Date Submitted: 07/05/22 2:15 pm

Viewing: **10KS0255MFA : Art & Design: Industrial Design, MFA**

Last approved: 10/17/19 1:18 pm

Last edit: 09/28/22 1:41 pm

Changes proposed by: Nicole Turner

Art & Design: Industrial Design, MFA

Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1526 Head**
3. **KR Dean**
4. **University Librarian**
5. **Grad_College**
6. **Provost**
7. **Senate EPC**
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DOE
14. DMI

Approval Path

1. 07/06/22 9:03 am Deb Forgacs (dforgacs): Approved for U Program Review
2. 08/03/22 1:53 pm Melissa Pokorny (mpokorny): Approved for 1526 Head
3. 08/03/22 1:54 pm Nicole Turner (nicturn): Approved for KR Dean
4. 08/03/22 2:00 pm John Wilkin (jpwilkin): Approved for University Librarian
5. 09/13/22 3:55 pm Allison McKinney (agrindly):

Approved for
Grad_College

6. 09/19/22 3:03 pm
   Brooke Newell
   (bsnewell):
   Approved for
   Provost

History

1. Oct 14, 2019 by
   Deb Forgacs
   (dforgacs)
2. Oct 17, 2019 by
   Nicole Turner
   (nicturn)

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Art & Design: Industrial Design, MFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	David Weightman
Sponsor Email	diw@illinois.edu
College Contact	Nicole Turner

College Contact
Email

nicturn@illinois.edu

College Budget Officer	Greg Anderson
College Budget Officer Email	gnanders@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or
Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal
needs rolled back. And any other stakeholders.

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term
Fall 2022

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the concentration in Industrial Design in the Master of Fine Arts in Art and Design in the College of Fine and Applied Arts and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.

Revises the Program of Study table to include more detailed information about the courses within the Electives category for student transparency.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/)

Why are these changes necessary?

The MFA ID program does have specific requirements within the current "Electives" category and these should be detailed so students are aware. These requirements have been enforced the past 10-15 years but were not in the catalog because, as a graduate concentration, the individual catalog page was developed recently. The graduate degree audit already lists these requirements and no changes were made which impact the audit.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?
No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Revised learning outcomes..
At the end of the program, you should demonstrate….

Inquiry and insight…the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs

Ideation…the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors

Implementation…the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability

Informing…the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences

Self development…the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, individually or in teams, effectively managing self and others.

Contextualisation…the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs   Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The ID Graduate Coordinator will advise you from the outset to develop a plan of study including elective and seminar courses.

You must register for at least 12 hours of credit each semester to maintain full-time student status (particularly important for visa status). Requests for part-time status must be made before the semester needed by contacting the School Graduate office.

The two-year program averages out as 16 credits a semester to make up 64 credits required for graduation. The three-year program involves study for 12 credits for five of the semesters, including a 300/400 level Design Elective with credits not counting toward the degree, and only 8 credits for Thesis completion in the final semester.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Electives		62
ARTD 501	Industrial Design I	6
ARTD 502	Industrial Design II	6
ARTD 503	Industrial Design III	6
ARTD 504	Industrial Design IV	6

Code	Title	Hours
ARTD 505	Industrial Design V	6
ARTD 506	Industrial Design VI	6
ARTD 599	Thesis	4
Design Studio Electives (from Art and Design, Architecture or Engineering, approved by Graduate Coordinator)		8
Academic Elective (approved by Graduate Coordinator)		4
Additional Electives, including Seminars (approved by Graduate Coordinator)		12
Total Hours		64

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	12
Minimum GPA	2.75

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Art and Design, MFA

Program Features

Academic Level   Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Budget

Are there budgetary implications for this revision?   No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Is this program requesting self-supporting status?

No

Attach File(s)

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes to faculty resources required.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources and services are sufficient to support the MFA in Art & Design, Industrial Design concentration.

