Student understanding is assessed via grading for relevant assignments. In 2022–23 (with passing indicating a grade of B or better):

92% of students passed Assignment 4 in Arch 562
100% of students passed Assignment 5 in Arch 562
100% of students passed Assignment 6 in Arch 562
100% of students passed Assignment 7 in Arch 562

100% of students passed Arch 573
100% of students passed Arch 574

Assessment of the curriculum relative to SC.4 occurs in regularly held technology summits. The last summit was in Spring 2023. Discussion at this summit included the evolving place of structures courses in architecture curriculum, how courses fit together, how they relate to design studios and theory courses, and which case studies to refer to. With respect to the NAAB Conditions in particular, it was suggested that more emphasis needs to be placed on emerging systems and metrics [technology summit minutes]. In the case of SC.4, a lacking “metric” is how systems, technologies, and assemblies are evaluated economically. In response to findings like these, a curricular area coordinator for technology was appointed to ensure that course contents, learning goals, assignments, and evaluation methods are designed in alignment with NAAB Conditions and the changing context of the discipline.

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



Program Response:

Main courses: Arch 552: Architectural Design II; Arch 553: Architectural Design III; Arch 554: Architectural Design IV; Arch 563, Architectural Technology III

Supporting courses: Arch 562: Architectural Technology II

To ensure that students have the ability to synthesize user and regulatory requirements, site conditions, and accessible design, these topics are first taught in Arch 562, the second architectural technology course, then integrated studio courses (see the response to SC.3 and the teaching materials for Arch 562 for more on what is covered in that course).

Objectives for courses are:

- To develop the ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs and an inventory of spaces and their requirements (borrowed from previous NAAB criterion B.1)
- To develop the ability to prepare a comprehensive program for an architectural project that includes a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project) (borrowed from previous NAAB criterion B.1)
- To develop the ability to prepare a comprehensive program for an architectural project that includes an analysis of site conditions (including existing buildings) (borrowed from previous NAAB criterion B.1)
- To impart an understanding of how environmental factors are measured, and how these impact design decisions.

The ability to integrate user requirements (program, egress) is assessed in Arch 552, a studio course taught concurrently with Arch 562 [assignment 3]. In Spring 23, the class led students through a set of “improvisational” design studies in form and volume, then prompted them to imagine the resulting massing as a small library with a lobby, checkout area, book stacks, offices, etc., and with vertical circulation adhering to code. All core studios subsequent to Arch 552 also require the integration of user requirements.

Regulatory requirements (zoning, building codes) and accessible design are assessed in Arch 553, the third studio course [lecture summaries]. The studio reconsiders the Chicago three-flat, a building type common to the city, through the lens of “livable minimums.” The domestic projects are sited on vacant lots in Chicago’s neighborhoods, and the project brief requires one wheelchair accessible entrance and bathing area, as well as that students “refer to the International Residential Code and local zoning ordinances for information on height restrictions, setbacks, easements, flood, and life safety requirements.” The syllabus continues: “Consideration should be given to issues of Accessibility and the principles of Universal Design. For guidelines, refer to ANSI 117.1 (2009). Sites must be identified within the (6) Climate Zones as outlined in the International Energy Conservation Code” [syllabus]. All core studios subsequent to Arch 553 also require the integration of regulatory requirements and accessible design.

The ability to synthesize site conditions (lot restrictions, adjacent structures, landscaping, etc.) is assessed in Arch 554. In recent iterations of the course, it situates a large athletic club within a dense, urban site in Chicago’s downtown area. In addition to an awareness of existing, nearby buildings, projects must take into consideration the networks of pedestrian and vehicular movement and other site/ground conditions. The syllabus requests that, “the site’s analysis and context should serve to solve and enhance encounters and frictions between the architecture, the program, and the city,” and the second assignment requires extensive site analysis to this end [syllabus, assignment 2]. It is supplemented with a



workshop on Chicago's building sections, connections, and natural elements, in addition to a field trip to the site [lecture, workshop, field trip summaries].

The ability to consider measurable environmental impacts in design decisions is assessed through concurrent work in Arch 563, the third technology course, and Arch 553, the third studio course [Arch 563 syllabus]. The final assignment for Arch 563 asks students to analyze their current and evolving studio project using an ODUM diagram, which measures environmental exchange through a building's envelope. This information is then fed back into the studio designs for the semester.

Assessment:

We expect the students to incorporate design synthesis to their thinking from early stages of the design process, and to be able to understand each project as engaged to a network of correlations that can ensure habitability.

Student ability in each of the courses is evaluated via grading. For studios, grading is conducted twice per semester—once at midterm and once at the end of the term—and reflects each student's ability to successfully incorporate the above listed concerns. In 2022–23, 100 percent of students passed (i.e., received a B or better) in Arch 552, 553, and 554. For seminars, grading is conducted per assignment. All students passed the final assignment for Arch 563.

Studio content is assessed every year at a faculty walk-through held at the end of the spring semester. At last year's walk-through, the most important findings for Arch 552, 553, or 554 with respect to the SC.5 were the need to more visibly address the environmental impact of architecture.

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

Program Response:

Main courses: Arch 553: Architectural Design III; Arch 555: Design Development

Supporting courses: Arch 562: Architectural Technology II; Arch 563: Architectural Technology III; Arch 573: Architectural Structures I; Arch 574: Architectural Structures II

Building integration is the primary focus of the two-course sequence of Arch 553 and Arch 555. Over a full academic year, students design, then technically refine and document, a small multi-unit housing project sited in Chicago. Each project is the work of an individual student and is conceptually unique. During the fall semester, students must refer to the International Residential Code and local zoning ordinances for information on height restrictions, setbacks, easements, flood, and life safety requirements. Consideration is also given to issues of accessibility and the principles of universal design in Arch 553.

The latter half of this sequence, Arch 555, is an advanced seminar that teaches students to develop building systems and construction assemblies appropriate for their individual project. Each proposal is unique, so each student must research contemporary and historical architectural precedents to gain an understanding of how different systems work and are configured. Working one-on-one with an instructor, each project's structural [exercise 1], mechanical [exercise 2], plumbing [exercise 3], electrical [exercise 4], and enclosure systems



[exercise 5] are designed and documented. Integration is accomplished through the production of digital models, technical drawings, and product specifications.

Students are evaluated on their understanding and application of this knowledge when producing in these media, as well as the work's thoroughness and relevance to specific technical issues and design intent. All but one student in Arch 555 passed in the 2022–23 academic year.

Arch 555 benefits from its location within the overall curriculum, in that knowledge gained in preceding courses directly contributes to student learning in this course. For example, Arch 573 and 574 are taken in advance of this semester and provide structural knowledge useful to the structural considerations in the first exercise (see the response to SC.4 and syllabi). Life safety systems (fire suppression systems) and plumbing systems are addressed in detail in Arch 562 (see the response to SC.3 and lecture 3) and included in Arch 555 as appropriate (sprinkler system plans are not required for Arch 555 given the building type and the extensiveness with which they are covered earlier). Measurable outcomes of building performance are covered in Arch 563 through a material studies assignment and a prototype design project. The final assignment for Arch 553, described in SC.5, measures environmental exchange through a building' envelope. Knowledge gained here is fed back into the studio project prior to the start of Arch 555. (see SC.5 and syllabus)

Assessment:

Student ability in Arch 553 and Arch 555 is evaluated via grading. For studios, grading is conducted twice per semester—once at midterm and once at the end of the term—and reflects each student's ability to successfully incorporate the above listed concerns.

Results from Arch 555 are reviewed by fellow building technology faculty at the end of each year. This concluding session allows students the opportunity to provide direct feedback on the course and workshop possible pedagogical improvements. The overall technology curriculum was also formally reviewed by the administration and faculty as part of a summit in Spring 2023 [technology summit minutes].

Additionally, the school periodically completes degree program assessments for the university. These assessments ask us to evaluate two of three learning outcomes, one of which is, "Students will identify, evaluate, and apply various technological and structural systems to specific design proposals." This outcome is directly related to Arch 555. One difficulty for Arch 555, which was identified in the last assessment, is fitting all required material into a single semester. In an effort to alleviate this concern some technical decisions related to construction systems are being incorporated already in 553.



4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

The University of Illinois Chicago is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools (NCA). UIC maintains its institutional accreditation with the HLC through the [Open Pathway](#) review cycle. UIC’s Year 10 Comprehensive Evaluation for Reaffirmation is scheduled for March 11 and 12, 2024.

4.2 Professional Degrees and Curriculum

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

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

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

Program Response:

Required Professional Studies credits (64 credit hours)

The core professional curriculum in the MArch program includes four studio design courses (Arch 551, 552, 553, 554), four technology courses (Arch 555, 561, 562, 563), three theory and history courses (Arch 531, 532, 585), two structures courses (Arch 573, 574), and one professional practices course (Arch 544).

Selective Professional Studies credits (24 credit hours)

The MArch curriculum also includes selective professional courses – required courses with several sections and topics from which students choose by lottery. In the second year of the program, there are two selectives: a technology course, Arch 564, and a theory and history course, Arch 586. These are an opportunity for students to choose among specialized theory and history courses and advanced technology classes and are offered at the end of both curricular sequences (Arch 561, 562, 563 for Technology and Arch 531, 532, 585 for Theory and History).



From the catalog (<https://catalog.uic.edu/gcat/course-descriptions/arch/>):

ARCH 564. Architectural Technology IV. 4 hours.

An advanced seminar/lab in architectural technologies, structures, new materials, and fabrication techniques; students choose by lottery into one of several sections with diverse content.

ARCH 586. Architectural Theory and History IV. 4 hours.

An advanced seminar in architectural and urban criticism, theory and history; students choose by lottery into one of several sections with diverse content.

In the last year of the program, students may tailor the curriculum to their interests by choosing among topics studios in the fall (Arch 565) and year-long research projects throughout the year (Arch 566+577).

There are typically two topics studios (Arch 565) offered in the fall, a number determined by the program size. Each is taught by a different professor, and students select their section (and topic) by lottery. The research seminar and studio is a year-long sequence providing students the opportunity to study a topic of their choosing in greater depth through individual and collaborative research. Topics are advanced by faculty and selected by lottery. In recent years, there have been two options for these. This year, to increase the diversity of our offerings, the number has increased to three.

From the catalog (<https://catalog.uic.edu/gcat/course-descriptions/arch/>):

ARCH 565. Topic Studio. 6 hours.

Advanced studio that pursues specific design and research agendas of current significance; students choose by lottery from among several options that are offered by permanent and distinguished visiting faculty.

ARCH 566. Research Seminar. 4 hours.

The first part of a year-long design-research project, the seminar establishes the information base to be developed into publishable form in the subsequent research studio. Course Information: Field work required.

ARCH 567. Research Studio. 6 hours.

Collaborative and individual design-research, in multiple genres, that addresses concerns at the edge of the contemporary discipline and results from a year-long course of study.

All required curriculum is explained in a curriculum matrix available on the school's website and in the UIC Course Catalog. Additionally, course planning worksheets outlining the curriculum are sent to all students when they enter the MArch program and are available on the school's website.

Curriculum description and matrix:

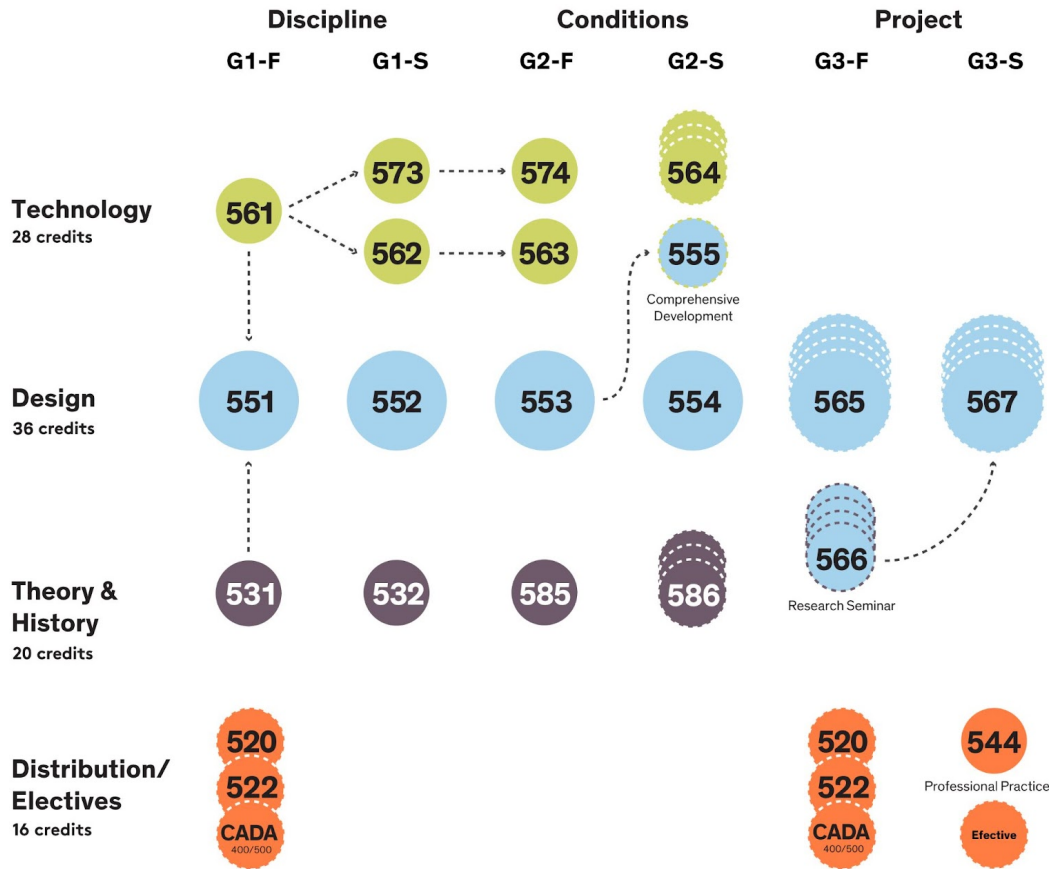
<https://arch.uic.edu/march-curriculum>

UIC Course Catalog:

<https://catalog.uic.edu/gcat/colleges-schools/architecture-design-arts/arch/march/>

Course planning guides:

<https://arch.uic.edu/student-resources>



Larger circles indicate courses with more credit hours. Dashed outlines indicate courses where students can select from among multiple options.

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

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

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

Program Response:



General Studies credits (68 credit hours)

The Higher Learning Commission does not stipulate general education requirements for graduate programs, but does require a general education program “appropriate to the mission, educational offerings and degree levels of the institution” (Criterion 3.B), and assumes that an “institution maintains a minimum requirement for general education for all of its undergraduate programs...” (Assumed Practices, A.B.h). The HLC requires a minimum of 30 general education credit hours for bachelor’s programs.

All domestic applicants to UIC’s MArch program must have already obtained an undergraduate degree from an accredited college or university, and all international applicants must have earned a comparable degree. The UIC Office of Graduate and Professional Admissions reviews transcripts to ensure degrees have been conferred by accredited programs and that all international degrees are equivalent to those offered in the United States. To do this, they refer to a number of printed and online guides designed for this purpose. All domestic accrediting bodies require a general education, so the admissions review serves to verify that every applicant has met this requirement.

The minimum general education requirement for undergraduates earning a BA or BS at UIC is 30 credit hours. Of these, 24 credit hours are fulfilled by taking at least one course in each of the six categories of General Education—natural world, individual and society, the past, creative arts, world cultures and US Society (18 credits minimum) and by demonstrating proficiency in writing by successfully completing Engl 160: Academic Writing I, and Engl 161: Academic Writing II (3 credits each). Students may additionally count up to two courses in their program of focus toward their General Education requirements.

Applicants to the Master of Architecture program must have completed at least 68 credits as part of their general studies, a portion of which are fulfilled by meeting general education requirements for an undergraduate degree. Remaining credits may come from other undergraduate courses or be fulfilled with the following prerequisites (to be taken prior to enrolling):

- A year-long university-level survey in art history or architecture history
- A university-level course in calculus offered through a mathematics department

UIC does not accept transfer applicants to its MArch program.

For more information:

HLC: <http://www.higherlearningcommission.org>

HLC Criteria: <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

HLC Assumed Practices: <https://www.hlcommission.org/Policies/assumed-practices.html>

UIC General Education: <https://catalog.uic.edu/ucat/degree-programs/general-education/>

UIC Domestic Graduate Admissions requirements:

<https://admissions.uic.edu/graduate-professional/requirements-deadlines/domestic-requirements>

UIC International Graduate Admissions requirements:

<https://admissions.uic.edu/graduate-professional/requirements-deadlines/international-requirements>



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

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

Program Response:

The MArch curriculum includes three distribution electives (or two for those receiving advanced placement) and has room for up to two additional electives. Because the course load is lighter in the final year of study (14 credit hours) than in previous semesters (18 credit hours), students can reasonably add one or two additional electives in the final year if they desire.

Of the three required electives, one is to be taken inside the school under the Theory and History rubric (Arch 520), one is to be taken inside the school under the Technology rubric (Arch 522), and one can be taken anywhere in the university, provided it is offered at the graduate level (400- or 500-level courses). If additional electives are added, they, too, may be taken anywhere in the university.

From the catalog (<https://catalog.uic.edu/gcat/course-descriptions/arch/>):

ARCH 520. Topics in Architectural Theory and History. 4 hours.

Seminar on a current topic in the criticism, theory or history of architecture and urbanism. Course Information: May be repeated to a maximum of 12 hours.

ARCH 522. Topics in Architectural Technology. 4 hours.

Seminar on a current topic in technology, structures, or digital fabrication and new media. Course Information: May be repeated to a maximum of 12 hours.

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

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

Program Response:

UIC offers four non-professional degrees:

Bachelor of Arts in Architectural studies, a four-year degree that mixes two years of architectural education with a broader liberal arts education:

<https://arch.uic.edu/ba-architectural-studies>

Bachelor of Science in Architecture, a four-year pre-professional degree:

<https://arch.uic.edu/bsarch>



Master of Science in Architecture, a one-year post-professional degree:
<https://arch.uic.edu/msarch>

Master of Arts in Design Criticism, a two-year degree in criticism and writing:
<https://arch.uic.edu/mad-crit>. The MAD-Crit may also be completed as a joint degree in tandem with either the MArch or the MSArch: <https://arch.uic.edu/joint-graduate-degrees>.

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

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

Program Response: N/A

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

Program Response:

Required Professional Studies

Year 1	Arch 531	Architectural Theory and History I	4 credit hours
	Arch 551	Architectural Design I	6 credit hours
	Arch 561	Architectural Technology I	4 credit hours
	Arch 532	Architectural Theory and History II	4 credit hours
	Arch 552	Architectural Design II	6 credit hours
	Arch 562	Architectural Technology II	4 credit hours
	Arch 573	Structures I	4 credit hours
Year 2	Arch 553	Architectural Design III	6 credit hours
	Arch 563	Architectural Technology III	4 credit hours
	Arch 574	Structures II	4 credit hours
	Arch 585	Architectural Theory and History III	4 credit hours
	Arch 554	Architectural Design IV	6 credit hours
	Arch 555	Design Development	4 credit hours
Year 3	Arch 544	Professional Practices	4 credit hours
			64 credit hours



Selective Professional Studies

Year 2	Arch 564	Architectural Technology IV	4 credit hours
	Arch 586	Architectural Theory and History IV	4 credit hours
Year 3	Arch 565	Topic Studio	6 credit hours
	Arch 566	Research Seminar	4 credit hours
	Arch 567	Research Studio	<u>6 credit hours</u>
			24 credit hours

Optional Studies

Year 1	Elective	Arch 520, Arch 522, or open elective	4 credit hours
Year 3	Elective	Arch 520, Arch 522, or open elective	4 credit hours
	Elective	Arch 520, Arch 522, or open elective	<u>4 credit hours</u>
			12 credit hours

Total Required Credits for MArch, 3-year	100 ch
Required Credits for BA Architectural Studies at UIC	120 ch
Required Credits for BS Architecture at UIC	122 ch
Minimum required Credits for any BA/BS degree at UIC	120 ch

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

Program Response: N/A

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

Graduate Admissions Procedures

Graduate admissions are overseen by the Graduate College and administered by both the Office of Graduate and Professional Admissions and the School of Architecture. Applicants submit all materials and an application fee via an online portal. Once an application is



completed and received, it is reviewed by the School of Architecture admissions committee. The committee reviews each component of the application and makes recommendations for admission. These are then relayed to the Office of Graduate and Professional Admissions, which reviews transcripts and TOEFL scores, where appropriate, to ensure minimum requirements are met. If the School recommends admission for a student that does not meet the 3.0 minimum GPA, they may be admitted on probationary status pending letter of justification written by the school and sent for approval to the Graduate College. If they do not meet minimum English proficiency requirements, they will be required to successfully complete a Tutorium in Intensive English. Both the School of Architecture and the Office of Graduate and Professional Admissions communicate decisions to applicants.

The School of Architecture's admissions committee for graduate programs includes the director, the Associate Director of Graduate Studies, and faculty members appointed by the director. The review process is managed by the graduate advisor. Each application is reviewed by multiple committee members, who separately record comments, provide a numeric assessment of the application, and make recommendations for advanced or limited standing. Typically, the director or, more recently, the Associate Director of Graduate Studies reviews every application to ensure consistency and facilitate conversation, if needed. All applications above a common threshold are admitted and all below are denied. The graduate advisor then checks all admitted applications for general studies requirements and prerequisites. Those needing to meet prerequisites for the three-year MArch are notified after acceptance and may complete them any time prior to enrollment; those short of the prerequisites for advanced standing are not offered the placement and are instead accepted to the three-year track.

Prior Academic Coursework

Students admitted into the three-year MArch program are not expected to have satisfied any NAAB accreditation criteria prior to being accepted or enrolling. They are, however, required to fulfill three prerequisites.

The prerequisite requirement—two art or architectural history courses and one calculus class—are to ensure that entering students are prepared for the Theory and History and Structures classes, but they themselves do not apply toward NAAB criteria.

Students admitted into the second year of the program with advanced standing are expected to have completed criteria equivalent to those covered in the first year of UIC's MArch and to have substantive design studio experience. Previous courses must be judged to fulfill the same NAAB criteria as the following classes:

Arch 531: Architectural Theory and History I	4 credit hours
Arch 532: Architectural Theory and History II	4 credit hours
Arch 561: Architectural Technology I	4 credit hours
Arch 562: Architectural Technology II	4 credit hours
Arch 573: Structures I	4 credit hours

Additionally, students admitted into the second year must have taken at least six semesters of design studio, ensuring general exposure to fundamental concerns in architecture, such as disciplinary tools, site, and program, which are covered in the first two design studios of the MArch sequence, Arch 551 and 552.

For those applying from UIC's BSArch, which constitute the majority of students granted advanced standing, equivalent courses in the undergraduate program are:

Arch 371: Architectural Theory I	3 credit hours
Arch 372: Architectural Theory II	3 credit hours



Arch 359: Architectural Technology I	3 credit hours
Arch 360: Architectural Technology II	3 credit hours
Arch 470: Structures I: Statics	3 credit hours
Arch 471: Structures II: Strength of Materials	3 credit hours

UIC BSArch students take eight semesters of studio during their course of study.

For those applying from BSArch programs other than UIC's, all applications are reviewed by the School of Architecture admissions committee to identify candidates for advanced standing, and the Associate Director of Graduate Studies and/or Graduate Advisor then reviews transcripts and evaluates equivalencies to the above listed courses. These are judged from course descriptions provided by the school of undergraduate study and, in some cases, by syllabi or other materials for courses requested from the applicant and/or school. For Fall 2023, an evaluation form was implemented for recording this process (see also section 6.5). Prior to that, the evaluations were performed but not archived. In general, it is uncommon for external applicants to be offered advanced standing in the MArch program, as few BSArch programs include six semesters of design studio and upper-level theory and history courses. For Fall 2023, for example, only two applicants were made this offer (and one enrolled); in Fall 2022, seven were offered advanced standing (and none enrolled).

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

Students in UIC's graduate program are required to maintain a B average across all courses, per Graduate College policy. The School of Architecture additionally requires a B average in all core, professional curriculum studios. Grades of D or below in any course are not considered passing. The ability to obtain the required grade average is taken as evidence that a student has acquired the knowledge and understanding outlined in accreditation criteria and applied in relevant courses.

To ensure accreditation criteria are met, students admitted with advanced standing must meet the same average. A B average across courses counting toward NAAB accreditation and a B average across studios is a minimum standard. Applicants with gaps in their student record are not admitted with advanced standing.

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

Program Response:

The evaluation process for advanced standing candidates is available to prospective students on the School of Architecture website. As explained on its Graduate Admissions FAQ page:

Advanced standing is granted to very few applicants. Those with a prior degree in architecture may be considered for advanced placement into the second year of the MArch if they have a background that includes a minimum of six design studios (eight preferred), upper-level coursework in theory and history equivalent to Arch 531/532, at



least one year of architectural and environmental technology, and one year of structures. [View the form used to evaluate prior coursework at this link.](#)

Placement in the MArch program is determined on an individual basis with each applicant's portfolio of academic work playing a significant role. The portfolio should include creative design work from previous studios and must demonstrate work that is at a level commensurate with advanced placement. Placement is also based on how well work undertaken at previous schools has covered the content and experience provided in the first year of our program. Through the portfolio review, the admission committee evaluates an applicant's aesthetic sensibility, conceptual thinking, ability to construct a visual or graphic argument, and the quality and sophistication of the work.

Advanced placement is never guaranteed; only 10 percent of applicants with a prior degree in architecture will be placed in the second year of the program. Students are placed where the admission committee thinks they have both the greatest chance of success as well as the greatest chance for future financial support.

(Source: Graduate Admissions FAQ, <https://arch.uic.edu/graduate-admission-faqs>)

The school hosts virtual information sessions, school visits, and other recruitment events in the Fall semester, providing an opportunity to clarify this process for anyone with questions. A full-time graduate academic advisor and the Associate Director of Graduate Studies are available throughout the year for this purpose as well.

Offer letters sent to admitted students specify the length of the program into which they have been admitted by including one of the following statements:

- “We are pleased to inform you that the School of Architecture Graduate Admissions Committee has recommended you for admission to the three-year Master of Architecture program for the 20xx – 20xx academic year,” *or*
- “We are pleased to inform you that the School of Architecture Graduate Admissions Committee has recommended you for admission to the two-year Master of Architecture program with Advanced Standing for the 20xx – 20xx academic year.”

5—Resources

5.1 Structure and Governance

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

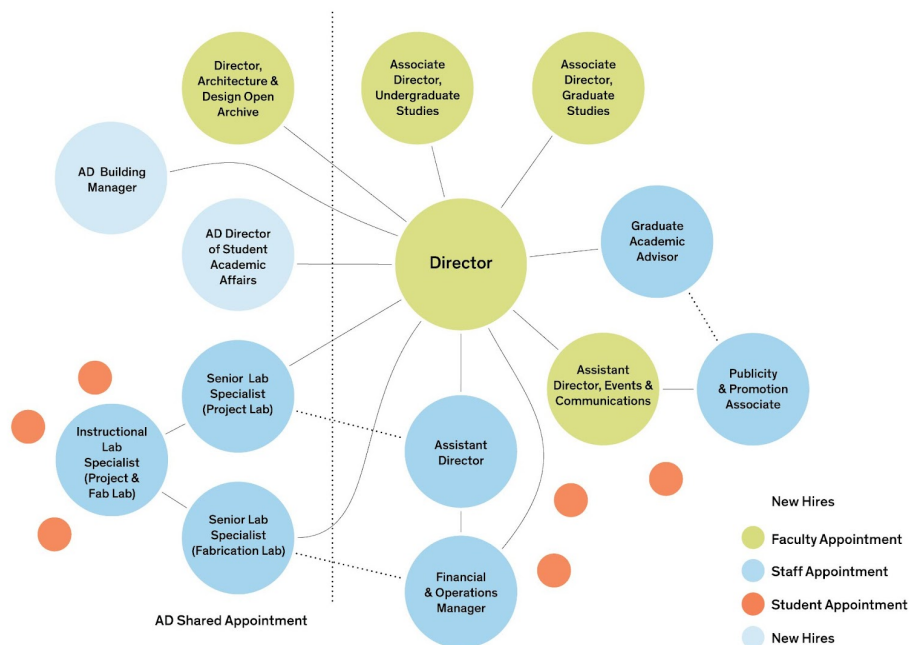
5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Alongside three other schools—Design, Art History and the Arts, and Theatre and Music—the School of Architecture is an academic unit of the College of Architecture, Design, and the Arts at University of Illinois Chicago. The director of the School of Architecture is hired through a search conducted by the CADA dean’s office for a five-year renewable term. Currently occupied by Florencia Rodriguez, the role of director oversees the management of the school, including strategic and financial planning, faculty development, academic administration, and external affairs.

