The Illinois School of Architecture’s Fiscal Year 2016 (July 1, 2015–June 30, 2016) budget report describes actions that must be taken to achieve the school’s mission: to maintain a “depth and breadth of . . . curriculum” that “enables students to become leaders in a range of disciplinary specialties,” by teaching them “to design and research in a rapidly changing global context from the macro to the micro scale” in the context of “a robust technical and conceptual program that enables students to create and innovate.” Implicit in this statement is the faculty’s commitment to achieving excellence in their work as designers, researchers, and scholars, for such excellence is prerequisite achievement of the school’s instructional mission. Steps toward implementation of the aforementioned actions are described, as are the resources required for completion of these steps. The report closes by recapping faculty, student, and alumni accomplishments during the 2013-2014 academic year, accomplishments that characterize the foundation of scholarly and design excellence upon which the school continues to build.

Actions

In FY16, the School of Architecture seeks to strengthen its alignment with the campus’ four goals, as expressed in the University of Illinois at Urbana-Champaign 2013–16 Strategic Plan and interpreted in the College of Fine + Applied Arts Strategy 2014–17. The college strategy describes implementation steps aimed at achieving ten critical objectives. Relative to these objectives, the school is motivated to take six interrelated actions:

1. Recruit, retain, and graduate more undergraduate students, ensuring that enrolling students are academically prepared to succeed in a comprehensive liberal arts and sciences curriculum that incorporates unusual opportunities for curricular and co-curricular exposure to learning across the fine and applied arts disciplines.

2. Recruit, retain, and graduate more graduate students:

   • in the accredited master’s degree program in architecture, ensuring that enrolling students are prepared to succeed in a curriculum that expects design excellence and technical expertise as primary learning outcomes; and

   • in the doctoral program in architecture and landscape architecture, especially those capable of contributing to the school’s teaching mission (by way of instructor-of-record TA appointments) and its research mission (by way of RA appointments funded on research awards from federal and state agencies, private foundations, and corporate partners).
3. **Increase support for faculty achievement in research, scholarly, and creative endeavors**, with emphasis on broadening the scope, deepening the impact, and expanding the recognition of these endeavors.

4. **Link community engagement activities to faculty-led research and design projects** that promise the discovery of new knowledge in the art and science of the built environment.

5. **Cultivate durable alumni relations broadly across multiple generations**, with the aim of increasing support for the school’s most critical needs, foremost of which is to widen access to and success in undergraduate and graduate curricula as a prelude to employment, licensure, and advancement in the profession.

6. **Develop and adhere to a comprehensive communication plan** that promotes to various audiences what is achieved by implementing the five actions described above.

**Implementation**

The success of the implementation steps described below will depend on engagement among faculty, students, staff, and administrators, and on the effectiveness of deliberative action taken by the school’s elected and appointed governing bodies. In recognition of this fact, the steps described below should be understood as points of departure for engagement, deliberation, and decision-making.

1. **Improve student academic services** by creating a single student academic services center for undergraduate and graduate students.
   a. Representing the Director, an academic professional Assistant Director (or Executive Assistant Director) will collaborate with a tenured faculty Associate Director for Graduate Studies and an academic professional Associate Director for Undergraduate Studies to provide comprehensive student academic services in the School of Architecture.

   - The Assistant Director will have primary responsibility for class scheduling and managing the midterm and final review processes (all with significant input from the graduate and undergraduate directors, as well as program area chairs and design studio instructors).

   - The Associate Director for Graduate Studies will have primary responsibility for leading graduate recruitment, admissions, and advising.

   - The Associate Director for Undergraduate Studies will have primary responsibility for leading undergraduate recruitment, admissions, and advising. Recruitment and admissions activities will be conducted in collaboration with the college recruitment and admissions staff. Note that doctoral students and possibly advanced M.Arch students will supply some routine advising services.
b. To promote coherence and visibility, the student academic services center will collocate graduate and undergraduate student services. Suitable space for this collocation must be identified.

2. **Assist faculty in achieving or sustaining design and scholarly research productivity that is competitive with the research productivity of faculty at peer research universities.** To do this, make full use of campus and college resources that support faculty achievement in research, scholarship, and creative design, especially resources that help faculty collaborate with colleagues, on and off campus, in the pursuit of major external grant awards. Primary examples of such resources are the college’s envisioned research center at 1 E. St. Mary’s Road, as well as the capacity being established in Temple Buell Hall for pre- and post-award management of external grants.