EP Documentation

EP Control Number	EP.23.010
Attach Rollback/Approval Notices	ep23010_email to and response from sponsor_20220927.pdf MFA ID letter from ENG_20220927.pdf MFA ID Assessment Plan_20220927.pdf MFA ID Response to Senate EPC re_electives_20220927.pdf MFA ID letter to ARCH_220927.pdf
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MFA:A&D - Industrial Dsg -UIUC
Program Code:	10KS0255MFA

Minor Code		Conc Code	0255		Degree Code	MFA		Major Code
0252								

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Attached
Document
Justification for
this request

Program Reviewer   **Brooke Newell (bsnewell) (07/01/22 2:28 pm):** Rollback: per email
Comments   **Brooke Newell (bsnewell) (07/05/22 11:48 am):** Rollback: Per conversation
regarding POS table.

To: Director Francisco Rodríguez-Suárez and Associate Director David Isern, School of Architecture

On behalf of David Weightman, Professor of Industrial Design in the School of Art & Design, we request that you review the program revision for the MFA in Art & Design, concentration in Industrial Design which suggests MFA ID students may take Design Studio Electives from Art and Design, Architecture, or Engineering. It is expected that 1 or 2 students per year may work with their ID graduate coordinator to identify Architecture 400 or 500-level courses for which students meet the appropriate prerequisite skill and knowledge to enroll in. For us to proceed with our curricular changes, I am asking for a letter of support to allow us to list this suggestion in the degree table.

Art & Design: Industrial Design, MFA

Statement for Programs of Study Catalog

ARTD 501	Industrial Design I	6
ARTD 502	Industrial Design II	6
ARTD 503	Industrial Design III	6
ARTD 504	Industrial Design IV	6
ARTD 505	Industrial Design V	6
ARTD 506	Industrial Design VI	6
ARTD 599	Thesis	4
Design Studio Electives (from Art and Design, Architecture or Engineering, approved by Graduate Coordinator)		8
Academic Elective (approved by Graduate Coordinator)		4
Additional Electives, including Seminars (approved by Graduate Coordinator)		12
Total Hours		64

If you have any questions or would like additional information, please do not hesitate to contact me.

Thank you for your time and consideration.

Sincerely,

Nicole Turner, Ph.D.
Assistant Dean for Academic Programs and International Education

College of Fine + Applied Arts
University of Illinois at Urbana-Champaign
110 Architecture Bldg, M/C 622

608 E Lorado Taft Dr | Champaign, IL 61820
217.300.2602 | nicturn@illinois.edu | faa.illinois.edu

ILLINOIS

10KS0255MFA : Art & Design: Industrial Design, MFA (key 916)

Question from Senate Ed Pol (9/22/22):

The proposal has added 6 required courses and some categories for electives. So, the required listing of courses was part of the needed edits to make sure that students knew of the required sequence. For the electives, I received questions about the category names and how students will know what is "academic" versus "additional". I also received a question asking for a letter (or email) from architecture and engineering approving the use of those courses in your elective listing. Do you have letters that verify that those units are aware of what is listed and approved in your curriculum?

Response (9/27/22):

The National Association of Schools of Art and Design requirement is that 8 hours of the MFA must be of academic focus. In this program, it is defined as ARTD 599 Thesis (4 hours) and at least one other academic course, such as seminars or electives. NASAD does not monitor this at an individual course level, therefore any course that is not a studio in which making or designing is the primary content may count as academic.

Beyond the 8 hours of design studio electives and 4 hours of academic elective, the 12 additional hours is any additional course not counted previously in the degree.

The MFA Industrial Design Program Guide/Handbook each year includes a description of how the ID graduate coordinator will develop a plan of study with each student individually and it also provides possible electives and seminars with notations such as "it counts as one of your studio electives."

The goal with this revision is still to allow flexibility as much as the Graduate College and NASAD permit, while detailing the requirements of the program and NASAD. For reference, the previous catalog requirements showed only 62 hours of electives which was not accurate for student to earn an accredited MFA with a concentration in Industrial Design. This proposal clarifies these requirements but students are still expected to develop an individual plan of study with the ID graduate coordinator to approve their electives.