The director is supported in the administration of academic programs by two associate directors, both appointed by the director from the faculty: an Associate Director of Undergraduate Studies (currently Assistant Professor Antonio Torres) and an Associate Director of Graduate Studies (currently Clinical Assistant Professor Sarah Blankenbaker, who is responsible for the MArch, the MS, the MAD-Crit, and also oversees the summer program for incoming graduate students).

Visiting Instructor Rodrigo Kommers Wender occupies an additional faculty appointment for administration: Assistant Director, Events and Publications. This position is responsible for co-curricular and extracurricular events such as public programming, the Year End Show (an annual exhibition of student work), and the upcoming publication *Pollen, The UIC/SoArch Journal*, while managing the school’s website and social media channels.





The school staff (in blue in the chart above) includes four positions exclusive to the School of Architecture, and an additional four shared with the School of Design. Within the School of Architecture, an assistant director, currently Rodrigo Díaz-Tobin, provides support for administrative processes connected with human resources, faculty committees, and finances and ongoing office management processes. Yazmin Torres, Finance and Operation Manager, is responsible for financial transactions, faculty funds tracking, supervision of the Print Lab, day-to-day issues related to facilities, and budget preparations. Natalie Wess is the Publicity and Promotion Associate, and supports events, communications, and specific activities related to recruiting, while working as liaison with the students interacting with the SAB representatives and the presidents of student organizations. Finally, the Graduate Academic Advisor (GAA), Annemarie Poyo Furlong, provides academic counseling and coordination for current, prospective, and former graduate students in the school. The GAA also develops and implements academic, career, student, and alumni programs involving outreach to internal and external constituencies.

The School of Design and the School of Architecture share some staff and academic appointments. This model is growing as a form of collaboration that benefits both schools and encourages multidisciplinary. Jayne Kelley, Clinical Assistant Professor from the School of Architecture, has recently been appointed Director of the AD Open Archive. Other shared positions are Senior Lab Specialists Alexander Jones and Christian Oiticica, and Instructional Lab Specialist Jacob Polhill. In addition, an AD Director of Student Academic Affairs is going to join us in October, and we are starting the search for a Building Manager. These are positions recently created with support of the College.

The team, coordinated by Director Florencia Rodriguez, connects through Rodriguez's reporting line to the dean of the College of Architecture, Design, and the Arts, Rebecca Rugg. Dean Rugg serves under the chancellor of the University of Illinois Chicago, Marie Lynn Miranda, who in turn works directly under the president of the University of Illinois, Timothy L. Killeen.

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

Program Response:

UIC is one of three campuses of the University of Illinois system, whose chief executive officer is President Timothy L. Killeen. A chancellor serves under the president as chief executive officer of each campus. Chancellors are appointed annually by the Board of Trustees on the recommendation of the president. Along with the chancellor / vice president of each university, the board and president drive the system's commitment to its core missions of education, research, public service, and economic development.

The Board of Trustees of the University of Illinois system consists of 13 members, 11 of whom have official votes. Nine are appointed by the governor of Illinois for terms of six years, and three student trustees (one from each university) are elected by referenda at their universities for one-year terms. One student trustee is appointed by the governor of Illinois to have an official vote. The governor serves as an ex-officio member.

As the head of one of three distinct universities in the University of Illinois system, University of Illinois Chicago's chancellor, Marie Lynn Miranda, reports directly to the president and the Board of Trustees. A leader in geospatial health informatics, Miranda assumed the role on July 5, 2023. The provost and vice chancellor for academic affairs, Karen Colley, the vice chancellor for health affairs, and other vice chancellors and staff report to the chancellor. The



provost and vice chancellor for academic affairs is appointed annually by the Board of Trustees on recommendation of the chancellor and the president (with the advice of the UIC faculty senate).

A faculty senate at each campus of the University exercises legislative functions in matters of educational policy, such as requirements for admission to colleges and schools, requirements for degrees and certificates, and the academic calendar. Each senate also recommends candidates for honorary degrees, and may propose amendments to the university statutes through the University Senates Conference to the president and the Board of Trustees. The Faculty Senate Conference helps to maintain harmonious relations and promotes agreement or consistency among the three faculties. In addition to its other duties, the conference advises the Board of Trustees, the president of the university, other administrative officials, and campus senates on matters of concern to the university.

UIC has 15 academic colleges. The Health Sciences colleges—Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Social Work—report to the vice chancellor for health affairs. All other colleges—Architecture, Design, and the Arts; Business Administration; Education; Engineering; Liberal Arts and Sciences; and Urban Planning and Public Affairs; along with the Graduate College, Honors College, and University Library—report to the provost and vice chancellor for academic affairs. Under the leadership of Dean Rebecca Rugg, the College of Architecture, Design, and the Arts (CADA) comprises four academic schools—the School of Architecture, the School of Art and Art History, the School of Design, and the School of Theatre and Music, and is responsible for exhibition spaces Gallery 400 and the Jane Addams Hull-House Museum.

Governance in the School of Architecture

The Faculty

The faculty is the sole legislative body of the school. For governance and voting privilege purposes, this legislative body includes all tenured, tenure-track, clinical, and visiting faculty members holding an appointment at 51 percent or more for the full academic year. Faculty members with less than 51 percent appointments and staff appointed to 51 percent time or above within the school may attend faculty meetings and participate in the business of the school faculty, but do not have an ability to vote.

Director of the School

The chief executive officer of the school is its director, Florencia Rodriguez. Beyond the strategic and daily management of the school, the director's responsibilities include the development of mission, goals, strategies, policies, and procedures of the school for approval by faculty to ensure effective governance and sound educational policy. She is also responsible for representing the needs and interests of the students and faculty to the college and the university at large. As director, she is appointed annually by the Board of Trustees on the recommendation of the dean of CADA, the chancellor, and the president, with advice from the faculty of the School of Architecture. Her performance is evaluated on a five-year cycle by the college and school faculty.

Executive Committee

Chaired by the director of the School of Architecture, the executive committee is the main advisory body to the director regarding financial priorities, ensures faculty input, and advises the dean regarding the director's annual reappointment. The executive committee consists of the two associate directors (Blankenbaker and Torres) as well as three faculty members, two of whom must be tenured or tenure-track (currently Kelly Bair and Sarah Dunn), and one who



must hold a full-time clinical appointment, currently (Barbara Materia). Appointments are for a once-renewable one-year term. A staff member with budgetary authority, currently Rodrigo Díaz-Tobin, completes the membership and is responsible for the meetings' minutes.

Advisory Board

The director may appoint an advisory board composed of leading practitioners, alumni, and faculty members from the school and other units in the university to advise on matters pertaining to the school's relation to professional offices and cultural institutions, and as a vehicle for development and promotion.

Personnel Committee

The school personnel committee serves as an advisory body to the director in matters related to personnel development. It reviews and revises the school's Statement of Unit Norms, Expectations, and Standards, and serves in an advisory capacity for candidates in the preparation of their materials for promotion. The committee consists of five elected full-time faculty members (four tenured faculty, one of which must be a full professor elected by the other members of the committee and who serve as chair) and one non-tenured faculty member (either tenure-track or clinical). Faculty may not serve in this committee if they will be undergoing a personnel action during the period of appointment. The tenured members serve staggered two-year terms, and the non-tenured faculty member is elected for a one-year term. The director is not a member of the personnel committee.

Promotion and Tenure Committee

All tenured members of the faculty serve in the promotion and tenure committee, which presents, reviews, deliberates and votes on promotion and tenure cases. Only faculty members above a candidate's rank may vote in a faculty member's promotion and tenure review. The chair of the personnel committee acts as chair of the promotion and tenure committee. The director is present, but does not preside over, and is not a voting member of, the promotion and tenure committee meetings. The director's role is to participate and take the discussion of the committee under advisement and to make an independent recommendation.

Ad Hoc Faculty Search Committees

Following college and university rules and procedures, a faculty search committee is formed to advise the director of the School of Architecture on the identification and recruitment of qualified candidates for new or vacant full-time visiting, clinical, and tenured/tenure-track faculty positions. It includes a minimum of four members of the faculty at large appointed by the director of the school. A non-voting student member can also be named to participate.

5.2 Planning and Assessment

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

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



Program Response:

Between 2020, when the new NAAB Conditions were introduced, and 2022, the process of assessing courses faced significant challenges due to the pandemic, compounded by frequent staff and administrative transitions, some of which occurred during remote work periods.

In Spring 2021, the Assistant Director resigned from their position. To avoid initiating a search during this critical period, a temporary arrangement was made for a former Assistant Director to return for the remainder of that semester, extending through Summer 2022. A previous Associate Director of Graduate Studies (DGS) had stepped down in Fall 2020, and a new DGS assumed their role for the 2021/2022 academic year. The current DGS, Sarah Blankenbaker, began in the role in Fall 2022. Additionally, in Fall 2021, Robert Somol announced his intention to step down from his position as director at the end of the academic year. A search in Spring 2022 resulted in the appointment of Florencia Rodriguez as the new director, effective Fall 2022. In Spring 2023, a new Assistant Director was hired as well.

Complicating the situation (especially in relation to the MArch program), the previous graduate academic advisor left her role in Fall 2022, and the process of hiring a replacement proved to be challenging. After more than a year, a new graduate academic advisor, Annemarie Poyo Furlong, has been successfully appointed. As detailed in other sections, the college had also experienced changes in leadership in recent years. Rebecca Rugg assumed the role of Dean of the College of Architecture, Design, and the Arts in July 2019.

Between 2020 and 2022, the curriculum committee met only irregularly. It was in Fall 2022 that the assessment process was effectively reinitiated. The curriculum committee embarked on a preliminary review, identifying which existing courses meet the 2020 NAAB Conditions. Several members of that year’s curriculum committee have transitioned into the NAAB committee responsible for developing this APR and preparations for the upcoming visit.

During her initial academic year as director, Rodriguez dedicated a significant portion of her time to understanding existing practices at the school, conducting observations in classrooms, attending reviews and presentations, and meeting with faculty and administrators. The primary goal of this period has been to identify some of what faculty, students, and administrators perceive as the most effective practices already in place and those systems or processes that need, or will soon need, additional attention.

Initial findings resulted in changes and adjustments targeting a selection of most pressing issues related to pedagogy or those that most acutely affected administrative or educational processes. This year, the school is initiating a collective and more detailed phase of review and renewal of the school’s mission and practices that is intended to unfold partially as part of the reflections prompted by the NAAB review and visit, and with the active participation of the faculty. We have identified three additional phases for the unfolding of this general review and renewal of the school’s mission and practices:





1- 22/23 REVIEW

Actions:

- Rodriguez held informal individual meetings with most clinical and tenure-track faculty members, actively seeking both their perspectives on the future of the school and insights into their areas of interest and research. She also delved into the historical context of the programs and their various formats, seeking counsel from the dean and other colleagues within CADA. Additionally, she meticulously examined the institutional conditions required for effective change. Throughout this process, vital and enriching discussions were held with the executive committee, the curriculum committee, and the NAAB committee. These are playing a pivotal role in shaping the basis for the school's future plan.
- A thorough analysis of the 2020 NAAB Conditions and our curriculum was conducted, identifying the need to introduce a first round of changes for 2023–24.
- The meaning of research and its role in the MArch was discussed collectively not only during last year's final walk through the Year End Show exhibition, but also more specifically during the Summer with the faculty in charge of this year's studios. We have identified this as one of the key areas to focus on.
- The school's public programming was reactivated to pre-pandemic pace and strengthened to incorporate topics that needed a stronger presence in the program, enrich the debates at the school, boost community life, diversify the voices and references the school was looking at, and attract both visitors from the city and interest from prospective students, among other goals.
- We identified areas of strength and established formal platforms for the school can build on those. One example is the project for the new journal as a means of representing our academic community, for which we have already been awarded a Graham Foundation grant. The journal is being edited this Fall semester.
- We redesigned the form of collaboration with the Student Advisory Board, augmenting the quantity of meetings per year and setting clear objectives, very intentionally incorporating leadership roles and learning experiences.
- The director and administration started a review of processes to generate protocols and systematization of regular processes.
- In line with the growth analysis developed by the college, the director and administration identified general targets for growth of the graduate program and began assessing new strategies to accomplish them.
- We resumed the self-assessment summits (the last one had happened in 2019), initiating with a technology summit in Spring 2023.
- A bigger than usual and very diverse group of reviewers was invited for the final reviews in May. This allowed to push the school's conversations out of their comfort zone, and for the director to ask for individual feedback from people of different ages and a variety of backgrounds.
- Many actions to continue working and strengthening the school's links to the city were taken. Meetings with renowned practitioners or cultural producers, organization and participation in panel discussions, and the commitment to be very present at the Chicago cultural life supported this intention.
- Updated NAAB Conditions sheets were distributed to all faculty, and as the NAAB committee has looked more closely at course materials in preparing the report, it has communicated case-by-case with faculty to foster greater awareness of new language relative to the conditions.



Some of the conclusions of this first phase of analysis were:

- Owing to the contingencies described at the beginning of this section, systems for continuous self-assessment and improvement were not active.
- The need to bolster the presence of PC.3 Ecological Knowledge and Responsibility in the program was pressing.
- The school would benefit in the setting of parameters around and better organizing the research it produces.
- The school needed to increase its presence and links to the city.
- The school needs a comprehensive communication strategy.

2- 23/24 ACTIVATE

The objectives for this cycle are to put targeted changes and policies into place, share an inspiring vision with the school, and start a collective process to update our mission and strategic plan.

Actions:

- The reflections on the combination of last year’s findings, along with the intellectual traditions and strengths of our school, resulted in the triad “to challenge, to research, to contribute,” explained in section 1. Mission and Context, and repeated a number of times in this report. This was shared publicly in our all-school meeting on the first day of classes to inspire change and reinforce the sense of belonging to this academic project. That regular event also expanded to include a school-wide overview of Fall studio courses, enabling the community to develop greater awareness of all of the topics and areas of focus and interest across both programs. This awareness-building will continue in a second phase with a plan for “open studio” presentations after midterms.
- The positive impact of the discussions held last spring and during the summer was evident throughout those presentations. The presence of topics and references related to the environment was notable across the school.
- A permanent self-assessment plan is being redesigned. For consistency, we now have a three-year cycle of yearly summits addressing each of the main areas of our curricula: Design, Technology, and Theory and History. We started with Technology in 22/23 and will continue with Theory and History in 23/24 (October 11); the Design summit will happen in 24/25. Professional Practice is assessed separately by the curriculum committee in conversation with the director, our NCARB representative, and the Associate Director of Graduate Studies.
- To ensure the summits are productive, and the discussions move forward to the curriculum committee in an organized manner, we are naming area coordinators. Their responsibility is to assist the director organizing prompts and leading the conversations in the summits, generate minutes, work in some conclusions with the director, share a document with the conclusions with the curriculum committee, and maintain a permanent overview of the sequence so we are permanently assessing and improving. The coordinators are: Kelly Bair for Design, Alexander Eisenschmidt for Theory and History, and Grant Gibson for Technology. This strategy will ensure continuity of assessment of the NAAB Conditions.
- During Spring 2024, we will start a collective process of updating our mission and strategic plan. The kick off will be a one-day faculty retreat with an agenda for discussion and a facilitator.
- The sequence of research seminars and studios in 2023–24 were divided into three small sections with topics directly related to environmental knowledge and inclusiveness. These small sections of five to six students each allow for a research



more similar to the depth of a thesis but with the advantage of collaboration and group exchange. The themes and faculty teaching these courses will rotate. A call for abstracts will be shared with the faculty in the Spring semester, to define the new sections before the summer. More information about this has been included in PC.5.

- We will formally ask guest reviewers to complete a digital survey and leave feedback for consideration.
- Additional actions related to the assessment of our financial models and the plan for growth for the next three years are explained in section 5.7 Financial Resources.
- A journal, a publishing program, an exhibition in the city, a conference, and a new website are being developed as part of the plans to give visibility and put into action our research and reassert the school as an active voice in local and global architecture discourse.
- A new position shared with the School of Design—the AD Director of Student Academic Affairs—has been created and will be filled in October 2023. The new hire will collaborate with the graduate academic advisor on strategies to increase enrollment and offer an even better student experience.

3- 24/25 IMMERSE

This is the cycle in which the new mission and plan will begin to come to fruition. All of the projects and changes explained above, plus others identified in the process, will be active and in place—many of them for a whole year, so we will be able to learn from those experiences. We will be fully immersed in the project for this new era of the school.

4- 26/27 COLLECT

In the fourth cycle, we should be able to collect data related to the earliest results of these changes. The school already has exceptional faculty with a unique level of expertise and a presence in the most prominent exhibitions, biennials, publications, and other venues, along with a diverse and forward-thinking student body; the new plan will propel our program to a position of leadership in contemporary architecture discourse. It is our goal to generate new knowledge and to make significant and indispensable contributions to the field.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Historically, the school measures, discusses, analyzes and employs data for program improvement through the following practices::

- The dean meets directors every week; the college council joins every other week. The dean and each director meet individually once every month. Items for discussion include academic policy, administrative practice, budget and financial status, staff and faculty personnel issues, planning and forecasting of enrollment, program development and promotion, and fundraising for the college and schools. Enrollment, retention, and graduation rates are some of the key performance indicators in those discussions. All college faculty meet once a semester at the all-college meeting to discuss and vote on college policy.
- Through the Office of Programs and Academic Assessment, the University requires a program review every eight years. The purpose of the program review is to support program- or unit-level efforts in fulfilling the UIC mission through ensuring that program/unit planning and decision-making is in line with the goals of the university; ensuring that a program/unit's operations are explicitly linked to its educational and budget planning; demonstrating the accountability of programs/units in maintaining



high quality, effective, and efficient academic, research, and service programming that is responsive to the needs of students and the urban environment; demonstrating student learning outcomes and utilizing assessment results in the instructional planning process; and identifying programmatic areas in need of attention and making recommendations for continuous improvement or innovations. The second purpose of the Program Review process is to meet the accountability requirement of the Illinois Board of Higher Education (IBHE). The IBHE requires that academic programs be reviewed on an eight-year cycle. UIC program reviews coincide with these cyclical reviews. Some of the findings obtained from UIC program reviews are used for IBHE reporting purposes. The last review required a report in Fall 2021 followed by a Spring 2022 IBHE visit. The selected reviewers were Mark Lee (Harvard Graduate School of Design) and Brett Steele (UCLA School of the Arts and Architecture). The results are analyzed by the Office of Programs and Academic Assessment, and reviewed in detailed interviews with each unit's executive officer who previously provides a written response to the reports. A plan for action is recommended if needed. For our last review, no changes were suggested other than continuing working in the direction the school was proposing.

- Faculty meetings provide an effective way for short-term review of many areas of school activity, including budget, curriculum and personnel, research, external affairs, and development. The director's close collaboration with associate directors also facilitates short-term planning. Annual portfolio reviews, open studios, and the Year End Show allow for a yearly overview of student progress and curriculum development, and are important tools in the curriculum and recruitment planning process.

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

Program Response:

As explained in point 5.2.1, we are in the process of establishing a new plan and updating our mission. The multiyear objectives set in this first phase appear in that same section. We are devoting efforts to strengthen our self-assessment structure to make sure we can measure the progress and define new key performance indicators but believe that we have accomplished significant progress toward our goals between 2022 and 2023.

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

Program Response:

Many of these issues related to the internal assessment were already elaborated on in point 5.2.1, as our intention was to clearly relate some changes in strategy to the recent change in leadership. Some of the most significant policies in place are the regularly scheduled summits and the appointment of area coordinators.

The technology summit held in Spring 2023 drew some conclusions related to the need to keep working to strengthen integration, building performance, and environmental responsibility, as elaborated in the corresponding PC.s and SC.s. The appointment of the area coordinators will make following up on all decisions much more efficient and will bring a more specific overview to the curricular discussions.



The University's Office of Academic Program Review and Assessment performs annual performance assessments of each of our programs based on the mission and statements the School originally shared with the office. We think there is room for improvement in that process so we can make better use of the tool.

At the school level, one evident challenge is the systematization of data collection, as a lot relies on surveys that are not completed by even half of the student population. We are working on developing better systems to use the collected data more intentionally, share it, and use it for permanent improvement. One specific goal for this year is to get a minimum of 70 percent of responses in faculty evaluation surveys.

The uniqueness and strengths of our school rely on our exploratory design approach and the strong presence of theory and criticism in all programs. Beyond discussions in the curriculum committee, those areas' production is permanently showcased, assessed, and discussed in reviews, lectures, conferences, and the everyday life and activities of the school.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The school benefits immensely from our outside reviewers. At the end of each semester, we organize a three-day review schedule for the whole school and make it a significant celebratory moment for our community. We build a list of prominent practitioners, academics, and writers from whom we are interested to gather opinions and critiques. At the end of the three days, the director and associate directors have dinner with them to discuss what they saw. This year, we are also working on a small survey to formalize these inputs and better use their inputs.

We also invite three guests to select and award the school's best work for the Year End Show (YES). They spend a whole day analyzing all the studios' productions and having conversations specifically with the director.

As Chicago is home to renowned architecture practices, it is common for faculty to invite local practitioners for more informal pin-ups or midterm reviews. These moments are also very valuable as the conversations sometimes get more informal and generate other kinds of feedback. It is not unusual that the same guest reviewer from the midterm also gets invited at the end of the semester to see the full development of the projects.

Portfolio Day at AIA is another opportunity to get extremely valuable input from Chicago practitioners; for more on this event, refer to section 2 and PC.1.

We intentionally maintain informal conversations with offices in the city to see how our students and graduates perform when they do internships or get jobs. The feedback generally points out the unique ability of our students and graduates to be highly creative, find original design solutions when needed, and think critically.

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

Program Response:

Regarding the curricula, we have already established policies to self-assess through summits, reviews, and walk-throughs, and the roles of the director, associate directors, area



coordinators, and curriculum committee in the interpretation of the outcomes and the plan to encourage change. We have also discussed in 5.2.4 the difficulties encountered related to faculty evaluations.

Beyond that, faculty submit faculty activity reports (FAR) annually, which are reviewed by the director. During the Fall semester, the director works on providing feedback. The personnel committee also coordinates a mentorship program for tenure-track faculty so that they can plan for their promotions and careers.

All incoming tenure-track faculty members are paired with a faculty mentor from within the department who takes part in the candidate's first-year and third-year reviews, and often serves as the candidate's paper preparer during the promotion and tenure process in the fifth year. Additionally, the Associate Dean of Faculty and Academic Affairs in the College of Architecture, Design, and the Arts works with tenure-track faculty to identify a mentor outside the college, if desired.

The executive committee advises the director on the effectiveness of the school's administrative and academic structures. The dean reviews the director annually, which may include confidential evaluation forms submitted by school faculty and staff.

At the end of each Spring semester, continuing and graduated students are sent short surveys. Continuing student surveys ask about employment during the previous academic year and for the upcoming summer. The intent is to gauge external workload for School of Architecture graduate students, many of whom work on- and off-campus jobs while in school, and how well the MArch program positions them to gain architectural employment. The surveys additionally identify those that might be interested in working as a teaching assistant for a summer program or otherwise be involved with the school over the summer break.

Graduated student surveys inquire about post-graduation employment and are another means for evaluating how easily our students enter the workforce. The surveys also request feedback and suggestions for improving the graduate student experience and provide an additional form of assessment of the program at large. Through recent surveys, we learned, for example, that students felt one course—Arch 555: Design Development—needed greater faculty support and that alterations in class scheduling could be more predictable for some courses.

From both sets of surveys, it's apparent that the Career Fair and faculty connections are both resources heavily utilized and valued by students.

5.3 Curricular Development

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

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

Program Response:

As mentioned in 5.2.1, the school's own permanent self-assessment plan is being redesigned, but its foundation is a three-year cycle of yearly summits addressing the main areas of our curriculum—Design, Technology, and Theory and History—and incorporating area coordinators that collaborate in a grid-like manner with the director, associate directors and curriculum committee. More on this in 5.3.1.

As mentioned above faculty members are required to submit a faculty annual report (FAR) to the Director, which provides an evaluative framework for each faculty member, the director,



and the dean to assess faculty research and creative work, as well as teaching, university, and professional service. In addition to this, course evaluations are a tool with great potential to abstract various performance indicators, but only a small group of students complete them. We are working on strategies to change the situation this year and include them in course requirements. Administrative staff will support faculty by visiting the courses and inviting the students to fill the surveys there.

The highest point of the academic decision-making process is represented by the senate, which consists of elected members from all colleges. The senate meets each semester to debate and make decisions on educational policy and recommend new programs.

Self-assessment within individual colleges is enacted through the college executive council. The college educational policy committee evaluates curricular proposals originating from the curriculum committees of the various schools. The dean meets weekly with directors as a group and individually once every month. Items for discussion include academic policy, administrative practice, budget and financial status, staff and faculty personnel issues, planning and forecasting of enrollment, program development and promotion, and fundraising for the college and schools. All college faculty meet once a semester at the all-college meeting to discuss and vote on educational policy.

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

Program Response:

Course syllabi are due before the beginning of classes to the director and associate directors for review and comment before posting and distribution. As a result of the process of creating this report, the director and the NAAB committee are working on a perfected syllabi template to start using in the Spring semester. In addition, during the summer, the director organizes meetings with all studio instructors to coordinate learning outcomes and ensure the program addresses the NAAB Conditions and the results of the assessment generated in the Year End Show walk-through.

As mentioned in 5.2, one result of the process of making this report has been the incorporation of area coordinators that will have an oversight of each area sequence in all programs. Building on this, a director's council is being implemented starting this year, formed by area coordinators, the curriculum committee, and associate directors. We are designing the forms of interactions to ensure that course assessment is even more fully integrated into curricular development. This will result in a new grid-like scheme that will guarantee that all changes respond to the mission and vision of the school and the NAAB Conditions while reflecting our belief in shared governance.

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

Program Response:

The School of Architecture bylaws provide for a process of continual self-assessment through review of school policies and practices by faculty committees. Committees advise the director on issues and agenda involving the school. The decision-making structure is as follows:



- Director: Responsible for running the school, including hiring, budget, and academic leadership
- Associate directors: Coordinates the undergraduate and graduate programs, in liaison with the Graduate College (for graduate programs)
- Executive committee: Advises the director on administrative and academic operations
- Curriculum committee: Advises the director on curriculum and teaching
- Personnel committee: Conducts promotion and tenure–related evaluations

Other committees can and have been formed by the director as needed. Since last year, the director appointed a NAAB committee, and a search committee started work in Fall 2023.

In addition to these committees and groups, the school has several annual activities that allow continuous assessment, such as all-faculty meetings, director and program coordinator meetings, reviews, open studios, portfolio reviews, the Year End Show, and the faculty annual reviews (FAR), among others.

As mentioned before, faculty meetings provide an effective way for short-term review of many areas of school activity, including budget, curriculum and personnel, research, external affairs, and development. The director’s close collaboration with associate directors and the recently appointed area coordinators, also facilitates short-term planning. Faculty annual reviews with the director provide an evaluation process for each faculty member, the director, and the dean to assess faculty research, creative work, teaching, university, and professional service.