Assessing faculty research productivity must include measures of significance and influence. Together, faculty will explore the benefits and limitations of the Academic Analytics tool for benchmarking academic excellence. This exploration will entail reaching consensus on the publication, exhibition, and competition venues that are preferred by the most esteemed architecture faculty at peer research-intensive universities.

3. **Develop and communicate clear expectations regarding faculty commitment to unit-level shared governance activities.**
   a. Identify key shared governance roles that all faculty are expected to hold on an elected or appointed basis. Assess faculty numbers and willingness to fill these roles.
   b. Identify key administrative roles that should be accepted on a periodic basis by select faculty. Ensure that the scope of work is reasonable during the academic year and minimal during the summer months.

4. **Improve communication,** especially with important external constituencies, by enabling the Assistant or Associate Director, working with the college Director of Communication, to assist:
   a. the Director in communicating effectively with members of three critical constituencies: leaders of peer schools and colleges of architecture; alumni of the school and retired faculty; leaders (alumni or not) of corporate friends of the school.
   b. the Director of Development for the college’s Environmental Arts units in her alumni and donor relations activities.
   c. the Director of Graduate Studies in recruitment and yielding activities.
   d. the Director of Undergraduate Studies in recruitment and yielding activities.
5. **Revise current initiatives to enhance prospects for generating revenue.**

   a. *Lecture Series.* Explore the possibility of redeveloping the (almost) weekly lecture series to incorporate a reasonable number of presentations of interest to faculty and students in all three Environmental Arts units; share costs accordingly. Additionally, incorporate lectures scheduled cooperatively with the School of Art + Design, as well as select units from various colleges across campus whose faculty are active in research areas allied with the school’s program areas; share costs accordingly. Repurpose content from the lecture series for use in outreach to alumni and friends, possibly in the context of online continuing professional education offerings available at some cost that exceeds the expense of production.


      • Summer days: Discover Architecture sessions targeted to rising juniors and rising seniors in Chicago Public Schools.

      • Intersession and summer evenings: Professional development opportunities for early and mid-career alumni.

   c. *Barcelona Study Abroad Program.* With involvement of the International Programs Committee, the IASAP-BV Director, and the Director of Alumni Relations and Development (Environmental Arts), explore alumni travel and professional development opportunities that interface with undergraduate participants late in the spring semester. At the same time, assess income and expenses related to normal operations in Barcelona, making operational adjustments needed to avoid subsidizing—at least without due consideration—what ideally should be a self-supporting enterprise.

   d. *Online courses.* Study the initial online offering of ARCH 164, Architecture as a Second Language (Summer 2015), to understand the prospects for generating income from off-campus enrollments.

   e. *Non-major courses.* As part of the process of building out the new BSAS curriculum, identify and mobilize the resources needed to offer high-quality design and drawing studio experiences for majors outside the College of Fine + Applied Arts, consistent with the Alliance for Arts at Research Universities (a2ru) initiative to offer studio art-making experiences to students across the undergraduate curriculum.

**Resources**

The School of Architecture began the current fiscal year (FY15) with estimated salary expenses ($4,062,745) that are slightly higher than income ($4,001,749) allocated from the state (recurring funds) and the college (non-recurring funds). If the difference ($60,996) persists at
the close of the fiscal year, it will be covered with funds from tuition differential income and/or
discretionary cash reserves.

Over the next two fiscal years (FY16 and FY17), it is a given that state and college funding for
faculty and staff salaries will correlate with the enrollment of undergraduate and tuition-paying
graduate students. If enrollments decline and salary expenses remain unchanged, the widening
structural budget deficit must be addressed, as it will be this year, by diverting funds from
tuition differential and discretionary income. Covering deficits in this fashion is imprudent, not
least because doing so reduces funds available to investment in actions that are likely to
increase student enrollments—and, thus, income. Doing so also reduces funds needed to
ensure a quality of creative and intellectual life that is critical to attracting students and
retaining faculty members.