10KS0255MFA : Art & Design: Industrial Design, MFA (key 916)

Program Regulation and Assessment

1. **List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.**

At the end of the program, you should demonstrate….

Inquiry and insight…the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs

Ideation…the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors

Implementation…the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability

Informing…the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences

Self development…the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, individually or in teams, effectively managing self and others.

Contextualisation…the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts

2. Describe how, when, and where these learning outcomes will be assessed. Describe here:
The following is an extract from a typical course syllabus which makes it explicit which learning outcomes are involved in this particular course or project, what the emphasis is between them, what the particular expectations are and where/when they will be demonstrated. We have developed this to be a simpler communication to students than extensive rubrics

The following shows the Learning outcomes of this program and the Primary and secondary labels indicate the emphasis in this particular course. The red text indicates specific outcomes for this course and the brackets indicate where and when the outcomes are demonstrated

Inquiry and insight (primary)
You should demonstrate the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs
You will have used a number of research methods to investigate needs and generate insights as a basis for future design work. At least three relevant insights will be required
(Project 2 presentation / project report)

Ideation (secondary)
You should demonstrate the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors
You will have produced more than 10 initial concept design proposals in response to your insights from research, demonstrating creativity and innovative design thinking, appropriately prototyped and illustrated
(presentation / sketches / project report)

Implementation (secondary) covered in ARTD 502
You should demonstrate the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability

Informing (primary)
You should demonstrate the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences
You will have shown your communication skills in verbal and visual presentations and other communication media
(Presentations / project reports)

Self development (secondary)…the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, effectively managing self and others.
You will have organized your work on the projects, and written a reflexive self evaluation of your activities
(Project 4 journal)

Contextualisation (primary)
You should demonstrate the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts
In Project 3 your research topic will show how design is located in various professional, historical, market and social contexts
(Project 3 presentation / project report)

3. **Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.**

This rubric relates expectations at different performance levels to grades. These may vary between faculty members and classes but will be clarified to students

INQUIRY/ INSIGHT
Excellence . Comprehensive survey of existing market. Good mix of primary and secondary data sources. Significant number of direct user contacts. Insightful analysis of data and feedback, summarized clearly as a basis for action
Competence   Good survey of existing market. Good use of secondary data, some primary data sources used. Solid attempt to generate primary data. Solid analysis of inquiry data with some useful insights as a basis for future action
Developing competence Incomplete and narrow study of existing market. Limited use of primary data, mainly secondary data used. Limited or incomplete analysis of inquiry data with few insights as a basis for future action
Base competence   Minimal study of existing market with little primary or secondary data used. Minimal insights with little impact on future actions

IDEATION
Excellence . Wide range of innovative ideas that directly address insights, well communicated via sketches and models. High level of creativity and originality
Competence   Good range of concept ideas that address insights. Some evidence of creative and innovative approach, communicated in sketches and models
Developing competence   Limited number of design concepts with few illustrations Some limited evidence of innovation and creativity
Base competence . Small number of concept designs with little evidence of creativity

IMPLEMENTATION
Excellence . Excellent development of design concepts into final innovative design proposal, fully resolved in details of implementation, embodied in comprehensive drawings, renderings and models
Competence. Good development of design concepts into realistic design proposal, with some detail of construction and manufacture, embodied in drawings, renderings and models, showing good level of innovation
Developing competence Limited evidence of detailed implementation, manufacture and construction
Base competence . Final proposal is incomplete without much evidence of implementation or innovation

INFORMING
Excellence . Design proposals and concepts communicated well. Effective use of Powerpoint and video to communicate design outcomes and process. Good oral and written skills evident
Competence Good use of communication tools to show process and outcomes, including Powerpoint, video, oral and written methods
Developing competence   Design outcomes and process not communicated well using Powerpoint, video, oral and written tools
Base competence . Rudimentary presentation of outcomes and process, not using the full range of tools available