The School bylaws stipulate that student representatives may attend regular or special meetings of the faculty and its committees.

5.4 Human Resources and Human Resource Development

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

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

Program Response:

During the 2022–23 academic year, the School of Architecture comprised 47 people—28 full-time faculty, 14 part-time faculty, and five staff—who supported student learning and achievement. Staff members with full-time roles in the School of Architecture included Rodrigo Díaz-Tobin, Assistant Director; Livia Miller, Publicity and Promotion Associate; and Yazmin Torres, Finance and Operations Manager. Two staff held shared roles with the School of Design: Christian Oiticica, Senior Instructional Laboratory Specialist; and Alexander Jones, Senior Instructional Laboratory Specialist. Jayne Kelley, a faculty member with an administrative course release, held the role of Assistant Director, Events and Publications, in the 2022–23 school year; a new faculty member, Igo Kommers Wender, assumed this role in August 2023. A new graduate advisor selected through a national search, Annemarie Poyo Furlong, began work in September. In addition, the College’s Office of Student Affairs includes one advisor dedicated full-time to undergraduate architecture students.



The current School of Architecture Statement of Unit Norms, Expectations, and Standards articulates the following primary teaching, research, and service responsibilities for full-time faculty:

- Teach three to four classes per academic year. Additional assignments and adjustments, such as independent study and course releases (e.g., for administrative roles), may be made based on the needs of the school.
- Support school programs through development of curriculum and instructional materials; pursue curriculum development grants when appropriate.
- Consistently pursue creative approaches to teaching; maintain knowledge of current philosophies and debates in the field; and be willing and able to teach at all levels of the undergraduate and graduate curriculum.
- Pursue distinction in research, scholarship, and creative work through exhibitions, publications, significant awards, and other recognition as appropriate to the field.
- Participate in school, college, and university committees as elected, assigned, and/or invited.
- Have productive and ongoing external service connections within the discipline, profession, and/or community.

Most full-time faculty teach both undergraduate and graduate courses, and most teach at least one topic studio or elective seminar that provides them with the opportunity to pursue an area of interest. In design studios, the weekly contact time is 12 hours per week for third- and fourth-year undergraduate studios and all graduate studios, and eight hours per week for first- and second-year undergraduate studios. Studio preparation and grading average an additional two hours per week. The student/teacher ratio in MArch studios averages 12:1. The student/teacher ratio in undergraduate studios averages 16:1; this ratio is typically higher in the first and second years and lower in the third and fourth years. In undergraduate technology and graduate and undergraduate history/theory courses, weekly contact time is two hours and thirty minutes, with preparation, grading, and TA supervision averaging an additional 12 hours per week. Weekly contact time in graduate technology courses is three hours and twenty minutes, with preparation and grading averaging an additional nine hours per week. Seminars meet for two hours and forty-five minutes, with preparation and grading time of up to an additional eight hours per week, depending upon the type of seminar. Faculty coordinating large undergraduate lecture classes and studios and faculty leading new courses average more time.

Service to the school takes many forms, but two key vehicles for faculty service are administrative positions and committee participation. Faculty who serve in significant administrative roles, such as the school's director and associate directors and CADA's associate deans, receive course releases to balance the added service load. Required school and CADA committees are primarily elected by the faculty, following school and college bylaws and university statutes, and participation is distributed across the full-time faculty. The director also assigns a coordinator for each school program; these faculty represent their program on the curriculum committee. Additional school committees, such as admissions and search committees, are appointed by the director, who is mindful of equitable distribution of workloads. Part-time faculty have no expectations of service.

In the 2022–23 academic year, there were 15 tenured and tenure-track faculty members: seven professors, seven associate professors, and one assistant professor. Of this total, three are licensed architects in the United States, and two are licensed outside the United States; six are women, one is African American, two are Latinx, and five are foreign.

During the same year, there were 11 clinical faculty members in the School. Clinical faculty are full-time faculty whose contracts can span multiple years and be renewed indefinitely. They have voting privileges, can have expectations of service, and can pursue promotion in



rank, but cannot obtain tenure. Of the current clinical faculty, four are licensed architects in the United States, and one is a licensed architect outside the United States; four are women, two are Latinx, and four are foreign.

There were two visiting assistant professors at the school during the 2022–23 academic year; both women, and one was Asian.

During the 2022–23 academic year, there were 14 part-time adjunct faculty; these included six women, one African American, and one Latino.

Criteria for Determining Rank, Reappointment, Tenure, and Promotion

Full-time non-visiting faculty appointments occur through an evaluation process involving other faculty. For full-time, tenure-track appointments, the director of the school appoints a faculty search committee. (A staff member usually serves as search coordinator, and committees can include a non-voting student representative.) Procedures follow strict guidelines established by the university, and the list of eligible applicants is approved via Cornerstone and JDxpert, online tools used by the University's Office of Access and Equity, prior to requests for interviews and additional information. Final appointments require the approval of the dean of the college. A search committee is also appointed for full-time clinical positions with contracts of 50 percent time or more. Adjunct faculty with appointments of less than 50 percent time are hired at the director's discretion.

A faculty member pursues promotion and tenure according to procedures established by the university. The School of Architecture personnel committee and the director review promotion and tenure progress and applications using criteria established in the School's Statement of Unit Norms, Expectations, and Standards, which describes faculty workloads and required levels of achievement for each professorial rank for research, scholarship, and creative work, teaching, and service, including criteria for tenure-system promotion to associate professor and full professor, and non-tenure-system promotion to clinical associate professor and clinical professor. As part of that process, the personnel committee carries out one- and three-year reviews of tenure-track faculty. In accordance with college and university policies, tenure-track faculty members are expected to provide the personnel committee and director with a written report of academic activities and a plan for their research, scholarship, and creative work in mid-spring of their first and third years.

Candidates for promotion to the rank of associate professor with tenure are expected to have high levels of performance in their teaching, research, scholarship, and creative work, and to have made contributions to the school, college, university, community, and profession. They should have demonstrated creative and effective teaching in their subject area, as well as effectiveness in making connections to the overall program and curriculum of the school. They should demonstrate achievement and promise in their area of scholarship or professional expertise, including evidence that their work will provide a foundation for future growth subsequent to tenure and promotion, as well as evidence that their work has achieved no less than regional and some national recognition. Candidates for promotion to the rank of associate professor are also expected to have demonstrated service contributions to the school, college, university, profession, and local community.

Candidates for promotion to full professor with tenure are expected to have demonstrated sustained levels of outstanding performance in their teaching, research, scholarship, and creative work, and to have made significant contributions to the school, college, university, and to the community and profession. They should have demonstrated not only both creative and effective teaching in their specific subject area, as well the overall program and curriculum of the school, but also a leadership role in the curricular area. There should be demonstrated leadership and achievement in their area of scholarship or professional



expertise, including evidence that their work has achieved no less than national and some international recognition. Candidates for promotion to the rank of full professor are also expected to have demonstrated a strong service contribution and leadership role within the school, college, university, profession, and local community.

Candidates for promotion to the rank of clinical associate professor are expected to have high levels of performance in their teaching, research, and creative work, and to have made contributions to the community, institution, or profession. There should be demonstrated achievement and promise in their area of scholarship or professional expertise, including evidence that their work will provide a foundation for future growth subsequent to promotion, including evidence that their work has achieved no less than regional and some national recognition.

Clinical assistant professors are not required to seek promotion. However, candidates seeking promotion to the rank of clinical associate professor can advise the director of their intention in the early fall of their fifth year as a clinical assistant professor, or anytime thereafter. This notification will begin a process of mentorship for the preparation of the required papers and portfolio.

Candidates for promotion to the rank of clinical professor are expected to have high levels of performance in their teaching, research, and creative work and to have made contributions to the community, institution, or profession. There should be demonstrated achievement and promise in their area of scholarship or professional expertise, including evidence that their work will provide a foundation for future growth subsequent to promotion, as well as evidence that their work has achieved no less than national and some international recognition.

Research, Scholarship, and Creative Work as Defined in the School Norms

Departmental criteria for promotion and tenure recognize the creation of knowledge through research and scholarship as well as the application of knowledge through both theoretical work and architectural projects. The School of Architecture understands, and considers for promotion and tenure, architecture to include built or speculative architecture and design works, including buildings, landscape and urban design projects, installations, visualizations, and designed objects completed or prepared for professional commissions, competitions, publications, or exhibitions. Research and scholarship work may consist of manuscripts, essays, reviews or experimental texts, editorships, the curation of exhibitions, and the organization of conferences. A faculty member's contribution to architectural work will often be in collaboration with other professionals. The nature of this work will vary with expertise and may include consultation as well as design. Joint authorship is common within the field, and is to be expected and supported, provided a statement that details and clarifies the candidate's role and area of central contribution within the co-authored production.

Research, scholarship, and creative work considered for promotion is expected to be of high quality, have effectively advanced the state of disciplinary knowledge in the candidate's area of expertise, and demonstrated a significant reception and influence in the field of architecture. Evidence of this advancement takes the following forms.

- 1) Publications, including:
 - a) Scholarly books published by academic or trade presses written by the candidate.
 - b) Volumes edited by the candidate or written about the candidate's architectural or design projects.
 - c) Editorships of scholarly or professional publications.



- d) Scholarly articles published in academic or professional journals written or edited by the candidate or written about the candidate's architectural and related design. Articles in non-refereed journals are the norm. The common norm for judging contribution to the field is the publication of one's research, scholarship, or creative work in a prestigious trade or non-refereed academic journal, edited volume, or catalog.
- e) Reviews written by the candidate or about the candidate's research, scholarship, or creative work by others, published in academic or professional journals.
- f) Scholarly articles or reviews in digital platforms with publishing standards equivalent to academic or trade presses and journals written by the candidate.

2) Exhibitions, including:

- a) Curated exhibitions of the candidate's architectural and related design projects. Evaluation is based on the significance and scope of the exhibiting institutions: international, national, regional, and local*. Other measures of importance include the substance of work being represented, and the manner in which the exhibition is organized.
- b) Exhibitions curated by the candidate. Evaluation is based on the significance and scope of the exhibiting institutions: international, national, regional, and local*. Other measures of importance include the substance of work being represented, and the manner in which the exhibition is organized.

*Note that Chicago is an important center for architecture and design, and some professional recognition in the city can be understood as international in scope and impact, depending on the significance of the venue.

3) Awards, including:

- a) Competitive fellowships or grants from national or international institutions.
- b) Prizes given by societies, foundations or organizations or sponsored by architecture and design journals or trade publications for architecture and related projects.
- c) Travel fellowships or residencies sponsored by recognized institutions and organizations and held at national and international venues.
- d) Awards or prizes for local, national, or international architectural and related design competitions.
- e) Recognition by professional and academic societies.

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

Program Response:

Professor Paul Preissner serves as the school's Architect Licensing Advisor. Faculty holding this position must be licensed (Preissner has been a registered architect in New York since 2004 and in Illinois since 2007). Preissner coordinates with NCARB to organize an AXP overview for all students as part of the school's midweek programming and is available to provide licensure and professional practice information sessions to student groups (AIAS, NOMAS, etc.). Preissner represented UIC at the NCARB Region 4 MBM/Educator



Symposium in 2019 at Ball State University in Muncie, Indiana, and at the NCARB 2023 Licensing Advisors Summit in Kansas City, Kansas.

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

Program Response:

In the School of Architecture, teaching and research expertise are deeply intertwined, and all faculty are expected to contribute to program improvement through continual professional development in both areas.

One primary opportunity within the university to support those efforts is dedicated funding and support for finding funding. Within the university, all full-time faculty, whether tenure-system or non-tenure-system, receive annual professional development funds for “research and/or teaching-related professional development” of at least \$1,200 per year, plus an additional \$900 per year for travel with approval from the director. In addition, the College of Architecture, Design, and the Arts offers the longstanding, competitive, twice-yearly Dean’s Research Prize, with an award of up to \$1,000, as well as the competitive, annual Dean’s Distinguished Faculty Award, for \$12,000 (which provides support for two years). There are also occasional, competitive university research funds open to faculty; recently, these have included the Office of the Vice Chancellor for Research’s Creative Activity Awards in 2020 and 2022, which offered grants up to \$25,000, as well as the Office of the Vice Chancellor for Faculty Affairs Covid Faculty Relief Funds in 2022, which also offered grants up to \$25,000. School of Architecture faculty have been highly successful at garnering these various grants. Part-time faculty may apply for up to \$500 from the competitive, annual CADA Professional Development Award.

The college and university also provide support for finding and pursuing external grants. The college’s Associate Dean for Faculty Affairs maintains and distributes a bi-monthly funding opportunities newsletter and liaises with the University’s Office of the Vice Chancellor for Research, which provides research development services, such as limited submission grant application guidance, and access to additional funding-source search platforms, such as Pivot: see <https://research.uic.edu/research-development-2/>.

University policies related to different kinds of release time for faculty provide further support for faculty development: see <https://facultyhandbook.uic.edu/leaves/>. In particular, full-time tenure-system faculty can apply for sabbatical leave for research as follows: after the completion of eight years of full-time service, faculty may apply for one semester at full pay or two semesters at 66 percent pay; after the completion of six years, faculty may apply for one semester at full pay or two semesters at 50 percent pay; after the completion of four years, faculty may apply for one semester at 66 percent pay; and after completion of three years, faculty may apply for one semester at 50 percent pay. Faculty can also take leave without pay to develop specific research interests, teach at other institutions, or do creative work. Other forms of support introduced by the School of Architecture include release time for research and professional leave without pay.

Another significant form of faculty development is mentorship. All new tenure-system hires are assigned a senior faculty member as a mentor who provides guidance regarding research, teaching, and service throughout the University’s rigorous, procedurally specific, and time-constrained promotion and tenure process. In Summer 2022, the school implemented an additional mentoring program for all clinical faculty at assistant and associate ranks, as well as for all tenured faculty at associate rank; this program provides more structure and guidance for all faculty development and promotion.



A third notable opportunity for faculty development within the university is access to teaching resources through the Center for the Advancement of Teaching Excellence (CATE). Their mission is “to develop a culture of transformative and inclusive education that leverages a technology-rich learning environment and supports instructors committed to student success”; to those ends, they offer workshops, a program that certifies Inclusive Education Scholars, teaching guides, individual consultations, TA training, and sample syllabi, among other resources: see <https://teaching.uic.edu/>.

Outside of the university, the school also benefits tremendously from its location within one of the world’s most important cities for architecture. The school’s programs actively engage Chicago’s rich architectural and urban design heritage and contemporary innovations, which act as a “living laboratory” for faculty and students alike. The opportunities for direct encounters with key works by prominent historical architects, including Louis Sullivan, Frank Lloyd Wright, Ludwig Mies van der Rohe, and Bertrand Goldberg, and a dynamic community of practices working across scales energize and enhance the program.

Although the number of offerings in the city has declined somewhat since 2020, it still feels possible to view an exhibition, attend a lecture, or participate in a symposium devoted to architecture, urbanism, or design in the city almost every day. Many public and private institutions and organizations sponsor these events or provide research resources, including the Chicago Architecture Foundation, the Chicago chapter of the AIA, the Chicago Athenaeum, the Chicago Architectural Club, Illinois Institute of Technology, the Renaissance Society at the University of Chicago, the Graham Foundation for Advanced Studies in the Fine Arts, the headquarters of the Society of Architectural Historians, the Newberry Library, the Department of Architecture at the Art Institute of Chicago, the Chicago History Museum, and the Museum of Contemporary Art, among others.

Faculty and students benefit formally and informally from this extensive aggregation of cultural and educational institutions, economic and civic enterprises, and the rich human diversity of the region. The city of Chicago and its cultural institutions offer important opportunities for faculty that include invitations to lecture and participate in symposia, conferences, and reviews within organizations such as the AIA, the Chicago Architectural Club, the School of the Art Institute of Chicago, the Graham Foundation, and the College of Architecture at Illinois Institute of Technology. Courses promote student engagement with these opportunities through class field trips to exhibitions, historical and other significant sites, and events, or assignments that ask students to attend lectures or exhibitions.

Staff Development

At UIC, staff participate in LLEAP, the Lifelong Learning and Education Access Program, which provides release/flex time and funds for development opportunities focused on enhancing a career at UIC. Each year, staff can access \$200 and eight hours of release time for professional development activities, \$200 for coursework not covered under university tuition waivers, additional flex time of four hours per week while enrolled in educational development activities, and sixteen hours of release time for professional development activities.

UIC’s human resources department also provides staff with a wide range of career, professional, and workplace tools accessible in various formats. For example, LinkedIn Learning presents video-based tutorials by experts that allow self-paced online training in leadership competencies, business skills, and computer applications. Employees may also take advantage of tuition waivers for courses offered in the University of Illinois system.

The university’s Clinical Employee Assistance Services offers confidential counseling services—also available to the employee’s family members—for personal issues that could



affect job performance. Other university-level benefit and wellness initiatives include: Be Well Illinois, which hosts wellness webinars and shares financial wellness, healthy eating, and exercise tips; Recreation and Wellness Programs, which centralizes information on financial, physical, intellectual, spiritual, and environmental wellness; the SEGIP Adoption Benefit Program, which provides financial assistance for adoption; the SEGIP Smoking Cessation Program, in which members can enroll to receive financial assistance to quit smoking; and the SEGIP Weight-Loss Benefit, which can also provide financial assistance with an approved weight-loss program. Finally, depending on their employment status, employees accrue up to 28 vacation days and 25 sick days per year (half of which can carry over to the following year).

In addition, School of Architecture staff can work remotely one day per week during the academic year and up to three days per week remotely during the summer.

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

Program Response:

Academic Advising

Led by the undergraduate and graduate advisors, the school's advising aims to make each student's path to progress through a program as clear as possible. Both advisors are available by appointment to counsel students through options and opportunities within degree requirements. Program directors are available for one-on-one advising as needed.

College and University Support Services for Students

When the advising process in the School of Architecture exceeds the jurisdiction or expertise of the program advisors or the college's Associate Dean for Students, other university offices provide support:

- The [Office of Access and Equity](#) addresses student and faculty issues concerning alleged forms of unlawful discrimination and harassment.
- The [Office of the Dean of Students](#) offers a wide variety of student services, including mediation in disciplinary procedures, and oversees the student judiciary process. They also offer what was formerly known as [Student Ombudsperson's](#) services: a platform for sharing concerns and navigating options related to academic programs.
- The [Counseling Center](#) centralizes mental-health services for UIC students: "We provide a wide range of clinical services, outreach and educational programming, consultation, and professional training. Our staff is committed to social justice and proud to provide culturally-affirming mental health services to UIC's diverse student body." Services include a resource library, self-care tips, mind-body programs, peer support groups, individual and group therapy, psychiatry services, and case management. [Crisis support](#) is accessible through a 24/7 hotline.
- The [Wellness Center](#) "support[s] student learning, academic success, and retention by providing wellness services that promote healthy attitudes and behaviors, empower students to make informed choices, and enhance holistic well-being." Their initiatives include hosting a [Pop-Up Pantry](#) for students experiencing food insecurity.
- The [Disability Resource Center](#) facilitates academic accommodation for students with disabilities, including the provision of Letters of Accommodation.
- Additional academic and personal support for students is found through an active array of resource centers on campus, including the [African American Academic Network](#), the [Asian American Resource and Cultural Center](#), the [Gender and](#)



[Sexuality Center](#), the [Latin American Recruitment and Educational Services \(LARES\)](#), the [Women’s Leadership and Resource Center](#), [Student Veterans Affairs](#), the [Arab American Cultural Center](#), the [Native American Support Program](#), and the [Disability Cultural Center](#).

- [Student Financial Aid and Scholarships](#) administers financial aid programs and provides financial counseling.
- [Student Legal Services](#) assists current students in understanding and solving legal problems: “SLS provides high-quality, free, and confidential legal advice and limited representation on a wide range of common legal issues, including landlord/tenant disputes, misdemeanor criminal offenses, immigration issues, contract review, and more. While we cannot represent you in court, we can help resolve disputes, help you understand your rights and obligations, and direct you to useful resources, including referrals to attorneys with experience related to your case.”
- Finally, [University Police](#) address safety and security issues. Their services include the [SAFE app](#), which includes a panic button and push alerts, the [Night Ride](#) service, and a [walking safety escort](#) service.

Career Guidance

UIC’s [Career Services](#) advises students in evaluating, initiating, and implementing career plans through assessing their strengths and interests and help with resume writing and job search strategies. The school uses the University-supported platform [Handshake](#) for job postings (part-time and full-time) throughout the year; includes scholarship, internship, and other free student learning opportunities in the [weekly newsletter](#); and organizes an annual [Career Fair](#) in March, the 2023 version of which hosted 26 local and national firms. The school also develops complementary events each year, such as panels addressing the AXP process, alumni experiences, resume writing, and other advice for searching for and succeeding in jobs in the field of architecture.

In addition, all graduate students are required to submit a portfolio of all studio work to the school for review at the start of the spring semester (see PC.1 for more on this process). Each student portfolio receives evaluation by and feedback from three faculty members. Students can use or supplement this portfolio for job applications and to present at the Career Fair and in interviews. Faculty will also often share informal advice and guidance about the range of opportunities available in architecture firms and firms of associated disciplines.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

The School of Architecture is committed to diversity and inclusion among faculty, staff, and students. This report—and the conversations prompted by this process—builds on momentum established through both discussions among school leadership and university- and college-level initiatives, especially in recent years.

A successful diversity and inclusion-centered human resources strategy requires a layered, multiyear approach, involving varying levels of appointments and durations. We understand the school’s role in two ways: we act as a conduit to introduce diversity through emerging educators, benefiting both our institution and other architecture schools nationwide, and we



serve as a platform to showcase diversity by featuring well-established and globally recognized voices. Our objective is to strike a balance, making visible our school's dedication in this area while effecting a sustained, fundamental transformation within our community over time. See more on the school's demographics below.

The school will continue to advocate for additional support in its efforts to recruit underrepresented faculty members through the university's Under-Represented Faculty Recruitment Program (UFRP). This program offers salary support of \$20,000, \$25,000, and \$30,000 at each stage of the hiring and promotion process for tenure-track faculty. Furthermore, the program provides research support, with a maximum allocation of \$20,000 per year for the initial two years of employment. Presently, three of our faculty members take part in this program.

In the case of students, the Hartshorne and Plunkard Fellowship (detailed in 5.5.3) represents one major financial resource in place to maintain the school's commitment to diversity. The school also provides both financial and organizational support through designated faculty mentors to Arquitectos and the National Organization of Minority Architecture Students student chapter.

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

Program Response:

Currently, the faculty at the School of Architecture comprises 48 members: 19 of which are women, two African American, seven Latinx, two Asian and Asian-Indian, amounting to 23 percent BIPOC. Seven members comprise the staff, four of which are Latinx and one Asian-Chinese, resulting in a 71 percent representation of people of color. Among the administrative leadership three out of seven members of the team are also people of color.

Since the last accreditation cycle the tenured faculty have increased from 9 to 15, and the diversity within that group has increased slightly, in the number of women and underrepresented groups. However, among the full-time faculty there has been an increase in Latino representation and, with the hiring of a new director who is born and educated abroad, female, and Latina, a network of new perspectives and backgrounds have come to broaden the diversity of our faculty, speakers, and guest reviewers on campus while expanding our representation abroad, particularly in Latin America.

In comparing the current faculty and the student population, there is increased proportional alignment between diversity representation, but there is still room for improvement. The student population is still more diverse than the faculty—a datapoint that will be considered as we launch searches this fall. During the 2023–24 academic year the School of Architecture will be commencing two faculty searches: one for a clinical assistant professor and another for an assistant professor tenure-track position. The committee will be composed of eight people, five of whom will be women and four of whom will come from demographic groups underrepresented within the field (including a student representative) to evaluate a diverse pool of candidates.

In the short term, the School will continue to take advantage of open positions and existing school funding, such as the Garofalo Fellowship, to attract increasingly larger and diverse pools of faculty to the school. More information on this at: [Douglas A. Garofalo Fellowship | Architecture at UIC](#)



At the institutional level, important work has been done to explicitly assist in achieving these goals. One of the most recently established examples is UIC's Advancing Racial Equity (ARE), an initiative set up in 2020 to address "the institutional and structural racism that impacts our campus and our neighboring communities". Among its actions in progress are the creation of search committee training for staff positions, and a campus-wide orientation for staff; the increased the hiring of Black and other minoritized faculty and future faculty at UIC, through the UIC Target of Opportunity Hiring, as well as through the Bridge to Faculty (B2F) programs. The latter provides postdoctoral experience for candidates from underrepresented backgrounds that could bring new and diverse voices to the school. B2F scholars hold a postdoctoral researcher appointment for two years, after which the goal is a direct transition to a tenure-track junior faculty position. The school intends to continue to apply for and utilize as many of these institutional funds as possible in order to continue to grow and strengthen our community of excellent educators.

More information on these can be found at [Advancing Racial Equity | Office of Diversity, Equity & Engagement | University of Illinois Chicago](#) ; [Bridge to Faculty | Office of Diversity, Equity & Engagement | University of Illinois Chicago](#).

With currently anticipated arrivals and departures of faculty, this series of actions envisions an increase in the percentage of faculty who are people of color during the coming accreditation cycle. The Office of Access and Equity requires that all searches make a good faith effort to have a diverse pool of applicants, listing in various media outlets and job postings that specifically target underrepresented communities. Since the last accreditation cycle the school staff has also increased in diversity through recent hires, which also specifically amplifies the makeup of the administrative team responsible for HR processes at the school. The entire architecture staff will be required to attend the ARE training as soon as it becomes available to the UIC community.

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

Program Response:

The current MArch program's student population is 42 percent female and 58 percent male; 15 percent Hispanic, 6 percent Black/African American, 6 percent Multi-Racial, 4 percent Asian and 54 percent white, which reflects a significant drop in minority representation in relation to the School of Architecture's overall student body (for race and ethnicity data for the entire School of Architecture Fall 2023 enrollment see chart below.)

The School of Architecture has worked for many years with community partners, including educational institutions, cultural organizations, and architecture firms, to create mentorship, scholarship, and fellowship opportunities for underrepresented students interested in studying architecture at both pre-professional (bachelor's) and at the graduate professional (MArch) levels. Excellent examples of these efforts are the HOK Diversity x Design Scholarship and the Hartshorne and Plunkard (HPA) fellowship that we describe below. If the MArch program is to match or near the diversity of its overall School population, and if UIC if wants to increase the number of accredited architecture degrees awarded to students from traditionally underrepresented populations in order to diversify the talent pipeline to the architectural profession, we must continue to develop and promote opportunities for graduate students of color while targeting potential sources of diversity growth that have remained untapped.



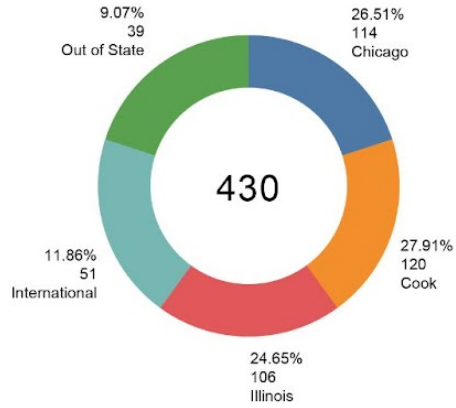
The recently created Hartshorne and Plunkard fellowship (HPA), currently endowed at \$500,000, serves as a valuable precedent to construct new relationships with local architecture firms that can support students that want to pursue a professional degree in architecture. Currently in its third cycle, the fellowship is preferably offered to students graduating from our BS, that “would contribute to the diversity of the student body in the Unit and have academic merit.” It provides a unique combination of tuition support, paid internship, and professional mentorship. Fellows have also teaching assistantship positions that will expand their relationships with students across programs. This year’s HPA fellow is Olivia Lewis.