Money on hand (as of January 31, 2015) to support the school’s quality of creative and
intellectual life includes approximately $221,211 in unrestricted or somewhat restricted cash
reserves. A somewhat lower balance is expected at the close of FY15 (June 30, 2015) because of
facility, equipment, and website upgrade and maintenance costs that have yet to be paid. Even
with the accrual of endowment income in future fiscal years, the school’s flexible cash position
will be compromised in FY16 and FY17 if such funds are drawn on to balance its accounts. (It
should be noted that an additional sum of approximately $55,000 in restricted gift funds is
available annually to sponsor lectures and to host named visiting scholars, and approximately
$500,000 in restricted gift funds is annually awarded as scholarships and fellowships.)

Clearly, then, under ordinary circumstances the school would need to prepare for FY16 with a
decisive plan to keep expenses in line with income. But FY16 (and FY17) promise to be
extraordinary budget years. The university expects the state to reduce its annual appropriation,
a reduction that will surely be passed along by the campus to the college, and by the college to
the school. In addition, the enrollment of new undergraduates in Fall 2015 is expected to
decline. That said, the enrollment of new graduate students may increase modestly, although
certainly not to the level the school has capacity, in faculty and facilities, to educate.

The actions described in the previous section are intended to increase income and reduce
expenses such that income and expenses reconcile. The actions also create the flexibility
needed to embrace reductions in state-appropriated dollars without placing undue stress on
cash reserves. Imposed reductions could range between 5 and 10 percent over the coming two
fiscal years. Managing reductions of such magnitude will, of course, challenge our resources—
but also our resourcefulness. Both challenges can be met through principled deliberation and
shared decision-making, bearing in mind the need to protect the interests of individuals with
the greatest potential to secure the school’s reputation long into the future: its undergraduate
and graduate students, its probationary tenure-system faculty members, and its mid-career
associate professors.
Accomplishments

Implementation of the action steps described in this budget report is only feasible because of the notable accomplishments of the school’s faculty, students, and alumni. This section presents an illustrative selection of regional, national, and international distinctions earned last academic year (August 16, 2013–August 15, 2014).

Faculty and Staff

• Paul Hardin Kapp, Associate Professor, was awarded a 2013 Fulbright-University of Birmingham Scholar Award (http://www.fulbright.org.uk/about/meet-our-fulbrighters/paul-kapp/706).

• Heather Hyde Minor, Associate Professor, was a 2013-2014 Fellow at the National Humanities Center (http://nationalhumanitiescenter.org/fellowships/1314fell.htm).

• Jeffrey Poss, Professor, received Special Recognition in the 2014 AIA Illinois Mies Van Der Rohe Design Award category for his Meditation Hut III in Champaign (http://www.aiail.org/2014-Honor-Awards/). Poss also received an Honorable Mention for Folding Farm II in the 2014 Pop Up Project Design Competition, sponsored by the AIA’s Small Project Practitioners Knowledge Community (http://www.aia.org/press/AIAB104188).

• Mark Taylor, Assistant Professor, received the 2014 AIA Illinois Nathan Clifford Ricker Award for his dedication and talent as an AIA member architecture educator in Illinois (http://www.aiail.org/2014-Honor-Awards/).

• Marci Uihlein, Assistant Professor, received the Building Technology Educators’ Society’s Emerging Faculty Award (http://www.btesonline.org/news.html).

Students

• Kristen Kotche, an M.Arch student who anticipates graduating in May 2015, earned an AIA Northeast Illinois Scholarship, as well as the Arnold “Les” Larsen Memorial Scholarship (http://www.aianei.org/Scholarships/2013%20Scholarship%20Winners.html).

• Robert Moy, a new BSAS student in Fall 2014, was one of two students nationwide to receive the 2014 AIA/F Diversity Advancement Scholarship (http://www.aia.org/press/AIAB104417).

• Rachel Smith, a BSAS student who anticipates graduating in May 2016, earned an AIA Northeast Illinois Scholarship (http://www.aianei.org/Scholarships/2013%20Scholarship%20Winners.html).
Alumni

• Tyler Schwede received the 2014-2015 HKS Healthcare Fellowship, a one-year program created to recognize and encourage aspiring, talented recent graduates committed to improving the built healthcare environment (http://www.hksinc.com/insight/schwede-named-2014-2015-hks-healthcare-fellow/).

• Brian Vitale, AIA (Gensler Chicago) won a 2014 Young Architects Award from the American Institute of Architects (http://www.aia.org/practicing/awards/2014/young-architects/bvitale/).