CONTEXTUALISATION
Excellence . Comprehensive demonstration of understanding of the social, industrial , professional and cultural contexts in which the design work is located
Competence A less than complete understanding of the contextual location of the design work
Developing competence. Some understanding of the context of design work
Base competence . Minimal understanding of the context of design activity

SELF DEVELOPMENT
Excellence . Active participation in projects, assignments and studio activities. Excellent team working and project organisation skills. Full understanding of professional role and appropriate ethical matters. Excellent learning skills and self reflection
Developing competence Solid participation in projects and assignments, good team working and organizational skills. Good understanding of professional role and ethical approach. Good learning skills and self reflection
Competence.   Some participation in projects and assignments with some awareness of team working and organizational skills. Sone development of learning and self reflection
Base level   Minimal development of team working and organisation skills, with some evidence of learning skills and self reflection

4. **Explain the process that will be implemented to ensure that assessment results are used to improve student learning.**

We are committed to making learning outcomes explicit and transparent, communicated in the simplest way possible and these will form part of course syllabi. At the graduate level we organize an event at the end of every semester where all graduate students will present their semesters work in the program to the faculty, their peers and an External Critic in a one or two day event. This enables faculty to reflect on overall performance with the benefit of an external viewpoint. In addition there is an annual Graduate exhibition in the Krannert Art Museum of all graduating MFA students in the School. During the year there are two external portfolio review events where students present their work to professions from companies or consultancies, giving a broad external perspective. This is in addition to the NSAD accreditation visits every ten years. A number of faculty are members of NASAD review panels to other institutions. Every year the Industrial Design Society of America organizes a Student Merit award competition for Graduate and Undergraduate students which produces winners from Colleges in each of the IDSAs five Districts. It can be seen that there is a broad range of comparisons of student performance across the board in the discipline.
The university's annual learning outcomes assessment plan will serve as an additional point to review both the program's learning outcomes and assessment plan, as well as receive feedback from the Office of the Provost.

THE GRAINGER COLLEGE OF ENGINEERING

Department of Industrial & Enterprise Systems Engineering
117 Transportation Building, MC-238
104 S. Mathews Ave.
Urbana, IL 61801-2925

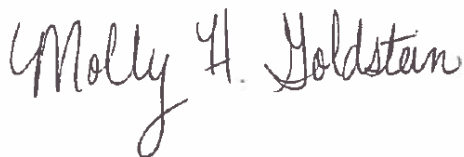September 22, 2022

Dear Committee,

I am writing to you in support of continuing the industrial design and systems engineering collaboration in the course SE402.

I am a Teaching Assistant Professor and the Product Design Lab Director in the Industrial and Enterprise Systems Engineering (ISE) Department at the University of Illinois, Urbana-Champaign. I am a design researcher and design educator and regularly teach a large 100-level design course, SE101 – Engineering Graphics and Design as well as SE402 – Computer-Aided Product Realization. SE402 was co-developed in 2018 by Prof. Jim Leake and Prof. David Weightman. I first taught the course in Fall 2021, after Prof. Leake's retirement, and am scheduled to teach SE402 each fall.

SE402 is a multidisciplinary design course taken by many engineering majors (e.g. systems engineering, mechanical engineering, bioengineering, materials science, etc.) and industrial design students. The course curriculum includes reverse engineering, upfront analysis, visualization, and collaborative design. The first half of the semester is devoted to familiarizing students with various digital prototyping tools, hardware or software, then the rest of the semester is spent on applying these techniques to solve real-life engineering design problems in a team composed of students from different disciplines. Effective collaboration across these discipline areas is essential for the development of the better products, services and experiences on which our future will depend. This class is better because of the industrial design students and Prof. Weightman's collaboration. We are happy to continue offering this class to ID students as an elective option.

Please don't hesitate to reach out with any questions.

Sincerely,

Molly Goldstein, PhD
Teaching Assistant Professor, Product Design Lab Director
Industrial and Systems Engineering & Design
University of Illinois, Urbana-Champaign
mhg3@illinois.edu

From:	Amos, Jenny
To:	Turner, Nicole Marion Landwehr
Cc:	Sethi, Suresh; Weightman, David Ian; Lehman, Barbara J
Subject:	Re: Questions about EP.23.010 Art & Design: Industrial Design, MFA
Date:	Tuesday, September 27, 2022 3:11:58 PM
Attachments:	image001.png

Thank you, Nicole.