While the admissions process is not informed by race, the school and university do offer several resources directed toward attracting underrepresented populations to study at UIC, including dedicated scholarship and fellowship funds. One example is the Access to Excellence Fellowship, a university fellowship for underrepresented students. The graduate academic advisor and Associate Director of Graduate Studies review accepted students to identify strong applicants, nominate them, and work with them to prepare an application. The fellowship effectively offers a student tuition plus a stipend or assistantship for three years. However, that award is competitive across all colleges in the university, and as with the University Fellowship, in which all architecture applicants are considered and nominated through the same process, there is no guarantee that accepted students will find the offer compelling. The school routinely loses students, including those who are nominated for or receive both of these fellowships, to a number of Ivy League programs that are considered more prestigious than UIC’s.

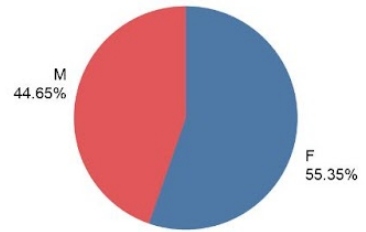
To increase diversity in our program, we must maximize exposure of architecture presentations by the School of Architecture faculty at CPS schools, HBCUs programs nationwide in order to increase participation of minority students in the school’s architecture programs. Additionally, we must provide and maintain up-to-date information on the school’s website and actively share information at graduate recruitment fairs or directly with CPS teachers and mentors.

School of Architecture / Fall 2023 Enrolling Class

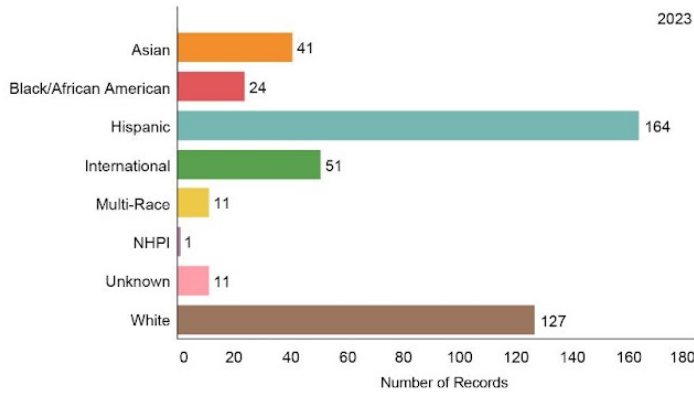
Geography



Gender



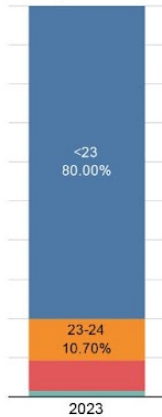
Race & Ethnicity



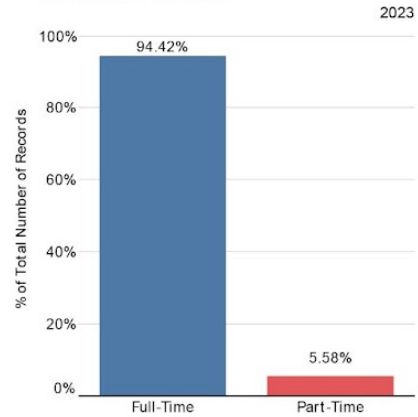
Student Type

Advanced Non-Degree to Degree	1
Continuing	270
New First-Time Freshman	84
New First-Time Transfer	19
Readmit	2
Continuing	29
First Time Graduate	25
Grand Total	430

Age Group



Students Status





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

Program Response:

In matters of social equity, the school is principally governed by the policies of the University of Illinois, which has a long and proud legacy of commitment to principles of equality and equal opportunity for all students, faculty, staff, and visitors. The University's non-discrimination policy states:

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms. The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

In 1989, UIC announced the Minority Faculty Recruitment Program (MFRP), a comprehensive initiative to make the university more diverse. All 13 colleges at UIC have benefited from the MFRP since its inception. Today, that initiative continues as the Under-Represented Faculty Recruitment Program (URFP), described elsewhere in this report, which is designed to encourage and assist colleges and departments that have selected underrepresented candidates for hire by providing funds toward salary and research. URFP has been successful in helping to raise the number of women and minority faculty in the school.

The commitment to diversity is emphasized in all faculty and staff searches. Any advertisement for a position includes the statement "The University of Illinois is an AA/EOE. Applications from women and minorities are strongly encouraged." All applicants are required to fill out an EEO form. The University Office of Access and Equity must review and approve the search committee's short list of candidates before the interview process can begin.

The Office of Access and Equity (OAE) addresses student and faculty issues related to discrimination, harassment, and Title IX violations. The Campus Advocacy Network (CAN) provides general education and training as well as confidential services to students who have experienced sexual assault, domestic/dating violence, stalking, and hate crimes. Information on their services, and education and outreach programs is available here: [Office for Access and Equity](#) and [Campus Advocacy Network](#).

The Office of the Dean of Students oversees student conduct issues. The Counseling Center offers individual, group and couples counseling, workshops on selected topics, and a women's therapy group. The Disability Resource Center facilitates academic accommodations and support for students with disabilities. Student Financial Aid administers financial aid programs and provides financial counseling. Student Development Services



include tutoring referrals and advice on addressing financial and bureaucratic issues. Student Legal Services provides access to legal advice and counsel. University Police deal with crimes and other emergencies on campus and will provide an escort service upon request.

Finally, there are a number of offices that provide services to students from specific ethnic, racial, sexuality, or gender identity groups, including the African American Academic Network, Latin American Recruitment and Educational Services Program, Native American Support Program, Women's Leadership and Resource Center, and Gender and Sexuality Center. With so many support systems in place, we find students sometimes have difficulty connecting with an appropriate office or contact, but the CADA Student Affairs Office has proven a strong resource in directing students to specific resources and providing clarity when needed.

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

Program Response:

To support faculty, staff, and students with different abilities, the school is principally supported by the policies of the University of Illinois Chicago, which is committed to full inclusion and participation of people with disabilities in all aspects of university life. The university seeks to provide an academic, social, and physical environment that makes persons with disabilities integral to the diversity of perspectives that is vital to an academic community.

The university recognizes and supports the principles set forth in federal and state laws designed to eliminate discrimination against individuals with disabilities, and to foster the integration and inclusion of individuals with disabilities into the campus community. The university is committed to making reasonable accommodation in order to provide equal opportunity to students with disabilities to the college experience.

In order to receive academic and/or campus accommodations, students are responsible to self-identify as a person with a disability and request reasonable accommodations. Students should direct their requests for reasonable accommodation to the Disability Resource Center (DRC). The DRC will complete an intake; students may be asked to provide documentation from a health care professional that indicates their disability diagnosis. The DRC keeps all student disability information, including documentation of disability, secure and confidential and will not release this information to others at the university without the student's express permission. Students who falsify information to a university official can be subject to disciplinary action.

During the intake process, students work with an appointed DRC staff member to identify barriers to their equal access and create a plan of accommodations to remove or ameliorate these barriers. The determination and implementation of accommodations is an interactive and iterative process, meaning that during this process the DRC may seek information from appropriate university personnel regarding essential standards for courses, degree programs, and/or activities. Accommodations determined to be reasonable and appropriate will be documented on a Letter of Accommodation.

Once in receipt of a Letter of Accommodation, a student's instructor, with the support of their college and the Disability Resource Center as necessary, will implement accommodations as applicable in their program or course. University personnel may seek information from the DRC directly regarding how best to facilitate a student's accommodations in their program. Similarly, the DRC may work with units on campus such as Parking Services or Campus Housing as necessary to ensure that non-academic accommodations are implemented. An



official Letter of Accommodation may be created at any time during the semester, but instructors and academic programs are obligated to implement accommodations only going forward from receipt of the letter (i.e., not retroactively).

In the event that an accommodation as written is determined to be unreasonable or inappropriate for a certain course or program, efforts will be made by the DRC and the program to explore a suitable alternative reasonable accommodation where possible. Students may appeal accommodation decisions based on the DRC accommodations grievance process.

UIC is committed to providing accessible physical spaces for all students with disabilities. Campus maps (provided through the DRC website) denote the location of wheelchair-accessible building entrances and designated spots for those with disabled placards or plates. Maps also indicate the locations of single-stall, all-gender bathrooms on campus.

Inside the classroom, the Disability Resource Center can assist with the provision or removal of furniture to accommodate student needs. Any requests for different furniture or for furniture to be moved can be sent to the student's disability services specialist. UIC is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at the university. Accessibility issues or concerns related to the university can be submitted electronically by students, staff, faculty, and members of the public via an online reporting form.

Alternate-format information is also available in an accessible format for individuals with visual and other print-related disabilities. The most common formats we convert material into is PDF, EPUB, Word, and .Kesi (Kurzweil). This service is available through the Disability Resource Center (DRC) at no cost to students at UIC.

The DRC works closely with students, faculty, and campus departments to promote awareness of and familiarity with available assistive technology. The DRC researches the latest assistive technologies and provides training and support on technologies that help provide access to computing for people with disabilities. One-on-one training on many state-of-the-art technologies is available. Many assistive technology products are available to be loaned out, and the DRC can arrange for assistive technology to be made available in areas where the student works.

The DRC offers faculty information about the process and procedures when receiving a Letter of Accommodation from students. It clarifies that students must first disclose disability and request services from the DRC. It provides a syllabus statement and an announcement that can be made to the class noting the DRC as an important resource and the right to equal access to a college experience for students with disabilities.

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The School of Architecture is located on UIC's East Campus in Architecture + Design Studios, a building designed by Walter Netsch that opened in 1967. A+D Studios houses both



the School of Design and the School of Architecture and includes studios, staffed labs, faculty offices, and a shared administrative office, as well as spaces for lectures, exhibitions, and other public programming. The building is open to the public from 6:30am to 8pm Monday through Friday and closed to the public on weekends and holidays. School faculty and students have 24/7 keycard access.

The School of Architecture's portion of the building includes five large studio spaces (B100, 2100, 4100, 4300, and 5300). Each BSArch, MArch, and MSArch student is assigned a desk space for working and storing supplies. BA students have studio space when enrolled in studio courses. MAD-Crit students have designated study areas within the graduate studios.

The 2022–23 school year was the first academic year held fully in person since 2018–19. During the pandemic, the school balanced prioritizing student and faculty health with an active commitment to studio-based learning, especially for students without steady access to space, resources, or the internet at home. For both 2020–21 and 2021–22, studios were configured so every student had a dedicated full-time desk, and the building remained accessible 24/7 via keycard. All studios were outfitted with PPE, hand sanitizer, and cleaning supplies, and desks were arranged to ensure safe distancing.

While individual desks and chairs in the studios are replaced as needed, the School has also initiated a more extensive process of updating its studio equipment, beginning with new desks in the fourth-year undergraduate studio in Fall 2023. The School regularly solicits student requests and feedback related to facilities from the Student Advisory Board; these discussions have recently resulted in upgraded studio amenities, including microwaves and other kitchen supplies, that make these spaces more convenient for students and further promote a feeling of belonging in the space.

The maintenance of the school's architecturally significant but now fifty-year-old building poses distinctive challenges that directly affect studio spaces. Under the supervision of the Associate Dean of Physical Resources and Planning (a role now held by a School of Architecture faculty member, Stewart Hicks), the building is undergoing a multiyear series of repairs to its roof and skylights to mitigate leaks and assure more efficient temperature and humidity control. Recently, the glass in the graduate studios and the skylights above 4300, an instructional space immediately adjacent to the graduate studios, were replaced. The university is currently conducting a feasibility study toward the refurbishment of all skylights in the building.

Since the previous NAAB review, the college and university have added two new roles that directly support a more robust and consistent approach to renovations and upkeep: the Associate Dean of Physical Resources and Planning, mentioned above, and a Zone Manager, who manages the coordination of trades to assure uniform facilities standards across campus. Both roles aim to lessen the strain on the administrative staff of both the school and the college, who previously handled facilities-related matters. The pandemic also resulted in improved communication between the College and the Environmental Health and Safety Office, which provides a more effective framework to address health and safety issues in and around the building.

We recently received word of the approval of a new position, AD Building Manager, a role for which the schools have been lobbying for some time; the hiring process for this position will begin shortly. As another example of the fruits of the AD collaboration described elsewhere in this report, the building manager will help us take a more proactive approach to the facilities resources that we rely on so intensively.

Finally, the university has contracted a new vendor to manage daily building services, who has supplied a new and effective team to handle regular cleaning and maintenance in studio



and common spaces. QR codes have been posted throughout the building, including in studios and classrooms, to provide another means for students and faculty to report problems to building services.

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

Program Response:

Non-studio Classrooms and Learning Spaces

Non-studio courses meet in seminar rooms in A+D Studios or seminar rooms and lecture halls across campus. Within the building, many of these classrooms are adjacent to studios and benefit from renovations of and attention devoted to studio spaces described above.

The unique layout of the A+D studios building creates a number of interstitial spaces at multiple scales that encourage pin-ups and class conversations, student group meetings, and other formal and informal gatherings. The school continues to invest in the upkeep of pin-up surfaces and furniture for these spaces. Student groups are able to reserve locked classrooms for meetings and events by coordinating with the administrative staff.

In recent years, the university, college, and school have heavily invested in interactive classroom technology that supplements in-person instruction and facilitates fluid communication between students and faculty. In Summer 2021, the 1100 gallery, 3109 and 4101 seminar rooms, and 4300 lecture space were outfitted with new projection screens, audio equipment, projectors, and Echo360 “pods” that allow for lecture capture and live streaming. Most lecture halls across campus are equipped with similarly advanced audio and video recording systems.

Labs and Shops

With required training and equipment, students have access to three in-house, staffed labs: the Print Lab, the Fabrication (Fab) Lab, and the Project Lab.

The Print Lab is reserved for the use of architecture students and faculty. In Fall 2021, the school concluded the process of replacing eight massive, out-of-date plotters with two HP PageWide XL 4200 MFPs—machines that are significantly faster, produce clearer linework, and use ink more efficiently. The reduced footprint of this equipment also opened up space in the lab for students to work and collaborate. For letter- and tabloid-sized prints, the school recently upgraded its three Canon copiers. Students can submit all print files from personal laptops through the network or can send prints from the seven workstations in the lab, where they receive additional support from a team of student proctors. These trained student employees also maintain supplies and equipment and communicate issues to school staff.

The Fab Lab is an instructional workspace shared by the School of Architecture and School of Design. The lab is equipped with up-to-date and user-friendly technology, including a fleet of 3D printers capable of both FDM and MSLA processes. Students access this equipment via a service-bureau system staffed by trained student workers who process orders, helping optimize fabrication time and costs to students. Four laser cutters are available for free use via an online scheduler. The lab also offers a material resource center and a 3D scanner, which students can use during lab hours, and maintains a website with video tutorials.

The Project Lab offers a full complement of woodworking and metal-working machinery for student and faculty use. Ten years ago, the School of Architecture and the School of Design



took on direct management of this lab, an administrative shift that has encouraged more responsive communication between the lab staff, faculty, and students; in this way, the lab supports not just individual students, but also the collective efforts of studio and seminar classes by working more directly with faculty. Lab hours are structured to maximize convenience for students while allowing dedicated time for studios whose projects require more intensive lab use.

Library Facilities and Equipment

All students have access to the University's Richard J. Daley Library, a four-minute walk from A+D Studios, whose facilities include the IDEA Commons (an interconnected learning and collaborative space), lounges, study areas, seminar rooms, and a café. The library's Digital Scholarship Hub complements the School's in-house fabrication facilities with GIS data visualization displays, 3D printers, a sewing machine, computers outfitted with software for data and text mining, scanning and prototyping technologies, and a laser cutter.

The Daley Library is open 7am to 11pm most weekdays and at least one weekend day while classes are in session. Research assistance is available in person or online during all hours the library is open; students can also connect with online research support seven days per week. Remote online access to the library's electronic resources is available 24/7 for all students, staff, and faculty. (More on the library's information resources appears below.)

The University Library provides services and specialized equipment for physically disabled or visually impaired patrons. Available assistive technology and workstations are detailed on the library website: see <http://library.uic.edu/home/services/disability-services/dailey-library>. A liaison librarian for users with disabilities is available to answer questions or assist with accommodation requests.

In addition to Daley Library, School of Architecture students and faculty have access to the Architecture and Design Open Archive, which provides additional meeting spaces for studios and seminars, study tables, and a book scanner.

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

Program Response:

All faculty can access school resources, including the labs and Open Archive, for teaching and research and to support student mentoring both formally (e.g., through student groups) and informally. Every full-time faculty has a dedicated shared office space to support individual teaching and research; mentoring and informal student advising also take place in these offices. The majority of meetings between students and faculty are held in the conference rooms of the administrative offices shared with the School of Design, which also host a faculty lounge and shared kitchenette, encouraging day-to-day interaction.

Beyond A+D Studios, the University recently approved the renovation of Jefferson and Henry halls, which house the College's advising and Student Affairs offices. These buildings will be redesigned to better serve students and strengthen the interface between the college and the schools, indirectly benefiting faculty by making undergraduate advising and technology support more visible and effective for students.



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

Program Response:

Beyond the building renovations and investments in technology described above, the school has recently undertaken renovations and made purchases that support its pedagogical objectives in both digital and physical formats. Through UIC Technology Services, the school acquired eight mobile carts with large television screens that allow for flexible access to digital media throughout the building; these are often used to showcase digital images and video, an increasing output (if not an explicit focus) of studios and seminars. The A/C condenser that maintains proper temperatures in the Print Lab was replaced during Summer 2022, ensuring the safety of the plotters and comfort for students in the space. The renovation of the Open Archive began in Summer 2023 with the demolition of a dividing wall, making room for extensive library and storage shelving and study tables to be added this year. Finally, in late 2022, a large art piece by Andrew Zago, a faculty member, was installed in the primary hallway on the building's first floor—an effort that exposed student employees to processes of installation and project management, and which serves as a 1:1 object of study in the building.

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

Program Response:

While the vast majority of courses make intensive use of the building as described above, in the wake of the pandemic, online, off-site, and hybrid formats have continued to supplement these physical resources. Both students and faculty regularly use software and platforms such Miro and Zoom to facilitate convenient and open communication—for example, by arranging for work to be shared, gathered, or commented on outside of class time, or to schedule conversations that do not require commuting to campus. Live virtual conversations have also enhanced studio, seminar, and lecture instruction, particularly through the presence of invited speakers and critics located outside of Chicago. Faculty have grown more comfortable using this technology to “host” virtual guests, streamlining the experience of bringing in additional voices and perspectives that benefit students. Further, though the school maintains an in-person attendance policy, classroom recording systems have made it easier for students to reference course materials or cover material they may have missed.

5.7 Financial Resources

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

Program Response:

Recent History

During the 2015 NAAB visit, the visiting team flagged Financial Resources as a cause of concern. This was in reaction to funding cuts to education proposed by the governor of Illinois that were likely to result in an 8 percent decrease in the architecture program's budget (see II, Progress in Addressing Causes of Concern above). Fortunately, by 2017, the school was able to report that the state allocations to the university over the previous two years had not been as drastically cut as initially predicted. Then Governor Rauner forced a two-year, unprecedented (and not to be repeated) budget crisis on Illinois, which continued to operate



in the absence of a budget. Now, in a vastly different political climate, the financial crisis that concerned the visiting team has passed. In addition to this, the combined enrollment of the School of Architecture has also increased, which resulted in higher institutional allocations by the College of Architecture, Design, and the Arts for its programs. Nationwide, legislative appropriations for public higher education are not keeping pace with the costs of operation. However, within the state of Illinois, we have some cause for optimism, based on an unprecedented increase in the state allocation for public education this past legislative cycle. Notwithstanding this investment, the school is at work on a plan that could ensure the long-term sustainability of the program and its quality through a more diversified array of revenue streams.

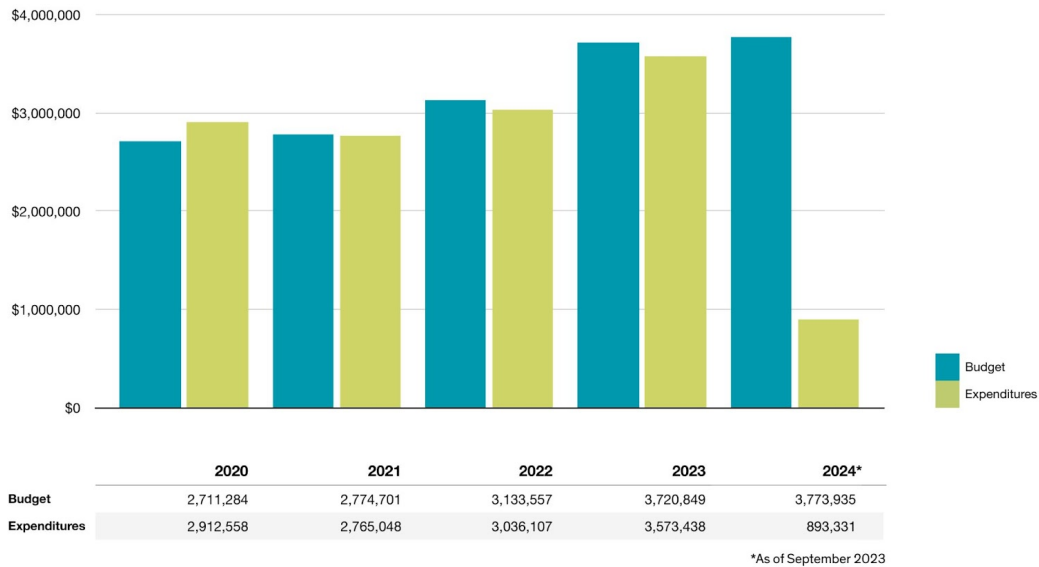
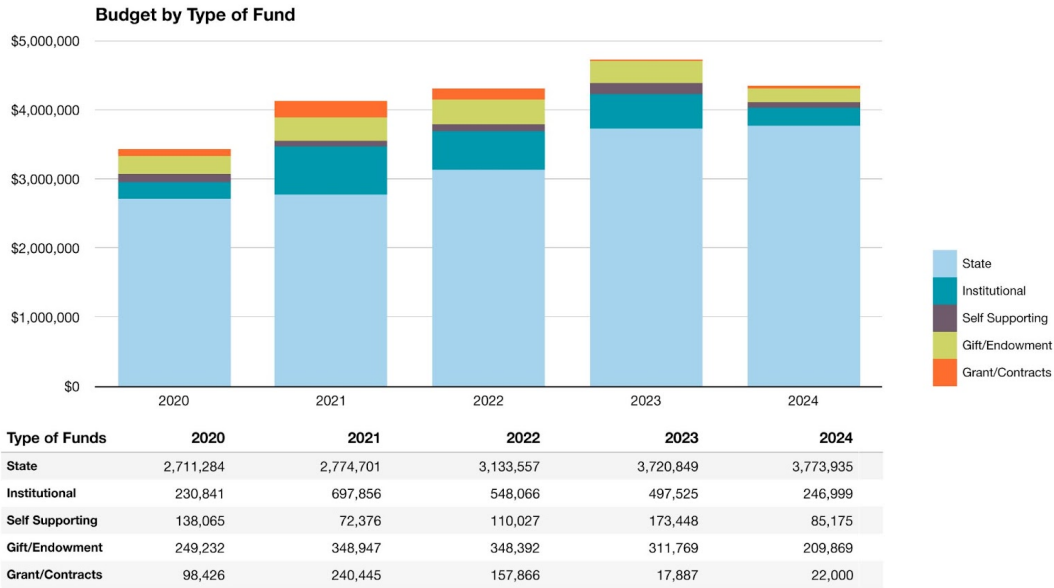
By the early 2010s, the school had already begun to explore new sources of revenue to generate self-supporting funds, such as the offering of additional general education courses for students in other fields, as well as the creation of non-degree outreach programs to increase visibility and generate upstream recruitment opportunities for architecture. Following the model of YArch, an intensive summer program begun in 2008 to introduce undergraduate students and adults to the study of architecture, new outreach programs included HiArch (2012), an introductory summer experience in architecture for high school students, and TryArch (2014), a weekend architectural workshop targeting the general public.

The Covid 19 pandemic that began to affect this country in the spring of 2020 had a significant financial impact on its economy and on higher education as a whole. With the generalized quarantine, colleges and universities found themselves having to transform their course delivery systems and methods practically overnight, and they were faced with the daunting challenges connected only with the physical and mental health of their staff and students but also with the new economic conditions that were affecting their families. In preparation for the Fall 2020 semester, the college was asked to prepare a budget cut by 15 percent, in anticipation of decreased enrollments. As the semester began, however, enrollments proved surprisingly strong, which—together with federal aid for higher education—meant that the financial impact would not turn out to be as broad or deep as had been expected. The actual allocations of the School of Architecture, for instance, turned out to be only about 2.5 percent lower than the previous year. Given this rate of decrease, the school was able to mitigate the impact of reductions on the student experience and on curricular quality through ongoing staffing adjustments and with savings resulting from the primarily digital operational modes adopted in response to the pandemic. Throughout the pandemic and its aftermath, the school has continued to offer its regular range of scholarships, teaching assistantships, and work opportunities for students. In the spring term of 2021, the school was even able to offer a modest reduction in lab fees in recognition of the diminished demands on campus infrastructure in favor of the remote digital workspaces that supported it during the pandemic.

State Funding Today

Over the past four years, the School of Architecture has been in the fortunate position of working with relative financial stability, as it experienced rising institutional allocations that have gone from \$2.7M in FY20 to \$3.7M in FY23, and have continued to move in this direction with a total combined funding of \$3.8M for its programs in FY24.

Among the reasons for optimism is the support given by the current administration of the State of Illinois to public education, which contrasts with the conditions the NAAB Visiting Team witnessed in Chicago in 2015. This investment is encouraging given that state funds—which support financial aid and cover faculty and staff salaries, the majority of the school's expenses—are a critical factor in ensuring program viability as well as educational quality.



Program Growth

The commitment to establish new sources of funding and to solidify enrollment growth has not only continued, but has in fact intensified, with recent arrivals of new administrations at the chancellor (2023), dean (2019), and director (2022) levels. After four years of central advocacy for budget reform, UIC’s Office of Budget and Finance has agreed to an additional subsidy to the college budget, so that now the college is funded more appropriately at its level of expenditure. This subsidy has, in effect, fixed the college’s structural deficit, and so is providing a much higher degree of stability to the School of Architecture.



The School of Architecture is working on articulating an internal financial plan that includes initiatives for revenue generation and program growth. With the school's graduate programs likely to benefit from larger cohorts that could amplify the energy and diversity of the student body, and as a result, of our alumni around the globe and of the profession as a whole (given UIC's demographics), the school has started to work on a growth plan targeting both funding and enrollment.

The college has supported its schools to become fully staffed on the administrative front, which has enabled a more efficient operation as well as opening broader opportunities for focused energy on fundraising, recruitment, and program growth in general. In Spring 2024, the school is preparing the launch of a number of online workshops and programs, some of them in Spanish, as a way to expand enrollment in accord with the internationalization plan drawn by the university. For those, the school is partnering with *PLOT*, a prominent architectural publication in Latin America, in order to better position our programs within the cultural sphere of the Americas. On the other hand, the schools' own journals, books, conferences, exhibitions and other communication projects are beginning to shed new light and visibility on the school's research, its faculty, and its MArch and other programs.

The hiring of the AD Director of Student Academic Affairs to serve both the School of Architecture and the School of Design brings with it the vision of a more focused effort on growing our graduate programs, generating more tuition revenue, fostering efficiency in the cross-registration of the 520 courses along the College, and the sharing of administrative and material resources between design and architecture to benefit their joint annual budgets.

Together, these initiatives are projected to produce a target of 10 percent enrollment growth in the MArch program over the next three years, and thus an even more stable financial model that will allow us to invest in infrastructure and state-of-the art technology.

Budget Model Redesign Initiative

At the institutional level, since 2022, CADA leadership has been an active participant in a university-wide Budget Model Redesign Initiative. Spearheaded by the Office of the Vice Chancellor for Budget, HR and Financial Administration, the initiative's objective is to proactively respond to recent challenges facing higher education, to help UIC achieve its goal of financial sustainability, and to create processes that will more intentionally support the University's mission and the strategic priorities of its colleges, institutes, and schools. UIC is currently in phase 2 of a multi-year Budget Model Redesign Initiative. Dina Taylor, Associate Dean of Administration, was a member of the Phase 1 taskforce, and CADA Dean Rebecca Rugg is participating in the taskforce for Phase 2. Some of the taskforce's guiding principles are promoting financial stewardship and sustainability; producing reliable, understandable data; improving retention and graduation rates; optimizing delivery of administrative services, and establishing a commitment to organizational efficiency.

5.8 Information Resources

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

Program Response:

Students, faculty, and staff within the School of Architecture can access discipline-specific information resources through the university library system—which dedicates significant resources to architecture and related disciplines, as described below—and through the new Architecture and Design Open Archive.



In-House Resources

As mentioned elsewhere in this report, the Architecture and Design Open Archive is a new study and publication center that houses specialized and curriculum-enhancing books, periodicals, archival materials, and ephemera within the building. In making these materials accessible in immediate proximity to architecture and design studios, the Open Archive provokes new and direct encounters between objects, media, and acts of making.

Building on what was previously a small, informal collection of architectural reference books donated by faculty, the Open Archive is intended to supplement rather than compete with the university's special collections department, which does not acquire three-dimensional materials. In turn, the Open Archive's emphasis is on process—the interconnected proliferation of media and materials that enable works of design.

The Open Archive currently holds nearly 2,000 books and periodicals related to architecture and design, including rare and significant volumes. Represented among this material is the full set of books in MG&Co.'s 2017 Chicago Architecture Biennial installation *Rooms for Books*, which collected formal and informal publications created by all biennial participants that year—a cross-section of contemporary production. The archive also contains materials related to the school's history that complement records held in the University Archives—publications, syllabi, recordings of events, graphic ephemera, and so on—as well as the activities of its faculty. For example, the Open Archive holds material related to faculty competition entries for the Obama Presidential Library (ca. 2012) and the university's planned performing arts center (2017–19), along with models and documentation related to the US pavilion at the 2021 Venice Architecture Biennale, *American Framing*. As the custodian of the professional archive of the architect Doug Garofalo, the Open Archive is working to process and make accessible this material, which includes records of Garofalo's work on significant projects from the early digital era (notably the Korean Presbyterian Church, the Yokohama International Port Terminal, and several realized houses). Beyond providing students with the opportunity to study the collection itself, the Open Archive frames questions around archives, preservation, and publication through its activity and collaborations with courses. A budget granted by the dean's office supplies funds for additional investment in digital resources that will assure discoverability of physical material and connect students and faculty with additional sources of discipline-specific information.

The public-facing aspects of the Open Archive are currently in development, and the renovation of its space (in the school's former administrative offices) is ongoing. Students and faculty can currently access materials for class viewing or individual research by coordinating with the director, Clinical Assistant Professor Jayne Kelley; via public events ("archive parties") organized around its holdings; or via small exhibitions of material held in the building throughout the year.

University Library

UIC's University Library is composed of faculty, academic professional, and civil service employees in the Richard J. Daley Library, the main library on East Campus, as well as the Library of the Health Sciences, with additional sites in Chicago, Peoria, and Rockford.

Daley Library holds a collection of more than 2 million volumes (print and electronic). The UIC Library participates in five national and statewide consortia to leverage purchasing power and obtain better deals for electronic resources. The library uses full MARC cataloging according to national AACR2 standards. All materials purchased are cataloged within a reasonable time of receipt and made accessible through the library's online public access catalog, Alma. Adequate preservation measures are used to conserve architecture information resources.



The library pursues a policy of preferring electronic resources in the areas of journals, databases, e-books, and reference materials whenever possible. The library has begun to move to streaming formats for video and audio collections.

The Liaison Librarian for Architecture and Art initiates and reviews all purchases and subscriptions for print and electronic resources in the areas of architecture, art, art history, design, museum studies, and photography. Architecture resources are selected that support that program's broad curricular areas of contemporary design, theory, and technology. Other liaison librarians' areas of responsibility include the related fields of transportation, urban planning, technology, and engineering. Liaison librarians work in collaboration with the library's collections coordinator on package subscriptions, consortial deals, and annual budget allocations.

Because UIC is a member of the statewide consortium CARLI, UIC students and faculty can use an online catalog, called I-Share, to identify and request materials from the other member institutions or visit any of the I-Share libraries to pursue research or borrow materials on-site. Among the I-Share institutions, those with significant architecture collections include the University of Illinois Urbana-Champaign (including the Ricker Library of Architecture and Art), Columbia College, Judson University, and Illinois Institute of Technology. UIC is also a signatory to the OCLC Inter Library Borrowing agreement and is able to obtain needed resources from other institutions across the country when not available through I-Share.

Books and e-books

UIC students and faculty have access to over 3 million books and e-books and over 100,000 journal titles online and in print. There are approximately 18,000 books within the primary classification for architecture, and many more in related fields. Students also have access to a wide range of full-text architecture journals. Selected full text journals can be found here: <https://browzine.com/libraries/81/subjects/57/bookcases/69?sort=title>. Students also have access to full-text engineering journals, with selected examples here: <https://browzine.com/libraries/81/subjects/63?query=%22mechanical%20engineering%22&sort=title>.

Many architecture resources are available in one convenient place in an architecture research guide: <https://researchguides.uic.edu/architecture>. For books and journal articles not held at UIC, students have access to inter-library loan at no charge.

Databases

The UIC Library subscribes to 647 databases, including image and video databases. Architecture databases are listed at this link: <https://researchguides.uic.edu/az.php?s=124537&p=>.

Special Collections

The Library's Special Collections and Maps Departments contain the following primary resource collections that support architecture research:

- Century of Progress Papers, 1933/34 Chicago World's Fair—site plans and layouts, architectural drawings, files of architectural commissions, correspondence, contracts, and minutes.
- Fort Dearborn Papers, 1948–59—renewal plan for the Fort Dearborn area conceived by Arthur Rubloff, information on housing, the Enrico Fermi Memorial Competition, the Public Building Commission of Chicago, and land clearance.



- Institute of Design Records, 1927/70—records of the Institute of Design including course descriptions, building plans, financial statements, and other material on the work and contributions of Laszlo Moholy-Nagy, Serge Chermayeff, Walter Gropius, R. Buckminster Fuller, Gyorgy Kepes, and Ludwig Mies van der Rohe.
- Metropolitan Planning Council of Chicago Records, 1922/1980s—redevelopment, enforcement of building, zoning and housing laws, conversion of slum areas, and the construction of housing for all income groups.
- Hull House Association Records, 1889/1900s—correspondence, blueprints and plans of Chicago's first settlement house (1895-1917).
- Chicago Board of Trade Records, 1850s/1930—includes blueprints (Holabird & Root building), and many records, reports, and correspondence.
- Ludwig Mies van der Rohe Collection, 1906/1960s—personal papers; Mies' library.
- Burnham & Hammond Collection, 1900s—office library of the architectural firm D. H. Burnham with a focus on art, architecture, and furniture.
- Lawrence J. Gutter Collection of Chicagoana, 1800s/1900s—9,000 volumes, includes maps, planning, architecture, and other materials, focusing chiefly on the nineteenth century.
- Rare Map Collection, 1886/1910—Robinson, Rascher, Bromley, and the Greeley-Carlson Company Atlases of the City of Chicago.
- Dan Wheeler Architectural Drawings Study Collection 1959-2002—A study collection compiled by a Professor Dan Wheeler comprising 118 sets of blueprints and plans of important structures from prominent firms such as Skidmore, Owings & Merrill, Murphy/Jahn, and Krueck+Sexton.

Visual Resources

The Library subscribes to Artstor, a growing collection with more than 2 million high-quality downloadable art, architecture, and science images provided by major museums from around the world, and an art history core set provided by a university visual resource collection. In addition, the library provides access to the following image collections relevant to Architecture:

- Bridgeman Art Library Archive—offers about 47,000 digital images including architecture images, all copyright-cleared for educational use.
- Saskia Art Collection—contains 30,000 high-resolution downloadable images of art and architecture from major European museum collections as well as archaeological sites in Greece, Italy, Turkey and Egypt. Includes images, figures and illustrations from 19 frequently used art history textbooks.
- The Conway Library—part of London's Courtauld Institute, contains more than 1 million images including photographs and cuttings of architecture, architectural drawings and publications, sculpture, and other art genres; available in microfiche format.
- Sanborn and Robinson insurance maps are available on microform in the Daley Library, and a selection of 2,859 Sanborn maps from throughout Illinois is available online as one of our CARLI digital collections. These formats are in addition to the print copies housed in the Library's Special Collections department.

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

Program Response:

Librarians



The UIC Library's dedicated architecture librarian, Teresa Helena Moreno, helps connect architecture students and faculty to information relevant to their curricular and research needs. She works with individual students as well as during class with targeted architecture courses. Additionally, there are dedicated librarians for engineering (Kristyn Caragher) and urban planning (Benjamin Aldred), who collaborate with the architecture librarian as needed. Special Collections librarians also work closely with the architecture librarian as needed.

Services

Research services: Daley Library's Reference and Instruction Librarians provide knowledgeable, professional, and timely research assistance for our users in several different ways. Users may contact the library by phone, e-mail, and online chat, using links found on the library web site. Patrons working in the Daley Library may visit the Information Desk in the first floor IDEA Commons.

Instruction

The Library provides a variety of instructional services to promote development of student research skills, upon request of faculty members, instructors, and TAs who are leading a class. The Liaison Librarian for Architecture and Art works in conjunction with each instructor who makes a request to tailor an instruction session best suited to the needs of that particular class. Other instruction options include classroom presentations of library tools, customized online course guides, and individual consultation on research assignments.

Collections Requests

Faculty, students, and staff in the School of Architecture are welcome to recommend materials for library purchase using the library's online request form (<http://library.uic.edu/home/services/request/recommend-purchase>), or by making a direct request to the Liaison Librarian for Architecture and Art, Teresa Helena Moreno. Every effort is made to fill faculty and graduate student requests. However, requests for journals or databases must be carefully weighed since they are on-going commitments rather than one-time purchases, and subscription or leasing costs are subject to annual inflation, often to a substantial degree.



6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The program's website includes the statement on NAAB-accredited degrees on a dedicated Accreditation page: <https://arch.uic.edu/accreditation>. This statement also appears on the interior back cover of the school's Guide to Graduate Programs, a guidebook posted online. This guidebook was most recently printed in 2019, so the hard-copy edition does not include this statement; it will appear in a planned redesign.

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

The Accreditation page on the school's website includes links to the 2020 Conditions for Accreditation, the 2014 Conditions for Accreditation, and the 2015 Procedures for Accreditation, all of which are hosted as PDFs on a publicly accessible university Box drive. [Accreditation | Architecture at UIC](#)

6.3 Access to Career Development Information

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

Program Response:

Beyond organizing the architecture-specific Career Fair described extensively above, the school refers potential employers to list opportunities on Handshake, a job-posting platform hosted by the university, which is actively updated. All students can also access resources and make appointments with advisors in the university-wide [Career Services](#) department.



Internship and scholarship opportunities regularly appear in the school's [weekly newsletter](#), emailed to all students. The newsletter also includes professional development and continuing educational opportunities where they do not impose costs on students.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Points a–h (with the exception of Plans to Correct and associated responses, which do not apply) are linked from the Accreditation page: [Accreditation | Architecture at UIC](#)

The school has developed a studio culture statement included in its graduate handbook: a studio culture statement in the handbook, available on the Student Resources page of the website: <https://arch.uic.edu/student-resources>.

CADA's statement on diversity, equity, and inclusion applies to all schools in the college: <https://cada.uic.edu/about/equity-diversity-inclusion/>. This page is linked from the school's About page: <https://arch.uic.edu/about-school>.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degree
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures



Program Response:

Application materials to the MArch program are posted on the UIC School of Architecture's website, along with more detailed descriptions of each component of the application (including transcripts and portfolio): <https://arch.uic.edu/graduate-admission-requirements>.

The application form is accessed through the UIC Graduate and Professional Admissions page: <https://admissions.uic.edu/graduate-professional>.

Additional explanations related to admissions requirements and advanced-standing decisions are posted online in a FAQ: <https://arch.uic.edu/graduate-admission-faq>. These FAQs also link to the form used to evaluate courses from non-NAAB-accredited programs.

[View the form used to evaluate prior coursework at this link.](#)

Information about all forms of financial support, including financial support that students may apply for during the application process, is listed on the school's website, as well: <https://arch.uic.edu/graduate-financial-support>.

Since Fall 2021, the School of Architecture has, in partnership with Chicago architecture firm Hartshorne Plunkard Architecture, offered a fellowship for prospective students from underrepresented populations. The endowed fellowship is awarded annually to one new UIC Master of Architecture student. Each fellow receives significant tuition support for up to three years of graduate study, a paid internship at Hartshorne Plunkard Architecture (HPA), and additional academic and professional mentoring with HPA. Instructions for applying are posted on the website: <https://arch.uic.edu/hartshorne-and-plunkard-fellowship>.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

As mentioned above, the school maintains a dedicated page with information for financial support for graduate students: <https://arch.uic.edu/graduate-financial-support>.

The Office of Student Financial Aid and Scholarships provides additional information on financial aid: <https://financialaid.uic.edu/>.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

The school lists estimated costs of attendance for the MArch degree on its website; this estimate is updated annually: <https://arch.uic.edu/cost-of-attendance>

The Cost of Attendance page also links to the University Registrar, the institutional source for this information. Faculty are required to include estimates of any course-specific costs on their syllab: <https://arch.uic.edu/cost-of-attendance>



Name: Zehra Ahmed

Courses Taught (Four semesters prior to current visit):

Arch 210: Architecture as Archetype, “Exploration of the City and Its Forms,” Spring 2023,
Spring 2022

Arch 365: Architectural Studio 5, “Mirage: The UIC Desert Unit,” Fall 2022; “Architecture as
Territory,” Fall 2021

Arch 414: Contemporary Practices, “Narrating the Built Environment,” Fall 2022; “Narrative
Forms,” Fall 2021

Arch 532: Architectural Theory and History II, “Another House,” Spring 2022

Arch 586: Architectural Theory and History IV, “The Return of Regionalism: Notes on the
Arab City,” Spring 2023

Educational Credentials:

MA, History and Theory of Architecture, Princeton University, 2021

MArch / MA in Design Criticism (joint degree), University of Illinois Chicago, 2013

BA, Economics, University of Chicago, 2005

Teaching Experience:

Visiting Assistant Professor, University of Illinois Chicago, 2021–present

Assistant-in-Instruction, Princeton University, 2018–19

Visiting Assistant Professor, University of Illinois Chicago, 2015–17

Adjunct Assistant Professor, University of Illinois Chicago, 2014

Professional Experience:

Architectural Design Intern, Auerbach Architects, Chicago, 2015–16

Licenses/Registration: N/A

Selected Publications and Recent Research:

Essays

“East of Eden,” *Flat Out* 4 (2020): 72–78

“Good Design Is Good Politics,” *Flat Out* 1 (2016): 53–58

Edited Volume

Crown Hall Dean’s Dialogues: 2012–17 (New York: Actar, 2017), with Wiel Arets and
Agata Siemionow

Conferences

“Charles Moore, Designer of Practice,” Society of Architectural Historians, Australia and New
Zealand, 2019

“Constructing the Postwar Home in *Arts & Architecture*,” University of Michigan American
History Workshop, 2018

Professional Memberships:

Society of Architectural Historians



Name: Paul Andersen

Courses Taught (Four semesters prior to current visit):

Arch 522: Topics in Architectural Technology Architecture technology seminar, “Composite Geometry,” Fall 2021

Arch 565: Topic Studio, “Type, More Type, Another Type,” Fall 2021

Arch 566: Research Seminar, “Ordinary Architecture,” Fall 2022

Arch 567: Research Studio, “Ordinary Architecture,” Spring 2023

Educational Credentials:

MArch, Architecture and Urban Design, University of California Los Angeles, 2001

BA, History and Mathematics, University of Pennsylvania, 1996

Teaching Experience:

Clinical Associate Professor, University of Illinois Chicago, 2017–present

Design Critic in Architecture, Harvard University, 2022

Clinical Assistant Professor, University of Illinois Chicago, 2011–17

Fulbright Specialist in Architecture, Universidad Torcuato Di Tella, 2013–14

Visiting Critic, Harvard University, 2008–9

Visiting Scholar, Cornell University, 2002–8

Professional Experience:

Director, Independent Architecture, 2009–present

Licenses/Registration:

Licensed architect in Colorado and California

Selected Publications and Recent Research:

Selected Essays and Interviews

“Something Else for Everyone,” in *American Framing: The Same Something for Everyone*, ed. Paul Andersen, Jayne Kelley, and Paul Preissner (Zurich: Park, 2023)

“Independent Architecture,” in *Building Practice*, ed. Molly Hunker and Kyle Miller (San Francisco: ar+d, 2023)

“The Midwest,” In *Suprarural*, ed. Ciro Najle and Lluís Ortega (New York: Actar, 2018)

Selected Projects

4725 North Broadway, 22 townhouses and an amphitheater, Boulder, CO, in schematic design

Osage House, street-facing addition and renovation, Denver, CO, in permitting

Wapos, Mexican restaurant, Boulder, CO, under construction

Larimer Offices, offices and retail, Denver, CO, completed 2023

American Framing, U.S. Pavilion exhibition at the 2021 Venice Biennale, which traveled to the Jaroslav Fagner Gallery (Prague, 2022), Wrightwood Gallery (Chicago, 2022), and the Palm Springs Art Museum (2023)

Teen Lounge, MCA Denver, completed 2021

Emerald Workshops, eight new commercial buildings, Frederick, CO, completed 2020

Motherhouse, new house, Denver, CO, completed 2019

Professional Memberships: N/A



Name: Kelly Bair

Courses Taught (Four semesters prior to current visit):

Arch 105: Architectural Studio 1, “Basic/Extra” (coordinator), Fall 2022

Arch 105: Architectural Studio 1, “Copy, Manner, Abstract,” Fall 2021

Arch 251: Architectural Analysis, Fall 2022

Arch 440: Technology Seminar, “Printed Matter,” Fall 2021

Arch 466: Advanced Topic Studio 2, “CTRL+P,” Spring 2023

Educational Credentials:

MArch, University of California, Los Angeles, 2005

BEnvD, University of Colorado Boulder, 1998

Teaching Experience:

Assistant Professor, University of Illinois Chicago, 2011–present

Lecturer, University of California, Los Angeles, 2010–11

Participating Adjunct Faculty, Woodbury University, 2008–11

Assistant Visiting Faculty, Washington University, 2010

Coordinator/Lecturer for summer programs, University of California, Los Angeles, 2006–11

Adjunct Faculty, Southern California Institute of Architecture, 2007–2010

Adjunct Faculty, Pasadena City College, 2006–9

Professional Experience:

Co-founder, BairBalliet, 2016–present

Project Designer/Manager, Hagy Belzberg Architects, 2008–11

Project Designer/Manager, GnuForm, 2006–8

Project Designer/Manager, Greg Lynn Form, 2005–6

Associate Director, Office of Mobile Design, 2000–2

Project Designer/Manager, Pugh+Scarpa Architecture, 1998–2000

Licenses/Registration: N/A

Selected Publications and Recent Research:

Publications

“In No Small Part: A Case for the Architectural Chunk,” in *Purple Architecture*, ed.

Mohammad Ebrahim, James Kerestes, and Vahid Vahten (Pittsburgh: ETC Press)

Kelly Bair and Kristy Balliet, “(Im)Perfection,” *Log 56* (2022): 120–21

Kelly Bair and Kristy Balliet, “Part & Parcel,” in *Inscriptions*, ed. K. Michael Hays and Andrew Holder (Cambridge, MA: Harvard University Press, 2022)

Kelly Bair and Kristy Balliet, “xxx,” in *Reality Modeled After Images*, ed. Michael Young, (London: Routledge, 2021)

Kelly Bair, Kristy Balliet, Adam Fure, and Kyle Miller, eds., *Possible Mediums* (New York: Actar, 2018)

Research Shown in Exhibitions

“(Im)Perfection,” *Model Behavior*, Cooper Union, New York, 2022

“No Middle Mid Rise,” *Here & Now*, Architecture + Design Museum, Los Angeles, 2022

“Low Volume” and “G.L.O., Montreal,” *Vers un imaginaire numérique*, Centre de design de l’UQAM, Montreal, 2021

“Low Volume,” *Drawing Im/Proper*, University of Colorado gallery, 2020

“(Another) Rear Window,” *Movements* film series, Maple Street Construct, Omaha, 2020

“Data Set,” *The Architectural Beast*, Biennale d’Architecture d’Orléans, 2019

Professional Memberships: N/A



Name: Robert Becker

Courses Taught (Four semesters prior to current visit):

Arch 206: Architectural Studio 4, "The Warehouse," Spring 2023

Educational Credentials:

MArch, Princeton University, 2018

BSArch, University of Illinois Chicago, 2013

Teaching Experience:

Adjunct Assistant Professor, University of Illinois Chicago, 2023–present

Professional Experience:

Co-founder, Studio Becker Xu, 2022–present

Co-producer, Architecture w/ Stewart (YouTube channel), Chicago, 2022–23

Designer, Kevin Daly Architects, Los Angeles, 2018–21

Designer, Moon Hoon, Seoul, 2017

Designer, LTL Architects, New York, 2016

Model Maker, Presentation Studios International, 2013–15

Licenses/Registration: N/A

Selected Publications and Recent Research:

Participant, Chicago Sukkah Design Festival, Open House Chicago / *This Is a Rehearsal*,
Chicago Architecture Biennial, October 2023

3,400-square-foot ground-up single-family home, complete 2023

Exhibitor, *Come Home: Missing Middle Infill Housing*, Chicago Architecture Center, 2023

Director's Choice winner for "Arch Out Loud," Waste: Multi-Purpose Stadium Competition,
2019

Professional Memberships: N/A



Name: Sarah Blankenbaker

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 2, “Half Mile,” Spring 2022

Arch 366: Architectural Studio 6, “Society of Rooms,” Spring 2023

Arch 522/564: Topics in Architectural Technology / Architectural Technology IV, “On Location,” Spring 2022

Arch 551: Architectural Design 1, “Residential Parking,” Fall 2022

Arch 551: Architectural Design 1, “Stairs, Stands, and Ziggurats,” Fall 2021

Summer workshop for incoming two-year MArch and MS students (“Platforms”), 2021, 2022

Summer workshop for incoming three-year MArch students, 2021, 2022, 2023

Educational Credentials:

MArch, Southern California Institute of Architecture, 2009

BA, Mathematics and Visual Arts, University of Chicago, 2003

Teaching Experience:

Clinical Assistant Professor, University of Illinois Chicago, 2014–present

Garofalo Fellow, University of Illinois Chicago, School of Architecture, 2015–16

Visiting Assistant Professor, University of Illinois Chicago, 2013–14

Adjunct Assistant Professor, University of Illinois Chicago, 2011–2013

Instructor, Southern California Institute of Architecture, 2010

Professional Experience:

Independent practitioner, 2010–13

Project Designer, Zago Architecture, Los Angeles, 2009–11

Research Associate, Terreform / Michael Sorkin Studio, New York, 2008

Licenses/Registration: N/A

Selected Publications and Recent Research:

“Has Architecture Lost Its Punch?,” *Flat Out* 3 (2018): 2, 68–74

“Whence the Whitney’s Windows,” *Inter – Photography and Architecture* I (2016): 36–43

E. Besler and Sarah Blankenbaker, “Neither/Nor: Unfaithful Images in Photography and Preservation,” *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism* 11, no.1 (2014): 1

“Idiosyncratic Perspectives,” *Log* 31 (2014): 75–81

Professional Memberships: N/A



Name: David Brown

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 2, “Half Mile,” Spring 2022

Arch 200: Architecture and Society, Fall 2021

Arch 466: Advanced Topic Studio 2, “Collections of Collective Spaces,” Spring 2023

Arch 586: Architectural History and Theory IV, “Powers of Four,” Spring 2023

Sabbatical, Fall 2022

Educational Credentials:

MArch, University of California, Berkeley, 1990

BA, Art History, Brown University, 1987

Teaching Experience:

Professor, University of Illinois Chicago, 2018–present

Associate Professor, University of Illinois Chicago, 2003–17

Assistant Professor, Rice University, 1996–2004

Assistant Professor, Florida A&M University, 1993–1996

Instructor, Assistant Professor, Florida A&M University, 1991–93

Professional Experience:

Designer, Michael Pyatok Associates, 1991

Designer, William Savidge and Associates, 1990

Draftsman, McKissack, McKissack & Thompson, Summer 1986, Summer 1987

Licenses/Registration: N/A

Selected Exhibitions, Publications and Recent Research:

Exhibitions

“Ziggy,” with UrbanLab, *Come Home: Missing Middle Infill Housing*, Chicago Architecture Center, Spring 2023

Co-curator, with Christophe Hutin, *commun – Community-Driven Architecture*, arc en rêve, Bordeaux, France, 2022

Artistic Director, *The Available City*, Chicago Architecture Biennial, 2021

“The Available City,” *The State of the Art of Architecture*, Chicago Architecture Biennial, 2015

“The Available City,” *City Works, Common Ground*, Venice Architecture Biennale, 2012

Articles and Edited Works

David Brown and Fabrizio Gallanti, eds., “Common” series, *e-flux Architecture*, summer 2023

Editor, *The Available City*, 2022,

https://chicagoarchitecturebiennial.org/news/features/the_available_city_publication

“The Available City,” *Log 48* (2022): 89–98

“Futures We Could Have Today,” *Flat Out 4* (2020)

“Lots Will Vary in The Available City,” *Oxford Handbook of Critical Improvisation Studies*, ed. George Lewis and Ben Piekut (New York: Oxford University Press, 2017), 57–75

Books

Noise Orders: Jazz, Improvisation, and Architecture (Minneapolis: University of Minnesota Press, 2006)

Professional Memberships:

President, Board of Trustees, Graham Foundation, 2022–present



Name: Vincent Calabro

Courses Taught (Four semesters prior to current visit):
Arch 355, Architectural Studio 4

Educational Credentials:

MArch, Yale University, School of Architecture, New Haven, CT, 2012
BS Arch, University of Cincinnati, Cincinnati, OH, 2007

Teaching Experience:

Adjunct Professor, UIC, School of Architecture, 2023
Adjunct Professor, Illinois Institute of Technology, College of Architecture, 2020-2023
Professional Faculty, North Carolina State University, College of Design, 2019-2021

Professional Experience:

Principal, Office of Things, Chicago, IL, 2016-present
Architect, Project Manager, In Situ Studio, Raleigh, NC, 2019-present
Project Architect, Studio Gang Architects, Chicago, San Francisco, 2013-2019
Designer, William McDonough + Partners, San Francisco, Designer 2012-2013
Junior Designer, Kieran Timberlake, Philadelphia, PA, 2007-2009

Licenses/Registration:

Licensed architect in Illinois and Ohio

Selected Publications and Recent Research:

Come Up to My Room, Overworld, Taxawork, 2016
Corporeal Texture Conference, Manufactured Texture, University of Cincinnati, 2014
Perspecta 47: Money, Ecotectonics?; Co-author, 2014
Renewing Architectural Typologies, The Royal Armouries, 2013
Autodesk Research Log, Disheveled Geometries, 2011
Tokyo Designers Week, Annual Architecture Schools Exhibition, 2011
NY Center for Architecture, Arch Schools Exhibition; Utopia with JT Bachman, 2011
Retrospecta, 2010-2012
Philly Heart Design, Forks (cast bronze), Design Philadelphia, 2008

Professional Memberships: N/A



Name: Abigail Chang

Courses Taught (Four semesters prior to current visit):