Barb, can you please attach these to EP.23.010?

Best,

JENNY AMOS, PHD (she/her)
Teaching Professor
Laura Hahn Faculty Scholar
Director, Master of Engineering in Bioengineering

Bioengineering | The Grainger College of Engineering
Biomedical and Translational Sciences | Carle Illinois College of Medicine
Health Sciences Engineering Center | Coordinated Sciences Laboratory
Educational Psychology | College of Education
Center for Global Studies (CGS)

217.333.4212 | jamos@illinois.edu
LinkedIn | @jennyamos_uiuc
publish.illinois.edu/jennyamoslab/

From: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>

Date: Tuesday, September 27, 2022 at 3:06 PM

To: Amos, Jenny <jamos@illinois.edu>

Cc: Sethi, Suresh <sethis1@illinois.edu>, Weightman, David Ian <diw@illinois.edu>

Subject: Questions about EP.23.010 Art & Design: Industrial Design, MFA

Hello Jenny,

After consultation with David, I've attached the following to respond to the questions posed:
1. MFA ID assessment plan
2. Response to EPC questions regarding electives
3. Letter from collaborator in Engineering
4. Letter to Architecture

Please let us know if we can clarify anything further. If you would like David to attend Monday's Ed Pol meeting please let us know the specific timing that would be helpful so that he can coordinate his course he teaches at that time appropriately.

Thank you,

Nicole Turner, Ph.D.
Assistant Dean for Academic Programs and International Education

College of Fine + Applied Arts

University of Illinois at Urbana-Champaign

110 Architecture Bldg, M/C 622

608 E Lorado Taft Dr | Champaign, IL 61820

217.300.2602 | nicturn@illinois.edu | faa.illinois.edu

ILLINOIS

David,

Sorry for my delay. I was traveling Friday.

You provided a very detailed response. Nicole can likely help to summarize this for EP and keep the more detailed version for IBHE.

I will wait to hear back from you both after your Monday meeting and then we can get edits made in CIM-P and move to a vote in EP.

Thanks again for your attention to this.

Best,

JENNY AMOS, PHD (she/her)
Teaching Professor
Laura Hahn Faculty Scholar
Director, Master of Engineering in Bioengineering

Bioengineering | The Grainger College of Engineering
Biomedical and Translational Sciences | Carle Illinois College of Medicine
Health Sciences Engineering Center | Coordinated Sciences Laboratory
Educational Psychology | College of Education
Center for Global Studies (CGS)

217.333.4212 | jamos@illinois.edu
LinkedIn | @jennyamos_uiuc
publish.illinois.edu/jennyamoslab/

From: Weightman, David Ian <diw@illinois.edu>
Date: Saturday, September 24, 2022 at 11:31 AM
To: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>, Amos, Jenny <jamos@illinois.edu>
Cc: Sethi, Suresh <sethis1@illinois.edu>
Subject: IBHE doc draft

Hi Both….I have done some more on this to include detail of the program and assessment to answer Jennies questions so hopefully this will be what you need for Monday. I must admit when I got to the Faculty and Finance sections I did officially lose the will to live, which was faltering anyway from all the policy sections. I can see the merit of including all the boilerplate University stuff but it gets hard to work out what we could add to that
The faculty and finance sections are easy enough but will be easier with access to standard School and maybe College info, which I dont have at the moment

I can go through it all with Nicole on Monday morning

Best wishes all

David Weightman MDesRCA, IDSA
Professor / Industrial design
School of Art and Design
Siebel Center for Design Fellow
Professor Technology Entrepreneur Center
University of Illinois @ Urbana Champaign

Room 128 ADB, 408 East Peabody
Champaign IL 61802

Cell 217 778 3752
diw@illinois.edu