Arch 105: Architectural Studio 1, Fall 2022
Arch 105: Architectural Studio 1, Fall 2021
Arch 359: Architectural Technology, Fall 2022
Arch 366: Architectural Studio 6, Spring 2023
Arch 366: Architectural Studio 6, Spring 2022
Arch 414: Contemporary Practices, Fall 2022
Arch 465: Advanced Topic Studio 1, Fall 2021

Educational Credentials:

MArch, Harvard University, 2016
BA in Architectural Studies, University of California, Los Angeles, 2012

Teaching Experience:

Visiting Assistant Professor, University of Illinois Chicago, 2019–23
Adjunct Assistant Professor, University of Illinois Chicago, 2017–19
Teaching Assistant, Harvard University, 2014–16

Professional Experience:

Norman Kelley, Chicago
Herzog & de Meuron, Basel
SO – IL, New York
Takenaka Design Division, Tokyo Architectonica, Los Angeles

Licenses/Registration: N/A

Selected Publications and Recent Research:

“Screen Time” and “Double Vision,” Window Research Institute

Professional Memberships:

NCARB



Name: Penelope Dean

Courses Taught (Four semesters prior to current visit):

Arch 372: Architectural Theory 2, Spring 2023, Spring 2022
Arch 531: Architectural Theory and History I, Fall 2022
Arch 553: Architectural Design III, Fall 2022, Fall 2021
Arch 588/520: Pro Seminar II: Publication and Graphic Argumentation, Spring 2022
Arch 589: Writing Tutorial I, Fall 2022, Fall 2021
Arch 590: Writing Tutorial II, Spring 2023, Spring 2022

Educational Credentials:

PhD, University of California, Los Angeles, 2008
MArch, The Berlage Institute, Netherlands, 1997
BArch, University of Technology Sydney, Australia, 1993

Teaching Experience:

Professor, University of Illinois Chicago, 2022–present
Associate Professor, University of Illinois Chicago, 2013–22
Assistant Professor, University of Illinois Chicago, 2007–13
Lecturer, University of California, Los Angeles, Spring 2011
Lecturer, Ohio State University, 2005–6
Instructor, Bauhaus Dessau, Germany, 2001–2
Thesis Advisor, Academie voor Architectuur en Stedebouw Tilburg, Netherlands, 2001–2
Instructor, Rietveld Academie Amsterdam, Netherlands, 2000–1

Professional Experience:

Architect, MVRDV, Rotterdam, 1998–2002
Architect, One Architecture, Amsterdam, 1998
Architect, Architectuurstudio Herman Hertzberger, Amsterdam, 1996
Architect, Beverley Garlick Architects, Sydney, 1994–95
Architectural Cadet, New South Wales Government Architect's Office, Sydney, 1987–93

Licenses/Registration:

Registered architect in the Netherlands, 2005–13

Selected Publications and Recent Research:

Books in Progress

Architectures of Choice

Game Plans: Business, Consumers, and the Rise of Design Without Objects

Publications Edited

Flat Out 1–4 (2016, 2017, 2018, 2020)

Chapters and Essays

"Architecture Americana," in *American Framing*, ed. Paul Andersen, Jayne Kelley, and Paul Preissner (Zurich: Park, 2023), 221–26

"The Theory Nobody Knows," in *The Contested Territory of Architectural Theory*, ed. Elie Haddad ed. (London: Routledge, 2022), 104–12

"No Good Design Would Come of It: The International Design Conference in Aspen, 1977–2004," in *International Design Organizations: Histories, Legacies, Value*, ed. Jeremy Aynsley, Alison J. Clarke, and Tania Messell (London: Bloomsbury Academic, 2022), 267–90

Professional Memberships: N/A



Name: Judith K. De Jong

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 1, Spring 2022
Arch 200: Architecture and Society, Fall 2022
Arch 414: Contemporary Practices, Fall 2021
Sabbatical, Spring 2023

Educational Credentials:

MArch, Urban Design, Harvard University, 2001
BArch, The Pennsylvania State University, 1990

Teaching Experience:

Associate Professor, University of Illinois Chicago, 2014–present
Assistant Professor, University of Illinois Chicago, 2008–13
Adjunct Associate Professor of Architecture, 2005–7
Adjunct Assistant Professor of Architecture, 2003–4

Professional Experience:

Principal, De Jong Urban Projects LLC, Chicago, 2007–present
Senior Associate, DeStefano + Partners Ltd., Chicago, 2001–4
Senior Associate, Chan Krieger & Associates, Boston, 2000–1
Associate, HOK/Hellmuth, Obata & Kassabaum, Houston, 1994–99
Associate, OAD/Office for Architecture + Design, Houston, 1993–94
Associate, Natalye Appel & Associates Architects, Houston, 1992–93
Associate, Burns Lucas, Leon, Lucas Architects of State College, PA, 1990–92

Licenses/Registration:

Licensed architect in Illinois, 2002–present; and Texas, 1995–2008 (voluntarily surrendered)

Selected Publications and Recent Research:

“The Graphic Urban Ground,” in *About Streets*, ed. Gregory Marinic and Pablo Meninato, (Rotterdam: Springer, forthcoming 2023)
“Revisiting Uptown: Four Observations on Density,” *CITE: The Architecture and Design Review of Houston* 104 (forthcoming 2023)
“Other Practices: Chicago Women in Architecture,” in *Ben and Cynthia Weese: Citizen Architects*, ed. Thomas Frederickson and Robert Sharp (Chicago, forthcoming 2023)
“The Shopping Mall: City within a Suburb,” in *The Interior Urbanism Theory Reader*, ed. Gregory Marinic (New York: Routledge, forthcoming 2023)
Moderator, “Architecture After Measurability,” *Public Performances: The Arts and Politics of Architecture*, symposium panel with Sarah Dunn, Thom Mayne, Albert Pope, and Alejandro Zaera-Polo, University of Illinois Chicago, March 23, 2019
Invited presenter, “Back to Basics: Walkable Suburbanism,” American Planning Association 2018 National Conference, New Orleans, April 21, 2018
“The Edge City Is Dead,” *MONU* 26 (Spring 2017): 76–80
“The Netsch Campus: Materializing the Public at UIC” and “Back to the Future: Visualizing the Arts at UIC,” catalog essays accompanying simultaneous exhibitions of the same names at Gallery 400, University of Illinois Chicago, 2016
New SubUrbanisms (New York: Routledge, 2014)

Professional Memberships:

NCARB, 1996–present



Name: Sarah Evans Dunn

Courses Taught (Four semesters prior to current visit):

Arch 365: Architectural Studio 5, “Mirage: The UIC Desert Unit,” Fall 2022

Arch 414: Contemporary Practices, “How Soon Is Now? Research on the City,” Fall 2022

Arch 465: Advanced Topic Studio 1, “What If...?, Then...: Urban-Scaled Architectural Speculation in the American Southwest,” Fall 2021

Arch 552: Architectural Design II, “Yes, and...,” Spring 2023, Spring 2022

Educational Credentials:

MArch, Columbia University, New York, 1994

BArts, Columbia College, Columbia University, New York, 1989

Teaching Experience:

Professor, University of Illinois Chicago, 2018–present

Adjunct Professor, Columbia University, New York, Spring 2020

Adjunct Associate Professor, Columbia University, New York, Spring 2018, Spring 2016, Spring 2015

Associate Professor, University of Illinois Chicago, 2010–18

Assistant Professor, University of Illinois Chicago, 2004–10

Adjunct Assistant Professor, University of Illinois Chicago, 1999–2004

Professional Experience:

Principal and Co-founder, UrbanLab, 2000–present

Project Architect, Office for Metropolitan Architecture, 1995–98

Licenses/Registration: N/A

Selected Publications and Recent Research:

Books

Sarah Dunn and Martin Felsen, *UrbanLab: Bowling* (San Francisco: ar+d, 2017)

Journal articles

Sarah Dunn and Martin Felsen, “Behind the Wheel: Charles Darwin and Superstudio Do the Driving,” *Architectural Design* 260, “Re-imagining the Avant-garde,” ed. Matthew Butcher and Luke Caspar Pearson, (July/August 2019): 94–99

Sarah Dunn and Martin Felsen, “Park City,” *The Avery Review* 10 (October 2015): 20–22

Architectural Design as UrbanLab (with Martin Felsen):

“Ziggy,” with David Brown, second stage of juried competition sponsored by Chicago’s Department of Planning & Development, in progress, 2023

Riverview Pedestrian Bridge and Bike Path, Chicago, with Epstein Global, awarded AIA Chicago’s Design Excellence Citation of Merit Award, 2022

Shane Campbell Gallery, Chicago, awarded AIA Chicago’s Interior Architecture Award, 2019
Mohawk Residence, Chicago, awarded AIA Chicago’s Distinguished Building Award, Citation of Merit, 2017

“Re-Encampment,” *Make New History*, Chicago Architecture Biennial, 2017

Ancona School Playground, Chicago, awarded AIA Chicago’s Small Project Award, Citation of Merit, 2017

Professional Memberships: N/A



Name: Alexander Eisenschmidt

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 2, "Architectural Urbanism," coordinator, Spring 2023
Arch 371: Architectural Theory 1, "From the City to Architectural Form," Fall 2022, Fall 2021
Arch 466: Advanced Topic Studio 2, "At Home with the Collective," Spring 2022
Arch 585: Architectural Theory and History III, "Architectural Visions of the City," Fall 2022, Fall 2021

Educational Credentials:

PhD, University of Pennsylvania, 2008
MS, History and Theory of Architecture, University of Pennsylvania, 2004
MArch, Pratt Institute, 2000
Dipl.Arch. Architecture and Urban Design, Hochschule für Technik, Wirtschaft und Kultur (HTWK), Leipzig, 1999

Teaching Experience:

Associate Professor, University of Illinois Chicago, 2017–present
Assistant Professor, University of Illinois Chicago, 2011–17
Guest Lecturer, University of Pennsylvania, Spring 2011
Clinical Assistant Professor, University of Illinois Chicago, 2008–11
Visiting Assistant Professor, Syracuse University, 2007–8
Visiting Professor, Pratt Institute, 2006–7

Professional Experience: N/A

Licenses/Registration: N/A

Selected Publications and Recent Research:

Books:

Editor, *Félix Candela from Mexico City to Chicago: Rise and Fall of Experimentation in Concrete* (New York: Actar, forthcoming 2023)
The Good Metropolis: From Urban Formlessness to Metropolitan Architecture (Basel: Birkhäuser, 2019)
David Leatherbarrow and Alexander Eisenschmidt, eds., *Twentieth-Century Architecture (The Project[s] of Modern Architecture)*, vol. 4 in *The Companions to the History of Architecture* (Malden: Wiley-Blackwell, 2017)
Alexander Eisenschmidt and Jonathan Mekinda, eds., *Chicagoisms: The City as Catalyst for Architectural Speculation* (Zurich: Park, 2013)
Editor, "City Catalyst: Architecture in the Age of Extreme Urbanization," *Architectural Design* 219 (2012)

Essays:

"Collective Bargaining for Collective Housing: Hilberseimer, Goldberg, and the Labor Union's Struggle Towards New Typologies of Living," *ACSA Meeting Proceedings* (2023)
"At Home with the Collective: Hilberseimer, Labor Unions, and the Women's Movement," *The Plan Journal* 7, no. 2, "The Right to Housing" (Spring 2023): 299–23
"Invention of a Metropolitan Architecture: From the Existing City to Collective Housing," in *Architect of Letters: Reading Hilberseimer*, ed. Florian Strob (Basel: Birkhäuser, 2022), 99–113

Professional Memberships:

Society of Architectural Historians, Association of Collegiate Schools of Architecture



Name: Christopher Frye

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 2, “Architectural Urbanism,” Spring 2023

Arch 205: Architectural Studio 3, “Chicago Frame,” Fall 2022

Arch 205: Architectural Studio 3, “Good Space,” Fall 2021

Arch 359: Architectural Technology I, Fall 2021

Arch 366: Architectural Studio 6, “Society of Rooms,” Spring 2022

Arch 561: Architectural Technology I, “Overhead and All Around: A Collection of Details,”
Fall 2022

Educational Credentials:

MArch, University of Illinois Urbana-Champaign, 1993

BA Architecture Studies, University of Illinois Urbana-Champaign, 1991

Teaching Experience:

Clinical Assistant Professor, University of Illinois Chicago, 2014–present

Visiting Assistant Professor, University of Illinois Chicago, 2011–14

Adjunct Assistant Professor, University of Illinois Chicago, 2006–11

Professional Experience:

Founder and Principal, (r)evolution architecture, 2012–present

Principal, PSA-Dewberry, 1993–2012

Licenses/Registration:

Licensed architect in California, 2004–present; and Illinois, 2002–present

Previously licensed in Florida (initial registration 2012); Minnesota, New Jersey (initial registration 2005), and Wisconsin (initial registration 2005)

Selected Publications and Recent Research: N/A

Professional Memberships:

Chicago Architecture Center; American Institute of Architects Northeast Illinois Chapter, Illinois Chapter, National Chapter; Chicago Architectural Club; Association of Licensed Architects



Name: Palmyra Geraki

Courses Taught (Four semesters prior to current visit):

Arch 106: Architectural Studio 2, Spring 2023
Arch 205: Architectural Studio 3, Fall 2022
Arch 205: Architectural Studio 3, Fall 2021
Arch 360: Architectural Technology 2, Spring 2023
Arch 366: Architectural Studio 6, Spring 2022
Arch 414: Contemporary Practices, Fall 2021

Educational Credentials:

MArch, Yale University, 2010
BA, Architecture and Ethics, Politics & Economics, Yale University, 2006

Teaching Experience:

Assistant Professor, University of Wisconsin Milwaukee, 2023–present
ACSA Professional Practice Education Library (ProPEL): Module development, 2023–present
Adjunct Assistant Professor, University of Illinois Chicago, 2020–23
Adjunct Professor / Senior Lecturer, California College of the Arts, 2017–19
Teaching Fellow / Teaching Assistant, Yale University, 2008–10

Professional Experience:

Skyline Editor, *New York Review of Architecture*, 2022–present
Founder / Principal, PALMYRA, Chicago / Thessaloniki, Greece, 2019–present
Project Manager / Architect, Leddy Maytum Stacy Architects, San Francisco, 2017–19
Associate / Project Architect, Pei Cobb Freed & Partners Architects, New York, 2010–17
Project Manager, Interform, Thessaloniki, Greece, 2006–7
Assistant to the City Plan Commission Director, City Plan Department, New Haven, CT, 2004

Licenses/Registration:

Licensed architect in Colorado, 2023–present; Greece, 2021–present; Illinois, 2019–present;
and New York, 2014–present
LEED AP BD+C Accredited Professional, 2014–present

Selected Publications and Recent Research:

Co-author, *The Organizer's Guide to Architectural Education* (New York: Routledge, forthcoming 2023)
Co-author, "Beyond Capitalism? Organizing Architecture Education," *Journal of Architectural Education* 76, 2022
Co-author, "Not as Easy as ABC," *Log* 54, 2022
"American Framing on American Soil," review, *New York Review of Architecture*, 2022
"The Stakes of Theory," book review, *New York Review of Architecture* 22, 2021
"The Death & Life of Urban Public Space," book review, *New York Review of Architecture* 16, 2020
"A Building's Building: The New Acropolis Museum," *Log* 24 (2012): 63–70

Professional Memberships:

ACSA, AIA, Architectural League of New York, The Architecture Lobby, Chicago Women in Architecture, Construction Specifications Institute, Hyde Park Chamber of Commerce, Landmarks Illinois, NCARB, Society of Architectural Historians, USGBC



Name: Pablo Gerson

Courses Taught (Four semesters prior to current visit):

Arch 360: Architectural Studio 5, "Mirage: The UIC Desert Unit," Fall 2022

Arch 522: Topics in Architectural Technology, "The Generic Specific," Spring 2023

Educational Credentials:

Architect, Universidad de Buenos Aires, 2003

Teaching Experience:

Visiting Professor, Universidad Torcuato Di Tella, 2012–23

Visiting Lecturer, Boston Architectural College, 2015

Assistant Professor, Universidad de Palermo, Buenos Aires, 2011

Professor, Universidad de Buenos Aires, 2004–11

Professional Experience:

Pablo Gerson Photography. Independent Photographer and Documentarist

Director and editor, six documentary pieces for Cycle 4 finalist projects, Mies Crown Hall Americas Prize

Principal, Estudio X, 2008-2017

Licenses/Registration: N/A

Selected Publications and Recent Research:

Edited Publications

NESS 3, "What's an Object?" (2020)

NESS.docs 2, "Landscape as Urbanism in The Americas" (2020)

NESS 2, "Mad World Pictures" (2019)

NESS 1, "Between Cozy History and Homey Technics," (2018)

NESS.docs 1, "Hashim Sarkis Studios" (2017)

As Editor for the Interamerican Development Bank

Series of five Covid-19 relief strategies booklets (Lots of Architecture, 2020)

Riesgos hidroclimáticos en ciudades (Lots of Architecture, 2020)

Inmigrando I: Fortalecer Ciudades Destino (Lots of Architecture, 2019)

Inmigrando II: Construir Ciudades Plurales (Lots of Architecture, 2019)

Inmigrando III: Comprender Ciudades en Transición (Lots of Architecture, 2019)

Housing, What's Next?: From Thinking the Unit to Building the City (Lots of Architecture, 2018)

Informando lo Informal (Lots of Architecture publishers, 2018)

Barrio 31: El Inicio de una Operación Transformadora (Lots of Architecture publishers, 2018)

Professional Memberships: N/A



Name: Grant Gibson

Courses Taught (Four semesters prior to current visit):

Arch 366: Architectural Studio 6, "Society of Rooms," Spring 2023

Arch 466: Advanced Topic Studio 2, "The Home Is A Settlement On Turtle Island,"
Spring 2022

Arch 553: Architectural Design III, "Three Houses in One," Fall 2022, Fall 2021

Arch 555: Design Development, Spring 2023, Spring 2023

Educational Credentials:

MArch, University of Illinois Chicago, 2004

BSc, Construction Engineering Technology, University of Illinois Chicago, 2001

AS, Architectural Engineering Technology, Indiana University Purdue University, 1999

Teaching Experience:

Clinical Associate Professor, University of Illinois Chicago, 2021–present

Clinical Assistant Professor, University of Illinois Chicago, 2011–22

Visiting Assistant Professor, University of Illinois Chicago, 2010–11

Adjunct Assistant Professor, Illinois Institute of Technology, 2009–10

Adjunct Assistant Professor, University of Illinois Chicago, 2006–10

Professional Experience:

Founder and Principal, CAMESgibson Inc., Chicago / Oak Park, IL, 2009–present

Architect, Garofalo Architects, Chicago, 2004–9

Intern Architect, Sullivan Goulette Architects, Chicago, 2001–3

Licenses/Registration:

Licensed architect in Illinois, 2009–present

Selected Publications and Recent Research:

Built Commissioned Work

City of Chicago Department of Cultural Affairs and Special Events Welcome Center, 2020–21

Sanders Residence Remodel & Addition, 2019–21

Columbus House #1, 2018–20

The Blue Room (UIC Men's Basketball Team Lounge), 2016–18

Minor Residence Renovation & Addition, 2015–19

Published Writing

"Introducing the Black Bird," *MAS Context* 32, 2019

Fabrizio Gallanti and Grant Gibson, "The Odd Couple: Books, Piles, and Wrinkled Sheets,"

Flat Out 2 (2017)

A Performed Memoir, Treatise: Why Write Alone (Chicago: Graham Foundation, 2015)

Professional Memberships:

AIA



Name: Geoffrey Goldberg

Courses Taught: (Four semesters prior to current visit):

Arch 522/564: Topics in Architecture Technology / Architectural Technology IV, "Performance of Form," Spring 2023

Educational Credentials:

MArch, Harvard University, 1982

BA, Political Science, University of Chicago, 1977

Teaching Experience:

Adjunct Associate Professor, University of Illinois Chicago, 1994–2008; 2011–present

Visiting faculty, University of Chicago, 2022–23

Visiting Critic, Harvard University, 2010

Clinical Associate Professor, University of Illinois Chicago, 2008–11

Professional Experience:

Principal, G. Goldberg + Associates—Architecture and Urban Design, 1993–present

Executive Director, Lillian H. Florsheim Foundation for Fine Arts, 2001–2020

Assistant to Mayor Richard M. Daley, City of Chicago, 1990–92

Vice President, Bertrand Goldberg Associates, Architects & Engineers, 1985–97

Licenses/Registration:

Licensed architect in Illinois, 1986–2014; and New York, 1985–95

Selected Publications and Recent Research:

Stewart Hicks, Geoff Goldberg, and Alison Newmeyer, "Cities in Crisis," *ACSA Conference Proceedings* (2021)

"Balancing Lancia's V4 Engine," presented to the Society of Automotive Engineers, 2021

"An Origin for Bertrand Goldberg's Curves," *International Association of Shells and Spatial Structures Conference Proceedings* (2018)

"Heritage Is Ineffable," *MAS Context* 25/26 (2015)

Lancia and De Virgilio: At the Center (Arizona: David Bull Publishing, 2014)

Bertrand Goldberg: The Man and the Office, research, 2013–present

"Let's Save a Rare Gem," *Engineering News Record* (2012)

Reflections (Arts Club of Chicago, 2011)

"Bertrand Goldberg," in *Chicago Is History*, ed. Charles Waldheim and Katerina Rüedi Ray, (Chicago: University of Chicago Press, 2005)

Professional Memberships: N/A



Name: Alaina Griffin

Courses Taught: (Four semesters prior to current visit):
Arch 200: Architecture and Society, Spring 2023

Educational Credentials:

MA Design Criticism, University of Illinois Chicago, 2022
BS, Architecture and Sociology, Mississippi State University, 2016

Teaching Experience:

Adjunct Assistant Professor, University of Illinois Chicago, 2023–present

Professional Experience:

Architectural Designer, John Kelly Architects, 2018–22

Licenses/Registration: N/A

Selected Publications and Recent Research:

“That Side of the Country: The American Countryside in Five Photographs,” essay awarded
Schiff Foundational Fellowship for Critical Architectural Writing, 2022

Professional Memberships: N/A



Name: Michael J. Hanahan

Courses Taught: (Four semesters prior to current visit):

Arch 544: 3rd year graduate professional practice course covering business and legal issues and theory in the construction industry

Educational Credentials:

J.D, Loyola School of Law, Loyola University of Chicago, 1990 B.Arch University of Notre Dame, School of Architecture, 1987

Teaching Experience:

Associate Professor, University of Illinois at Chicago, School of Architecture, 2012-present
Guest Lecturer, University of Notre Dame, School of Architecture, 2008-present
Guest Lecture, John Marshall School of Law, 2016-2017
Guest Lecturer, University of Illinois at Chicago, School of Architecture, 2014-2015 Guest Lecturer, American Society of Interior Designers 2012-2014

Professional Experience:

Perkins Coie LLP, Partner 2020–present Schiff Hardin LLP, Partner 1997-2020 Hinshaw & Culbertson, Associate 1994-1997
Presbrey Amoni & Szesny, Associate 1993-1994 Laff, Whitesel, Conte & Saret, Associate 1990-1993

Licenses/Registration:

Bar Admissions
State of Illinois Court Admissions
U.S. Supreme Court
U.S. District Court for the Northern District of Illinois
U.S. District Court for the Central District of Illinois
U.S. District Court for the Western District of Michigan
U.S. District Court for the Western District of Wisconsin

Selected Publications and Recent Research:

THE Construction Contracts Book, How to Find Common Ground in Negotiating the 2007 Industry Form Contract Documents (Co-Author/Co-Editor 2nd Edition, 2008)
THE Construction Contracts Book, How to Find Common Ground in Negotiating the 2007 Industry Form Contract Documents (Co-Author 1st Edition, 2004)

Professional Memberships:

American Bar Association, Forum on the Construction Industry
Illinois State Bar Association, Construction Law Section Council, past Chair Chicago Bar Association
Society of Illinois Construction Attorneys



Name: Chana Haouzi

Courses Taught (Four semesters prior to current visit):

Arch 365: Architectural Studio Fall 23

Arch 414 Contemporary Practices Fall 23

Educational Credentials:

Master in Architecture II Harvard University, Graduate School of Design 2014

Master in Architecture I Harvard University, Graduate School of Design 2012

Bachelor of Science in Architecture McGill University, School of Architecture 2011

Teaching Experience:

Lecturer, University of Chicago, Art History Department, Chicago, IL, Jan 2023 to present

Adjunct Professor Illinois Institute of Technology, College of Architecture, July 2021 - present

Associate Teaching Professor of Design for Environmental Justice and Public Good in the

Built Environment, Northeastern University College of Arts, Media, and Design (CAMD)

School of Architecture, 2021-2022

Lecturer, Studio Instructor Northeastern University College of Arts, Media, and Design

(CAMD) School of Architecture, 2014-2021

Instructor; Architecture Concentration, Harvard University, Graduate School of Design,

Summer 2014

Professional Experience:

Architecture for Public Benefit Founder and Principal Jan 2020-Present

City of Boston, Department of Neighborhood Development, Boston, MA Enterprise

Community Partners Architecture Fellowship Architect and Rose Fellow Oct 2020-Present

Peter Rose + Partners, Boston, MA Project Architect Sep 2017 - Sep 2020

Designer and Researcher Sep 2014 - Sep 2017

Licenses/Registration:

Registered Architect, The Commonwealth of Massachusetts, #951410 2017-Present

Registered Architect, State of Illinois, License #01.026210 2023-present

Selected Publications and Recent Research: N/A

Professional Memberships: N/A



Name: Stewart Hicks

Courses Taught: (Four semesters prior to current visit):

Arch 251: core undergraduate history and theory lecture course, "Architectural Analysis," Fall 21, 22

Arch 366: core undergraduate design studio, "A Society of Rooms" coordinator, Spring 21, 22

Educational Credentials:

M.Arch, Princeton University, School of Architecture, 2006.

B.S, University of Michigan, Taubman College of Architecture and Urban Planning, 2002.

Teaching Experience:

Associate Professor, University of Illinois at Chicago, School of Architecture, since 2018

Assistant Professor, University of Illinois at Chicago, School of Architecture, 2012-2018 Hyde

Chair of Excellence, University of Nebraska, College of Architecture, 2016

Masterclass Fellow, Lawrence Technological University, College of Architecture + Design,

2017 Assistant Professor, University of Illinois Urbana Champaign, School of Architecture,

2008-2012 Lecturer, University of Michigan, Taubman College of Architecture and Urban

Planning, 2006-2008 Lecturer, Lawrence Technological University, College of Architecture +

Design, 2006

Professional Experience:

Principal, Design With Company, Chicago, IL. since 2009 Principal, Mitnick Roddier Hicks,

Ann Arbor, MI. 2002-2009 Designer,

Valerio Dewalt Train, Chicago, IL. 2002-2004

Selected Publications and Recent Research:

Recent Projects:

Stone Wall Stand-in, built temporary pavilion as part of the Concentrico Festival #9. Logrono, Spain, 2023.

Books:

Hicks, Stewart, and Allison Newmeyer. Misguided Tactics for Propriety Calibration. Chicago: Graham Foundation for Advanced Studies in the Fine Arts, 2015.

Stewart Hicks and Allison Newmeyer (ed.). MAS Context, Issue 31: CHARACTER. (Mas Context, Chicago Fall 2017). Print.

Video Essays Authored for YouTube in 2023:

Why Stacked Blocks Make Great Homes. 20 Apr 2023, <https://youtu.be/zy63uqI0MQw> (150,000+ views)

Why We Should Live in Our Office Buildings. 6 Apr 2023, <https://youtu.be/imyPVFFACTk> (357,000+ views)

How This Tower Barely Touches the Ground. 23 Mar 2023, https://youtu.be/kNph_SxgcPg (1,500,000+ views)

Why Everyone Wants to Live in These Corn Cobs. 9 Mar 2023, <https://youtu.be/tpH6Hlh5rHk> (894,000+ views)

Why Skyscrapers Are Losing Their Tops. 23 Feb 2023, <https://youtu.be/A8oAro0Za4s> (478,000+ views)

How This Window Transformed Chicago. 9 Feb 2023, <https://youtu.be/HEWzWpYdeXk> (516,000+ views)

The Controversy Over Building Signage. 26 Jan 2023, <https://youtu.be/VDzsDg1bSSk> (108,000+ views)

Why Linear Cities Don't Work. 12 Jan 2023, <https://youtu.be/yHRMcwQHicI> (5,000,000+ views)



Name: Sam Jacob

Courses Taught: (Four semesters prior to current visit):

Arch 565: Topic Studio

Arch 520: Topics in Architectural Theory and History

Educational Credentials:

B.Arch.

Diploma in Architecture

Teaching Experience:

Clinical Professor of Architecture, UIC, USA, 2011

Visiting Professor, TU Wein, 2022

Desktop Design Academy, online design initiative during lockdown

Visiting Professor, ABK Stuttgart, 2020

Visiting Professor, Hong Kong University, 2019

Visiting Professor, Staatliche Hochschule für Gestaltung, Karlsruhe, Germany, 2018

Bartlett School of Architecture, Masters BPro, 2017

Visiting Professor, Yale University, 2016 Visiting Professor, Yale University, 2014

Director, Night School, Architectural Association, London, 2012-2016

Eero Saarinen Visiting Professor, Yale University, USA, 2014

Unit Master, Architectural Association, London, 2009-2012 Bishop Professor of Architecture, Yale University, USA, 2010

Louis I Kahn Professor of Architecture, Yale University, USA, 2007

Professional Experience:

Director, FAT Architecture 1995-2014 Director, Sam Jacob Studio 2014 -

Licenses/Registration: N/A

Selected Publications and Recent Research:

Built Work:2022:

Yinka Ilori Studio, workspace, London; Transformation of V&A Cromwell Road Entrance, Victoria and Albert Museum, London; NCC Welcome Building; The Horror Show, Somerset House, London. 2021 Building ONE, Science Museum Collections Centre, UK; Mixed Use building, Hoxton, London UK; In Search of Sharawadgi, Exhibition design, curation and art direction, Heerlen, NL; Beano, Art of Breaking the Rules, Exhibition Design, Somerset House, London

Professional Memberships: N/A



Name: Anna Maria Jaworska (Ania)

Courses Taught: (Four semesters prior to current visit):

Arch 206: Arch. Studio 4: "Warehouses", Spring 2023

Arch 414: Contemporary Practices: "Bed in Public Space" Course Author / Sole Instructor, Fall 2022

Arch 105: Arch. Studio 1: "Basic / Extra", Fall 2022

Arch 106: Arch. Studio 4: "Assembling Patterns" Course Author / Coordinator, Spring 2022

Arch 520/ Des 522: Topics in Arch. Technology: "Chair, Table, Window, Door, Wall" Course Co-Author / Taught with DES faculty, Fall 2021

Arch 105: Arch. Studio 1: "Copy, Manner, Abstract", Fall 2021

Educational Credentials:

M.Arch. Cranbrook Academy of Art, Department of Architecture, Bloomfield Hills, MI, 2009

M.Arch. Cracow University of Technology, School of Architecture and Urban Planning, Cracow, Poland, 2003

Teaching Experience:

Clinical Assistant Professor, University of Illinois at Chicago, School of Architecture, 2017-present

Visiting Assistant Professor, University of Illinois at Chicago, School of Architecture, 2015-2016

Adjunct Assistant Professor, University of Illinois at Chicago, School of Architecture, 2011-2015

Lecturer, School of the Art Institute of Chicago, AIADO, 2011-2015

Selected Professional Experience:

Ania Jaworska Studio, Chicago, IL Founder / Director, 2011-present

Rossetti Architects, Southfield, MI Designer, 2005-2008

Selected Publications and Recent Research:

Paul Andersen, Jayne Kelley, Paul Preissner. "American Framing: The Same Something For Everyone," Zurich, Park Books, 2023.

Hall, Jayne. "Woman Made: Great Women Designers," London, Phaidon Press Ltd, 2021.

Selected Exhibitions:

"Conceptual Substance," Eternithaus, April 2023, Berlin, Germany (International), 2023

"Conversation Pieces, Contemporary Furniture in Dialogue," August 2022/June 2023, SFMoMA, San Francisco, CA (International), 2022-2023

"BRICKS," Volume Gallery, June /July 2021, Chicago, IL (International / Solo), 2021

"American Framing." Pavilion of the United States at the 17th International Architecture Exhibition – la Biennale di Venezia, May/November 2021, Venice, Italy (International), 2021

"SET," Volume Gallery, November/December 2017, Chicago IL (International), 2017

"Chicago Works: Ania Jaworska," Museum of Contemporary Art Chicago, August 2016/January 2017, Chicago, IL (National / Solo), 2015-2017

Creative Works:

Barrington Residence, Barrington, IL Large commission to redesign a family residence, including all stages of architectural services for gut rehab of 17,000 s.f. house in collaboration with Cames/Gibson (Ongoing)

Professional Memberships:

2015/Present Volume Gallery, Chicago, IL Gallery Representation



Name: Andrew Jennings

Courses Taught: (Four semesters prior to current visit):

Arch 205: "Good Space" coordinated by Paul Preissner, Fall 2021

Arch 106: "Half Mile" coordinated by Judith DeJong, Spring 2022

Arch 205: "Basic/Extra" coordinated by Kelly Bair, Fall 2022

Arch 206: "The Warehouse" coordinated by Paul Preissner, Spring 2023:

Educational Credentials:

B.Sc Arch, University of Illinois at Urbana/Champaign

M.Arch, University of Illinois at Chicago

MA Design, Criticism University of Illinois at Chicago

Teaching Experience:

Teaching assistantships throughout grad school between 2015 and 2017.

Adjunct professor positions at UIC 2017 to present.

Assisted Stewart Hicks on YArch in 2018 and 2021,

co-coordinated TryArch 2021 with Meghan Quigley.

Professional Experience:

Designer, Steckel Parker Architects, January 2011 - May 2012

Designer, AECOM, May 2012 - August 2014

Designer, The Lamar Johnson Collaborative, August 2018 - April 2020

Designer, 2RZ Architects, August 2020-Present

Licenses/Registration:

Registered Architect, State of Illinois, 001.026452

Selected Publications and Recent Research:

"You're Pushing It", Flat Out 4 (2019)

Drawings included with essays by Sam Jacob "Rendering: The Cave of the Digital", e-flux Magazine (February 2018) and "Drawing in a Post-Digital Age", Metropolis Magazine (March 2017)

Professional Memberships: AIA



Name: Jayne Kelley

Courses Taught: (Four semesters prior to current visit):

Arch 200: Architecture and Society, general elective undergrad lecture course, Spring 2022, Spring 2023

Arch 414: Contemporary Practices, upper-level undergrad seminar, Fall 2021, Fall 2022

Arch 499: Special Topics, upper-level BA seminar, Spring 2022, Spring 2023

Arch 520: History and Theory graduate elective (cross-listed as Arch 414), Fall 2022

Educational Credentials:

MA, Design Criticism, School of Architecture, UIC, 2011

BA, Art History and Economics, Georgetown University, 2007

Teaching Experience:

Clinical Assistant Professor, School of Architecture, UIC, Fall 2021–present Visiting Assistant Professor, School of Architecture, UIC, Fall 2018–Summer 2021 Adjunct Assistant Professor, School of Architecture, UIC, Spring 2018

Teaching Associate, School of Design, UIC, Fall 2012–Spring 2013 Adjunct Assistant Professor, School of Architecture, UIC, Fall 2011

Professional Experience:

Owner, JK Editorial (freelance editing and editorial consulting practice), 2011–present

Assistant Director, Events and Publications, School of Architecture, UIC, Fall 2021–Spring 2023

Managing Editor, MCHAP Publications, Mies Crown Hall Americas Prize, 2018–20

Managing Editor, CCA Publications, Canadian Centre for Architecture, 2016–17

Editor, CCA Publications, Canadian Centre for Architecture, 2014–16

Curatorial Intern, Canadian Centre for Architecture, 2013–14

Editor and Staff Associate, School of Architecture, UIC, 2008–13

Licenses/Registration: None

Selected Publications and Recent Research:

Jayne Kelley, ed., untitled Bertrand Goldberg book project (forthcoming)

Giovanna Borasi, Albert Ferré, Francesco Garutti, and Jayne Kelley, eds., *The Museum Is Not Enough* no. 10–14 (CCA / Sternberg, forthcoming)

“Kathryn Anthony,” “Jeanne Gang,” “Carol Ross Barney,” and “Laurinda Spear,” in *The Bloomsbury Global Encyclopedia of Women in Architecture*, ed. Lori Brown and Karen Burns (Bloomsbury, forthcoming)

Paul Andersen, Jayne Kelley, and Paul Preissner, eds., *American Framing* (Park, 2023)

“Steel Culture,” in *AKT II: Matters of Engineering Design*, ed. Hanif Kara and Paul Scott (ArchiTangle, 2022)

“American Textures,” in Paul Preissner, *Kind of Boring* (Actar, 2020)

“The Superobject Has Received Your Sympathetic Vibrations,” *NESS 3* (Fall 2020)

“Chicago Architecture Biennial,” *Area* (January 2020): 110–15

Giovanna Borasi, Albert Ferré, Francesco Garutti, Jayne Kelley, and Mirko Zardini, eds., *The Museum Is Not Enough* no. 1–9 (CCA / Sternberg, 2019)

“Welcome Home,” *Flat Out 3* (2018): 2, 62–64

“Get the Door, It’s Domino’s,” *Flat Out 1* (2016): 2, 6–12

Alex Lehnerer, Jared Macken, Jayne Kelley, and Lorenzo Stieger, *The Western Town: A Theory of Aggregation* (Hatje Cantz, 2013)

Jayne Kelley, “The Portland Building: True Hollywood Story,” *Journal of Architectural Education* 66, no. 1 (December 2012): 21–22

Professional Memberships: NA



Name: Thomas Kelley

Courses Taught: (Four semesters prior to current visit):

Arch 562: Graduate building technology II, "Three Office Buildings," Spring 2023

Arch 465: Undergraduate advanced topic studio, "Refinement," Fall 2022

Arch 440: Undergraduate digital design and fabrication, "Economies of Resolution," Fall 2022

Arch 562: Graduate building technology II, "Three Office Buildings," Spring 2022

Educational Credentials:

M.Arch, Princeton University, School of Architecture, Spring 2009

B.Arch, University of Virginia, School of Architecture, Spring 2006

Teaching Experience:

Associate Professor, University of Illinois at Chicago, School of Architecture, since 2022.

Visiting Assistant Professor, Yale University, School of Architecture, 2023

Assistant Professor, University of Illinois at Chicago, School of Architecture, 2016–2022.

Design Critic, Harvard University, Graduate School of Design, 2020

Professional Experience:

Partner, Norman Kelley Inc., Chicago and Cambridge, MA, since 2012 Architectural

Assistant, Skidmore, Owings, and Merrill, 2011-2012

Licenses/Registration: N/A

Selected Publications and Recent Research:

Essays:

Thomas Kelley and Carrie Norman, "On Diptychs," Project, (Summer 2018), 9-11. 2018

Thomas Kelley, "Cool (Irony): Thomas Kelley Reviews Virgil Abloh's Mid-Career

Retrospective," The Architect's Newspaper (June 21, 2019):

<https://www.archpaper.com/2019/06/virgil-abloh-retrospective-review-thomas-kelley/>. 2019

Thomas Kelley and Carrie Norman, "Sic. Building Syndrome," Log 51 (New York, 2021),

19-27. Architecture, Furniture, and Exhibition Design Projects. 2021

Sylvia Lavin, Erin Besler, Carrie Norman, Thomas Kelley, and Jessica Colangelo, "Super

Models," exhibition design with Sylvia Lavin, in 2017 Chicago Architecture Biennial: Make

New History, Chicago Cultural Center, Chicago, Illinois, September 2017-January 2018. 2017

Built Works:

Thomas Kelley and Carrie Norman, "Aesop Lincoln Park," 857 W Armitage Avenue, Chicago, Illinois, 2018.

Thomas Kelley and Carrie Norman, "Four Observations on 1:1 Architectural Drawings," in 2019 Lisbon Architecture Triennale: Inner Space, Lisbon, Portugal, October 5, 2019 - January 5, 2020.

Thomas Kelley, Abigail Chang, Zhao Sheng, Chicago Comics: 1960s to now, exhibition designer, at the Museum of Contemporary Art Chicago, June 19 – October 3, 2021.

Thomas Kelley, Spencer McNeil, and Carrie Norman, "Penthouse," 201 W. Grand Avenue, PH3 & PH7, Chicago, IL.

Paul Andersen and Paul Preissner with Ania Jaworska, Thomas Kelley, Carrie Norman, "American Framing," at the 17th Architecture Biennale in Venice, May 22 – November 21, 2021. Thomas Kelley, "Amphitheater," 190 South LaSalle, Chicago, Illinois.

Thomas Kelley with Spencer McNeil, "Cart," 515 N. State St., Chicago, Illinois. 2022

Thomas Kelley with Spencer McNeil, "Gallery 200," Art Institute of Chicago, Chicago, Illinois. 2023

Professional Memberships:

Fellow, American Academy in Rome (FAAR '13) Fellow, United States Artists



Name: Rodrigo Kommers Wender

Courses Taught: (Four semesters prior to current visit):
Arch 205 2nd year undergraduate Design Studio, Fall 2023

Educational Credentials:

B.Arch. Bachelor of Architecture (*cum laude*). University Palermo, School of Architecture. Buenos Aires, 2003. Architecture degree course validated by the Royal Institute of British Architects (RIBA).

Teaching Experience:

Associate Professor. University Palermo, School of Architecture, 2013-2015.
Associate Professor. University Palermo, School of Architecture, 2012.
Chief of Practical Works. University Palermo, School of Architecture, 2010-2011.
Assistant Professor. University Palermo, School of Architecture, 2009.

Professional Experience:

PLOT:

Editorial Director, 2018-July, 2023.
Editor-in-chief, 2016-2017.
Editor-in-chief of PLOT Brazil, 2014-2015.

Summa+:

Editor and editor-in-chief of the Portuguese edition. 2011-2014.
Broadway Malyan - GDM, Gabinete de Diseño Metropolitano (Associated office in Buenos Aires):
Project Leader. 2006-2010.

Licenses/Registration: /

Selected Publications and Recent Research:

Books:

Rodrigo Kommers Wender (ed.). *Forum Puerto Norte, La Reconversión*. Buenos Aires: PPyT, 2014.

Articles and Essays:

"Rethinking Critique and Practice from Latin America" *PLOT*, issue 62, Buenos Aires, February-March 2022. With Floncia Medina.
"Narratives of Planetary Culture". IN: *MCHAP The Americas 2: Territory & Expeditions*. Section: From a Distance. Chicago: IIT Architecture Chicago, IIT College of Architecture, 2022.
"Uncertainty – Including Panic – but Finally Creation: A Furnished Parking Lot". IN: Schneider, Karin. *NDL (A New Domestic Landscape?)*. Caracas: Fundación La Industria, 2004. With Santiago García Navarro.

Lectures:

"Narratives in Contemporary Latin American Architecture". Escola da Cidade, São Paulo, September 24, 2015.
"Architecture, Criticism and Publishing in Latin America". Universidade de São Paulo, School of Architecture and Urbanism (FAU-USP), September 23, 2015. Organized by Guilherme Wisnik.
"The City of Joy. A Cross-reading of Gilles Deleuze and Yona Friedman". With Santiago García Navarro. *Proyecto Visitas*: Lecture at Centro Cultural Ricardo Rojas, Universidad de Buenos Aires (UBA), Buenos Aires, July 20, 2004.

Professional Memberships: /



Name: Sean Lally

Courses Taught: (Four semester prior to current visit):

Arch 365: Core Graduate Technology Seminar, 'Envelopes and Environments', Fall semesters

Arch 465: Undergraduate Option Design Studio, 'Shall We Play a Game', Fall 2020-2022

Educational Credentials:

M.Arch, University of California Los Angeles, 2002

B.Sc. Landscape Architecture. University of Massachusetts at Amherst, 1996

Teaching Experience:

Associate Professor, University of Illinois at Chicago, School of Architecture, 2015–Present

Visiting Professor of Architecture, Pratt Institute School of Architecture, Brooklyn, NY, 2019

Myles H. Thaler Visiting Professor of Landscape Architecture, University of Virginia 2018

Assistant Professor, University of Illinois at Chicago, School of Architecture, 2009–2015

Assistant Professor, Rice School of Architecture, Houston, TX, 2007–2009

Professional Experience: Sean Lally Architecture Sarl

Licenses/Registration:

The Swiss Society of Engineers and Architects (SIA)

Selected Publications and Recent Research:

Books:

The Air from Other Planets: A Brief History of Architecture to Come, (Zurich: Lars Muller, 2014).

Energies, New Material Boundaries, (ed.), Architectural Design Vol. 73 No. 3, (London: Wiley Academy, 2009).

Softspace: From a Representation of Form to a Simulation of Space, Sean Lally and Jessica Young (eds.), (London: Taylor & Francis, 2006).

Essays:

"Tentacle Shapes" Ambiguous Territories. Cathryn Dwyre, Chris Perry, David Salomon, Kathy Velikov, (eds.), Actar, 2022

"Phasing Densities" Center 22, AIR, Michael Benedikt (ed.) Center for American Architecture and Design, 2021 'Alternate Realities', Landscape Architecture Magazine, March 2022

"The City Within and the Architecture Around: Architecture of Tomorrow's City", The Public Infrastructure of Work and Play, Edited by Michael A. Pagano (ed.), (University of Illinois Press, 2018)

'Thanks for Asking Larry, A fictional Response to an Actual Question', Canadian Center for Architecture. October 2017

Design:

Night White Skies, Virtual Program, forthcoming

Shaped Touches, La Biennale de Venezia, The 17th International Architecture Exhibition, Arsenale, Venice Italy 2021 Curated by Hashim Sarkis

The Long Now, Installation as part of Exhibit Columbus, Columbus, Indiana, 2019

Podcast: 'Night White Skies, is Podcast about our design Future, as both Earth's environment & our human bodies are now open for design' hosted by Sean Lally. 2016- present. Episodes 001- 095

Professional Membership:

Fellow of the American Academy in Rome (FAAR)



Name: Clare Lyster

Courses Taught: (Four semesters prior to current visit):

Arch 106: Architecture Studio 2, Spring 2023
Arch 465: Advanced Topic Studio 5, Fall 2022
Arch 414: Contemporary Practices, Fall 2022
Arch 586: Topics in Architectural Theory and History IV, Spring 2023
Arch 106: Architecture Studio 2, Spring 2022
Arch 365: Architecture Studio 5 (Coordinator), Fall 2021

Educational Credentials:

M.Arch. Yale University, 2000
B.Arch, University College Dublin, 1994

Teaching Experience:

Visiting Professor, UCD, Ireland, 2021-2024
Professor, UIC School of Architecture, 2021
Associate Professor, UIC School of Architecture, 2013-2021
Assistant Professor, UIC School of Architecture, 2006-2013

Professional Experience:

Founding Principal, CLUAA, 2009- Founding Member, ANNEX, 2019-

Licenses/Registration:

Licensed Architect, New York. Lic. No. 031836, Initial Reg.: May 23, 2007 (inactive) NCARB Certificate, #67440, August 14, 2009 (inactive)
Licensed Architect, Illinois. Lic. No. 001.020878, Initial Reg.: November 14, 2009 (inactive)

Selected Publications and Recent Research:

Books (since 2021)

Lyster, Clare, Future Farm Forms, (ACTAR, 2024), 2023
States of Entanglement: Data in the Irish Landscape, Eds., ANNEX (ACTAR, 2021), 2021

Selected Articles

Lyster, Clare. "Cable Corridors" in New Geographies #13, forthcoming, 2023
Lyster, Clare. "Farmlink" in The Pandemic Effect: 60 Experts on Immunizing the Built Environment. Ed., Blaine Brownell. (Princeton Architectural Press), 132-133, 2023
Lyster, Clare. "Farm Life", in Housing Unlocked Journal, Irish Architecture Foundation, 2022
Lyster, Clare, "Chicken and Egg", in EXTENTS, Three Projects for Carroll County, (San Francisco: A+R Publishers, 2022), 117-129, 2022
ANNEX, "Entanglement: Data in The Irish Landscape", Strelka Institute Magazine, July 2021
Lyster, Clare, "Logistic: In Denial of Public Space", CCCB. The European Prize for Urban Public Space, June 9 2021

Exhibitions / Installations (since 2021)

2022 ANNEX. "Entanglement" in "Abandon All Hope, Ye Who Enter Here, Transmediale 2022, ADK Berlin, Jan 26-Feb 18 22
ANNEX. "Entanglement", Galway International Arts Festival, July 11 -July 25 2022
2022 ANNEX. "Data in Ireland" in Power House: The Architecture of Data Centers, Roca Gallery, London, November 11 2021-April 5 2022
2021 ANNEX. "Entanglement", Irish Pavilion at the 17th Venice Architecture Biennale 2021, The Arsenale, Venice, May 25-November 26 2021
2021 Lyster, Clare. "Learning From Logistics" in Rooms, Yale School of Architecture Graduate Women Alumni Exhibition, New Haven, CT, September 1-December 10, 2021

Professional Memberships:

Association of Collegiate Schools of Architecture (ACSA).



Name: Robert D. Magruder

Courses Taught:

ARCH 470 – Structures I, Fall 2021, 2022
ARCH 471 – Structures II, Spring 2022, 2023

Educational Credentials:

BSc, Arch Engineering University of Kansas, 1982
BArch, University of Kansas, 1983
Illinois Institute of Technology, Graduate Studies in Architecture (no degree), 1983-1984

Teaching Experience:

University of Illinois Chicago: School of Architecture, 2008-2009, 2010-2023
Illinois Institute of Technology: College of Architecture, 2017-2018
University of Arkansas, Fayetteville: Visiting Structural Reviewer, 2014, 2015, 2017

Professional Experience:

Principal, Goodfriend Magruder Structure LLC, Chicago, 2008 - present
Senior Project Engineer, C.E. Anderson & Associates, Inc., Chicago, 2002-2008 Senior Associate, Thornton-Tomasetti Engineers, Chicago, 1998-2002
Senior Associate, Perkins & Will Group, Inc., Chicago, 1996-1998
Project Engineer, Epstein & Sons, International, Inc., Chicago, 1992-1996 Associate, Skidmore, Owings & Merrill, Chicago, 1984-1990

Licenses/Registration:

Structural Engineer - IL
Professional Engineer – IN, MI, WI, NY, CO, IA, AR, WY

Selected Publications and Recent Research:

none

Professional Memberships:

Structural Engineers Association of Illinois American Institute of Architects, Affiliate



Name: Francesco Marullo

Courses Taught: (Four semesters prior to current visit):

Arch 252: history and theory lecture course, Species of Spaces, Spring 2023
Arch 532: history and theory seminar, Generic Architecture & Living Labor, Spring 2023
Arch 365: design studio, coordinator Mirage. UIC Desert Unit, Fall 2023
Arch 252: history and theory lecture course, Species of Spaces, Spring 2022
Arch 586: elective advanced graduate theory seminar, America Deserta, Spring 2022
Arch 465: design studio, The Architecture of Architecture Schools, Fall 2021

Educational Credentials:

Ph.D, History and Theory of Architecture, Delft University of Technology, 2014
M.Sc, Architecture, Urbanism, and Building Science, Delft University of Technology, 2006
B.Sc, Architecture, Università degli Studi Roma Tre, 2004

Teaching Experience:

Assistant Professor, University of Illinois Chicago, School of Architecture, since 2017
Visiting Assistant Professor, University of Illinois Chicago, School of Architecture, 2016-2017
Guest Lecturer, Delft University of Technology, 2012-15
Guest Lecturer, The Berlage Center, 2012-13

Professional Experience:

Architect, Matteo Mannini, 2014-2016
Architect, DOGMA, 2010-2011
Architect, OMA, 2006-2007

Licenses/Registration:

Registered architect in Italy

Selected Publications and Recent Research:

Books:

Francesco Marullo, Amir Djalali, Hamed Khosravi eds., Tehran, Life Within Walls, (Berlin: HatjeCantz Verlag, 2018)
Francesco Marullo, Arquitectura Genérica y Trabajo Vivo, Vol. 1: Delirante Equivalencia (San José, Costa Rica: Taller Operaciones, 2023) forthcoming.

Chapters in Book:

"Erase your Traces! On the use and abuse of history," The Contested Territory of Architectural Theory, Elie G. Haddad ed. (London: Routledge, 2022): 29–42

Edited Volumes:

Francesco Marullo and Negar Sanaan Bensi eds., The Architecture of Logistics , Footprint, Issue 23, vol. 12, n. 2 (Autumn, 2018)
Francesco Marullo ed., "Notes on the Deserts," Log, n.55 (Fall 2022): 112–176
Francesco Marullo, Ersela Kripa, Stephen Mueller eds. Journal of Architectural Education, n. 73 (Fall 2023) forthcoming.

Peer-reviewed Essays:

"Climatic Universal System: Architecture and Living Knowledge," Journal of Architectural Education, n.73: 2, Peggy Deamer and Tsz Yan Ng eds. (October 2019):168–177
"Drawing Estrangement," OASE 105 (April 2020): 59–71
"Deserti," iQuaderni U3, n. 25, Giovanni Caudo ed. (Macerata: Quodlibet, 2022): 33–44

Professional Memberships:

Association of Collegiate Schools of Architecture (ACSA) European Architecture History Network (EAHN)



Name: Barbara Materia

Courses Taught: (Four semesters prior to current visit):

Arch 554: Architectural Design IV, "Open House," coordinator, Spring 2023.

Arch 210: "Architecture as Archetype: Explorations of the City and Its Forms," Spring 2023.

Arch 205: "Chicago Frame," coordinator, Fall 2022.

Arch 554: "Open House," Spring 2022.

Arch 365: "Architecture as Territory," Fall 2021.

Arch 414: Contemporary Practice Seminar, "Urbs in Horto," Fall 2021.

Educational Credentials:

M.Arch, Università degli Studi Roma Tre, Rome, Italy, Architecture and Construction Engineering School, 2010.

BScArch, Università degli Studi Roma Tre, Rome, Italy, Architecture and Construction Engineering School, 2006.

Teaching Experience:

Clinical Assistant Professor, University of Illinois at Chicago, 2022–present.

Visiting Assistant Professor, Syracuse University, School of Architecture, 2020–2022.

Visiting Scholar, University of Illinois at Chicago, School of Architecture, since 2018-2020.

Professional Experience:

Independent Practice, 2016-present

Architect Project Leader, at UNA, Hamburg, Germany, 2016-2017

Architect, at Office for Metropolitan Architecture (OMA-AMO), Rotterdam, The Netherlands,

2011-2016 Architect, at Monadnock, Rotterdam, The Netherlands, 2011 (8 months)

Architect - Internship, at StARTT, Rome, Italy, 2010-2011 (3 months)

Architect - Internship, at Studio Evangelista Architetto, Rome, Italy, 2010 (4 months)

Licenses/Registration:

Licensed Architect, Rome and Province, Italy

Selected Publications and Recent Research:

Interview - KooZA/rch online at <https://www.koozarch.com/interviews/> Interview and publication of six selected projects of Arch366, S2020

Professional Memberships: /



Name: Spencer McNeil

Courses Taught: (Four semesters prior to current visit):

Arch 360: "Parts & Labor," Spring 2023

Arch 554: "Open House," Spring 2023

Arch 205: "Chicago Frame," Fall 2022

Arch 206: "Assembling Patterns," Spring 2022

Arch 105: "Copy, Manner, Abstract," Fall 2021

Educational Credentials:

M.Arch, University of Illinois at Chicago, School of Architecture, Chicago, 2017

B.A, Studio Art, Knox College, Galesburg, IL, 2010

Teaching Experience:

Adjunct Assistant Professor, University of Illinois at Chicago, School of Architecture, since 2020

Adjunct Professor, Illinois Institute of Technology, College of Architecture, 2018-2021

Professional Experience:

Project Architect, Norman Kelley, Inc, since 2020

Principal, Spencer G McNeil, LLC, since 2018

Architectural Professional/Architectural Licensed Professional, Skidmore, Owings & Merrill, 2017-2020

Designer, Norman Kelley, Inc, 2015-2017

Designer, Studio Santalla (now Ernesto Santalla, PLLC), 2010-2014

Licenses/Registration:

Licensed Architect, Registered in Illinois (#001.024482) and Texas (#29657) NCARB Certified

Selected Publications and Recent Research: NA

Professional Memberships:

American Institute of Architects



Name: Eugene C. Mojekwu

Courses Taught: (Four semesters prior to current visit):

Arch 573: Architectural Structures I. Spring 2019, 2020, 2021, and 2022.

Arch 574: Architectural Structures II. Fall, 2019, 2020, 2021, and 2022.

Educational Credentials:

Ph.D, Structural Engineering, University of Texas at Arlington, 1986

M.S, Civil Engineering, Texas Tech University, 1979

B.S, Civil Engineering, Texas Tech University, 1978

Teaching Experience:

Adjunct Professor, University of Illinois at Chicago, 1992 to Present Adjunct Assistant Professor, Illinois Institute of Technology, 1989-1992 Assistant Instructor, University of Texas at Arlington, 1980-1986 Teaching Assistant, Texas Tech University, 1978-1980

Professional Experience:

Structural Section Manager, Milhouse Engineering and Construction, Chicago, IL

2019-Present President, Matrix Engineering Corporation, Chicago, IL 1994-2019

Project Manager, Klein and Hoffman, Inc, Chicago, IL 1991-1994 Project Structural Engineer,

Holabird and Root, Chicago, IL 1989-1991 Junior Structural Engineer, Dikita Engineering,

Dallas, TX 1984-1985

Licenses/Registration:

Licensed Structural Engineer, Illinois

Selected Publications and Recent Research:

“Simplified Method for Identifying the Predominant Clay Minerals in Soils”, U.B.C., 1980

“Nonlinear Finite Element Analysis of Reinforced and Prestressed Concrete Frames”,

Technical Report, PCI, 1986

“Prestressed Concrete Column Behavior – Numerical Studies”, Technical Report, PCI, 1985

Professional Memberships:

American Society of Civil Engineering (ASCE) Structural Engineers Association of Illinois (SEAOI)



Name: Paul Preissner

Courses Taught: (Four semesters prior to current visit):

Arch 206: "The Warehouse," coordinator, Spring 2023.
Arch 465: "Most Averagest," Fall 2022.
Arch 522: "Formworklessness," Fall 2022.
Arch 522: "4 Walls," Spring 2022.
Arch 466: "Warehouses," Spring 2022.
Arch 205: "Good Space," coordinator, Fall 2021.

Educational Credentials:

M.Arch, Columbia University, New York, Graduate School of Architecture, Planning and Preservation, 2000.
Bs.Arch, University of Illinois, Urbana-Champaign, School of Architecture, 1996.

Teaching Experience:

Professor, University of Illinois at Chicago, School of Architecture, since 2022.
Associate Professor, University of Illinois at Chicago, School of Architecture, 2013–2021.
Assistant Professor, University of Illinois at Chicago, School of Architecture, 2017–2013.
Design Critic in Architecture, Harvard University, Graduate School of Design, Fall 2022.
Visiting Critic, Syracuse University School of Architecture, Syracuse, New York, Fall 2014, Fall 2021.
Adjunct Associate Professor, Columbia University GSAPP, New York, New York, Fall 2019.
D. Kenneth Sargent Visiting Critic, Syracuse University, School of Architecture, Syracuse, New York, Fall 2018.
Visiting Lecturer, University of Pennsylvania, School of Design, Philadelphia, Pennsylvania, Fall 2015, Fall 2016, Fall 2018.
Hyde Chair of Excellence Professor, University of Nebraska, School of Architecture, Lincoln, Nebraska, 2006-2007
Visiting Artist, The School of the Art Institute of Chicago, Chicago, Illinois, 2004-2006.
Faculty, Southern California Institute of Architecture, Los Angeles, California, 2003, 2006.

Professional Experience:

Paul Preissner Architects, Limited, Principal, 2006-Present.

Licenses/Registration:

Registered Architect, State of Illinois, Lic. No. 1019787 Registered Architect, State of New York, Lic. No. 030370

Selected Publications and Recent Research:

Books

American Framing: The Same Something for Everyone, ed. Paul Preissner, Jayne Kelley, Paul Andersen (Park Books, Zurich, 2022).
Kind of Boring: Canonical Work and Other Visible Things Meant to be Viewed as Architecture (Actar, 2021).

Exhibitions

American Framing, (Commissioner, co-Curator) Pavilion of the United States at the 17th International Architecture Exhibition – la Biennale di Venezia, May 21-November 21, 2021.
American Framing at Palm Springs Art Museum Palm Springs, 12 January – 2 July 2023
American Framing at Galerie Jaroslava Fragnera Prague, 28 April – 24 June 2022
American Framing at Wrightwood 659 Chicago, 6 May – 16 July 2022

Professional Memberships: /



Name: Meghan Quigley

Courses Taught: (Four semesters prior to current visit):

Arch 105: 1st year undergraduate design studio 1

Arch 106: 1st year undergraduate design studio 2

Arch 205: Architecture studio 3

Arch 206: Architecture studio 4

Educational Credentials:

M.Arch, University of Illinois at Chicago, 2018-2020

B.S. Arch, University of Illinois at Chicago 2013-2017

Teaching Experience:

Teaching Assistant, University of Illinois at Chicago, 2018-2020

Adjunct Assistant Professor, University of Illinois at Chicago, 2020-present

Professional Experience:

Architectural Designer, Brubaker Architects, 2017-2021

Architectural Designer, Woodhouse Tinucci Architects, Chicago, 2021-present

Licenses/Registration: Currently working towards architect's license

Selected Publications and Recent Research: N/A

Professional Memberships: AIA Chicago



Name: Diana Ramirez-Jasso

Courses Taught (Four semesters prior to current visit):

Arch 251 Architectural Analysis Fall 2023 (visiting faculty, Fall 2023)

Educational Credentials:

PhD. Harvard University, Cambridge, Massachusetts 2012

MA Harvard University, Cambridge, Massachusetts 2006

MSArchS, Massachusetts Institute of Technology, Massachusetts 2002

Master of Science in Architecture Studies (SMArchS), History, Theory, and Criticism of Architecture and Art, 2002

BArch (equivalent) Instituto Tecnológico y de Estudios Superiores de Occidente, Guadalajara, Mexico 1997

Teaching Experience:

Professor and Dean of the School of Architecture, Art and Design, Center-South Region, Instituto Tecnológico de Monterrey (ITESM), Mexico 2020-2023

Lecturer, Harvard University, Graduate School of Design, Cambridge, MA, 2006-2009

Teaching Fellow, Harvard University, Graduate School of Design, Cambridge, MA 2007-2008

Teaching Fellow, Massachusetts Institute of Technology, Department of Architecture, Cambridge, MA 2001-2002

Professor, Architecture, Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO), Guadalajara, Mexico, 1999-2000

Professional Experience:

Partner, Montalvo+Ramírez Architects, Guadalajara, Mexico, 1997-2000

Director of Metropolitan Projects, Patronato del Centro Histórico. Guadalajara, Mexico 1998-2000

Project Analyst, Architecture and Urban Design. Department of Public Works, Zapopan, Mexico 1997-1999

Project Researcher Taller de Enrique Norton Architects (TEN), Mexico City, 1996

Licenses/Registration:

Professional License Architecture: 2836365 (1999) Mexico

Selected Publications and Recent Research:

Ramirez, Diana, "The Republic of Childhood: Friedrich Froebel's Kindergarten and Naturphilosophie" in Vassiliki Rapti and Eric Gordon (Eds.), *Ludics: Play as Humanistic Inquiry* (London and New York: Palgrave, 2021) 427-445.

Ramirez, Diana, "Cuando la Arquitectura Enseña a Pensar: Ambientes y Objetos como Instrumentos de Reforma Política en la Ilustración Tardía," *Trans. Aiki Translations; Revista Plot* 29, Febrero-Marzo 2016 (Buenos Aires: Editorial Piedra, Papel y Tijera.)

Professional Memberships:

Society of Architectural Historians



Name: Florencia Rodriguez

Courses Taught (Four semesters prior to current visit):

Arch 585: Architectural Theory and History III, "Ten Practices in Architecture," Fall 2023, with Stewart Hicks

Arch 520-588: Criticism in the Age of Dispersion, Spring 2023

Educational Credentials:

Loeb Fellow in Advanced Environmental Studies. Harvard GSD, Cambridge, USA. 2014

Master's in Architecture and Design, Universidad de Belgrano, Bs As, Argentina . 2000

Bachelor's in Architecture and Design, Universidad de Belgrano, Bs As, Argentina. 1998

Teaching Experience:

Lecturer in Architecture, Harvard Graduate School of Design 2021-22

Visiting Professor, Tecnológico de Monterrey, Campus Querétaro, Mexico 2021

Visiting Professor, Institute for Advanced Architecture of Catalonia, Barcelona 2022

Lecturer in Architecture, School of Architecture, Universidad Torcuato Di Tella, Bs As 2013

Visiting Professor, Universidad Nacional del Litoral, Provincia de Santa Fe, Argentina 2017

Visiting Professor, Masters in Architecture, Boston Architectural College, Boston, USA 2015

Professional Experience:

-NESS, Founder and Editorial Director, 2017 to the present

PLOT, Founder and Editorial Director, 2010-2017

FLR Arquitectura, Principal, 2000-2010

Licenses/Registration:

Licensed in Argentina 2007- 2010

Selected Publications and Recent Research:

Books in process:

Author, *Why bother? A Critical Editorial Manifesto in the Age of Dispersion*

Editor, *On New Natures*

Books:

Editor, *MCHAP 2: Territory & Expeditions*, IIT+NESS+ ACTAR, Barcelona, 2022

Editor, *Ensayo & Opera*, a book on the work of Baudizzone-Lestard & Asociados, Buenos Aires, 2009

Journals:

Editor, *America*, Harvard Design Magazine 48, February 2021

Editor, -NESS, Issues 1-3 plus two -NESS.docs, 2017-2020

Editor, PLOT, issues 1-40 plus 8 special editions, 2010-2017

Chapters and Essays:

"Presentation and Representation," *Exposed Architecture, Exhibitions, Interludes and Essays*, Park Books, Mexico, 2017

"Original Misunderstandings," *The Architect Magazine, Latin America Issue*, Jorge Francisco Liernur Ed. China, 2015

"The Old Oz. What's After Latin American Modernism," *Trace*, no. 7, Chile, 2013

"New Constitutions," *Archipiélagos de Arquitectura*, Mesa Editores, Medellín, 2010

"Proposals from the End of the World," a+u, Japan, 2009



Name: Robert Somol

Courses Taught: (Four semesters prior to current visit):

(Sabbatical 2022-23)

Arch 531: Architectural Theory I, Fall 2021, Fall 2020

Arch 589-90: Writing Tutorial I and II, 2022-23, 2021-22 Arch 588/520: Proseminar II, Spring 2021

Educational Credentials:

Ph.D, University of Chicago, 1997

J.D, Harvard Law School, 1985

A.B, Brown University, 1982

Teaching Experience:

Professor, School of Architecture, UIC, 2007-

Visiting Faculty, Graduate School of Design, Harvard University, Spring 2023 Herbert Baumer

Distinguished Visiting Professor, Ohio State University, 2015-16

Max Fishman Visiting Professor, College of Architecture, University of Michigan, Fall 2007

Professor, School of Architecture, Ohio State University, 2005-07

Visiting Professor, School of Architecture, Princeton University, 2005-07

Associate Professor, Department of Architecture and Urban Design, UCLA, 2004-06

Assistant Professor, Department of Architecture and Urban Design, UCLA, 1997-04 Assistant

Professor, School of Architecture, UIC, 1990-1995

Administrative Experience:

Director, School of Architecture, UIC, 2007-22

Interim Dean, College of Architecture, Design, and the Arts, UIC, 2013

Professional Experience:

Member Editorial Board Flat Out 2013-

Member Editorial Board Log 2003-2006

Principal PXS Los Angeles 1992-2005

Member Editorial Board ANY Magazine 1995-2000

Selected Publications and Recent Research:

Books in progress

Petrified Words: Rock, Paper, Architecture

Nothing to Declare: Essays and Dead Letters (for Writing Architecture series)

Edited books and journals

Guest Editor, Log 5, 2005

Editor, Autonomy and Ideology: Positioning an Avantgarde in America (Monacelli Press,

1997) Guest Editor Form Work: Colin Rowe ANY 7/8 1994

Chapters and essays

All Work and No Play (The Opinionator) Flat Out 4 (Spring 2020): 3, 79-81 That Sinking

Feeling (The Genealogist) Flat Out 2 (Spring 2017): 2, 8-13

Easier Done Than Said (The Cameo) Flat Out 1 (Fall 2016): 3, 65-72

Cartoon Plan (The Inventor) Flat Out 1 (Fall 2016): 3, 59-61



Name: Juan Suarez

Courses Taught: (Four semesters prior to current visit):

ARCH 105: 1st Year Architecture Design Studio 1, Fall 2021
ARCH 106: 1st Year Architecture Design Studio 2, Spring 2022
ARCH 105: 1st Year Architecture Design Studio 1, Fall 2022
ARCH 106: 1st Year Architecture Design Studio 2, Spring 2023

Educational Credentials:

MA. Design Criticism, Univ. of Illinois at Chicago, 2017 - 2018
M.Arch, Univ. of Illinois at Chicago, 2014 - 2017
BSAS, Univ. of Illinois at Urbana Champaign, 2003 - 2008

Teaching Experience:

Adjunct Assistant Professor, University of Illinois at Chicago, School of Architecture, 2021 - present
Graduate Teaching Assistant, University of Illinois at Chicago, School of Architecture, 2015 - 2018

Professional Experience:

Designer, Hammond Beeby Rupert Ainge (HBRA), Chicago, 2018 - present
Geoff Goldberg + Associates, Chicago, Archival Research Assistant, 2018
Baukuh, Milan/Chicago, Architecture Biennial Local Production Team, 2017
Design Assistant, SiO2 Arch, Chicago, Chicago Architecture Biennial Exhibition, 2015
Green Line Arts Competition Assistant, SiO2 Arch, Chicago, 2015
Designer (part-time), fcSTUDIO Inc., Chicago, 2014
Project Designer (part-time), Edward Deegan Architects, Kenilworth, 2014
Project Designer / Model Shop Manager, Konstant Architecture Planning, Skokie, 2008 - 2013
Intern Assistant, Passive House Institute US (PHIUS), Urbana, 2008

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships: N/A



Name: Antonio Torres

Courses Taught: (Four semesters prior to current visit):

Arch 465: "Artificial Natures", Spring 2023.
Arch 359: "Matter, Material, Materiality", Fall 2022.
Arch 151: "Architecture at Chicago", Fall 2022.
Arch 206: "Details", Spring 2022.
Arch 365: "River", Fall 2021.
Arch 151: "Architecture at Chicago", Fall 2021.

Educational Credentials:

M. Arch, University of California at Los Angeles, June 2007.
BA, University of Illinois at Chicago, May 2003.

Teaching Experience:

Assistant Professor, University of Illinois at Chicago, 2023.
Clinical Assistant Professor, University of Illinois at Chicago, 2017-2023.
Adjunct Associate Professor, Columbia University GSAPP, NYC, SU 2021, SU 2023.
Master Practitioner, Lawrence Technological University Graduate Program, Summer 2016.
Lecturer, Instituto Tecnológico de Estudios Superiores de Monterrey, 2012-2015. Lecturer, Instituto Tecnológico de Estudios Superiores de Occidente - ITESO, 2010-2011.

Professional Experience:

The Bittertang Farm, Cofounder & Principal, 2008-present.

Licenses/Registration: n/a

Selected Publications and Recent Research:

Publications:

Antonio Torres, Antagonismos 08, Interview, Buenos Aires, Argentina, 2021.
Antonio Torres and Michael Loverich, Kiss Me One More Time, Fresh Meat XI, UIC SoA 2020.
Antonio Torres and Michael Loverich, Flora and Fauna, Pidgin 22, Princeton SoA 2017.

Recent Built Work:

The Living Room, permanent pavilion built for the Chicago Architecture Biennial 2021.

Exhibitions:

One Object at a Time. Group show exhibiting Bessie at A+D Museum in LA, Curated by Ebrahim Poustinchi 2021.
Inscriptions: Architecture Before Speech. Group show exhibiting Brood of Fluffy at Harvard GSD, Curated by K. Michael Hays and Andrew Holder 2018.

Professional Memberships:

TED Fellow, NCARB



Name: Julia A. Turner

Courses Taught: (Four semesters prior to current visit):

Arch 105: 1st Year Architecture Design Studio 1

Arch 106: 1st Year Architecture Design Studio 2 YArch

Education Credentials:

M.Arch, University of Illinois at Chicago

MA, University of Chicago, Art History

BA, Indiana University, Gender Studies

Teaching Experience:

Adjunct Assistant Professor, UIC School of Architecture, 2021 - Present

Graduate Teaching Assistant, UIC School of Architecture, 2017 - 2020

Adjunct Assistant Professor, City Colleges of Chicago, Department of Humanities, 2015 - 2017

Courses Taught: HUM 201: Intro to Humanities, HUM 146: LGBTQ Humanities, HUM 124: Intro to Arts and Ideas

Professional Experience:

Silhouette Design Architecture, Architect, 2021 - 22

Art Institute of Chicago, Department of Architecture and Design, Intern, 2019 - 2020 Lillian Florsheim Foundation for the Arts, Research Assistant, Freelance since 2020

Licenses/Registration: NA

Selected Publications and Recent Research: NA

Professional Memberships: NA



Name: Aura Venckunaite

Courses Taught: (Four semesters prior to current visit):

Arch 555: "Design Development", Spring 2023

Arch 206: "Warehouse", Spring 2023

Arch 105: "Basic/ Extra", Fall 2022

Arch 206: "Assembling Patterns", Spring 2022 Arch 105: "Copy, Manner, Abstract", Fall 2021

Educational Credentials:

Adjunct Assistant Professor

Teaching Experience:

Adjunct Assistant Professor, C.A.D.A. - University of Illinois at Chicago, 2015-Present

Jumpstart Coordinator + Lecturer, UCLA AUD - University of California, Los Angeles, 2022 -

Present Adjunct Professor, College of Architecture - Illinois Institute of Technology, 2020-2023

Lecturer, AIADO - School of the Art Institute of Chicago, 2017-2018

Professional Experience:

Collaborations with Brush Architects, Chicago, 2019-22 Architect II,

CannonDesign, Chicago, 2018-19

Project Architect, CAMESgibson, Chicago, 2013-18

Architectural Intern, KOO & Associates, Chicago 2013 Fall/Winter

Architectural Intern Wheeler Kearns Architects, Chicago, 2012 Summer

Exhibitions & Installations

MCHAP Exhibition "Coach House" IIT Housing Studio Projects, 2022

Wrightwood 659 Ando and Le Corbusier: Masters of Architecture Exhibition "Ando's Clark Art Institute Model, SAIC", 2018

Faculty Exhibition Series "Old, New, Borrowed, Blue", 2016

Faculty Exhibition Series, Selected Faculty Installation "The Pliable Plane", 2016

Awards

2021 Project Architect, Chicago Post Office Restoration, Docomomo US, Award of

Excellence, Civic 2019 Project Architect, UIC Flames Men's Basketball Team Lounge "The Blue Room" AIA Chicago Small Project Award

Licenses/Registration: NA

Selected Publications and Recent Research: NA

Professional Memberships: NA



Name: Dan Wheeler

Courses Taught: (Four semesters prior to current visit):

Arch 465: Topic Studio "Building Atmosphere", Fall 2021
Arch 360: Arch Technology II "Cornered", Spring 2022
Arch 206: Studio "Assembling Pattern", Spring 2022
Arch 205: Studio "Chicago Frame", Fall 2022
Arch 559: Grad Technology Seminar "In/Out of Practice", Spring 2023
Arch 466: Options Studio "A Good Room", Fall 2023

Educational Credentials:

BArch, Rhode Island School of Design, 1981

Teaching Experience:

Chicago Chair, University of Wisconsin- Milwaukee, Master's Program, 1988-1989 Adjunct Assistant Professor, UIC School of Architecture, 1992-1998
Adjunct Associate Professor, UIC School of Architecture, 1998-2001
Associate Professor, UIC 2001-2008
Consulting Architect/Critic/Collaborator Rural Studio, Auburn University, 2001-
Interim Director, UIC School of Architecture, 2006-2007
Professor, UIC School of Architecture, 2008-

Professional Experience:

Intern Architect, Machado Silvetti Architects, Boston, 1979-1981 Architect, Skidmore Owings & Merrill, Chicago, 1981-1983 Architect, Himmel Bonner Architects, Chicago, 1983-1984 Associate and Studio Head, Skidmore Owings & Merrill, Chicago, 1984-1987 Principal, Owner, Daniel Wheeler Architects, Chicago, 1987-1990
President, Partner, Wheeler Kearns Architects, Inc., Chicago, 1990-present
Interim Director, Graham Foundation for the Advanced Studies in the Fine Arts (Trustee 2000-2006), 2005-2006

Licenses/Registration:

Registered architect in Illinois, 1985–present; Arkansas, Colorado, Indiana, Michigan, Missouri, Wisconsin

Selected Publications and Recent Research:

"Ten Houses, Wheeler Kearns Architects", Rockport Publishers, 1998
"Reflections on Practice" National AIA Small Project Practitioners 2017 22-35
"Ruminations", "Bound By Spectrum", (Chicago: DPAM, 2019) Page 107-116,

Selected Creative Works, underway 2022-23:

Lupine Montessorri School, Lockport IL, Concept Design 2022-23
Common Pantry: Construction complete June 2023
Lakewood Balmoral Residence: Construction Complete June 2023
Teer Residence: Construction Complete Fall 2023
Stultz Residence, Wilmette, Construction Complete Spring 2024
Gray Gallery Expansion, Chicago Construction Complete Fall 2023
Art in Motion, High School, Phase I Complete, Fall 2023
IMAN Corner Park, Construction, Racine and 63rd ST, Englewood, Construction Complete, Fall 2023
Desser Residence: Construction commences summer 2023

Professional Memberships:

Fellow, American Institute of Architects, class of 1998; AIA Committee on Design, 2004–present; NCARB, 1988-present



Name: Andrew Zago

Courses Taught: (Four semesters prior to current visit):

Arch 567: Graduate Research Studio, "What's a Difference?" Spring 2023. Arch 566: Graduate Research Seminar, "What's a Difference?" Fall 2022.

Arch 567: Graduate Research Studio, "I Haven't Looked at Clouds That Way" Spring 2022.

Arch 566: Graduate Research Seminar, "I Haven't Looked at Clouds That Way: Alternative Projects for the Los Angeles County Museum of Art" Fall 2021.

Educational Credentials:

M.Arch, Harvard University, Graduate School of Design, Cambridge, Massachusetts, 1986.

BFA, The University of Michigan, School of Art, Ann Arbor, Michigan, 1980.

Teaching Experience: (Prior twenty years)

Clinical Professor, University of Illinois Chicago, 2011 to present.

Faculty, Southern California Institute of Architecture (SCI-Arc), 2008 to present.

Baumer Distinguished Visiting Professor, The OSU School of Architecture, 2021.

Visiting Design Faculty, Harvard University, 2022, 2019.

Howard A. Friedman Visiting Professor, University of California Berkeley, 2016

Herbert H. Greenwald Visiting Professor, University of Illinois Chicago, 2008

The City College of New York, Founding Director, Graduate Program in Architecture, 2003–7

Professional Experience:

Bouwman Zago Architecture (formerly Zago Architecture), Los Angeles, California, 1991 to present. Studio Tecnico, Los Angeles (with Laura Bouwman), 2021 to present.

Licenses/Registration:

Licensed Architect, State of California Licensed Architect, State of Michigan

Board Certified, National Council of Architectural Registration Boards (NCARB)

Selected Publications and Recent Research:

Books:

Bouwman Zago. Source Books in Architecture:16, Benjamin Wilke, ed. (Knowlton School at The Ohio State University). forthcoming.

Accident , Andrew Zago, (Art Paper Editions, 2018.)

Essays:

"Tabloid Transparency, Looking through Types, Legibility, Abstraction and the Discipline of Architecture," Andrew Zago and Todd Gannon, in Routledge Companion of Architectural Design & Practice: Established and Emerging Trends, (London, Routledge, 2015.)

Select Projects:

Blossom Billboard, Sunset Strip, West Hollywood CA. 2022 -present (in design)

Color Field Study, Installation, UIC School of Architecture, Chicago, Illinois. 2022 Office building, Kelardasht, Iran. (under construction)

Tautos Namai: a New National Performance Hall, Vilnius, Lithuania. Competition entry. 2019

Concorde Hotel, Gyeongju, Korea - with SLAB Architects. Conceptual design. 2019

Jamsil International Competition, Seoul - with Kunwon Architects. Competition entry. 2018

Urban Redensification, housing for INFONAVIT, Durango, Mexico. Schematic design. 2017

Rural house prototype for INFONAVIT, Apan, Mexico. 2017

Professional Memberships:

AIA; Fellow, American Academy in Rome; Peer, General Services Administration National Register of Peer Professionals, Washington, DC; Fellow, United States Artists

PROGRAM AND STUDENT CRITERIA MATRIX

Course	BS COURSES		Year 1		Year 2		Year 3		Non-Curricular Activity															
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Lecture Series	Conferences	ME@UIC Episodes	Annual Career Fair	Portfolio Day	Final Reviews	Jury Work at the Year End Show	Graduate Student Handbook	FRESH MEAT (Student Run Publication)	Student Advisory Board	Course Evaluations (Vice Provost for Faculty Affairs)	Graduate Exit Survey	Architecture and Design Open Archive	Student Organizations		
ARCH 359	X																							
ARCH 365	X																							
ARCH 371	X																							
ARCH 470																								
ARCH 360		X																						
ARCH 366																								
ARCH 372																								
ARCH 471																								
ARCH 351	X																							
ARCH 551	X																							
ARCH 561	X																							
ELECTIVE																								
ARCH 532			X																					
ARCH 552																								
ARCH 562																								
ARCH 573																								
ARCH 531	X																							
ARCH 585																								
ARCH 574																								
ARCH 563	X																							
ARCH 553	X																							
ARCH 554																								
ARCH 555																								
ARCH 564																								
ARCH 586																								
ARCH 565																								
ARCH 566																								
ARCH 544																								
ARCH 567																								
ELECTIVE																								
ARCH 520, ARCH 522, or																								

Shared Values
 Design
 Env. Stewardship & Professional Respon.
 Equity, Diversity & Inclusion
 Knowledge & Innovation
 Leadership, Collab. & Community Engmt.
 Lifelong Learning

Program Criteria
 PC.1 Career Paths
 PC.2 Design
 PC.3 Ecological Know. & Respon.
 PC.4 History & Theory
 PC.5 Research & Innovation
 PC.6 Leadership & Collaboration
 PC.7 Learning & Teaching Culture
 PC.8 Social Equity & Inclusion

Student Criteria
 SC.1 HSW in the Built Environ.
 SC.2 Professional Practice
 SC.3 Regulatory Context
 SC.4 Technical Knowledge
 SC.5 Design Synthesis
 SC.6 Building Integration