Plan to Correct for Continuing Accreditation
2020 Conditions and Procedures

Institution	**School of the Art Institute of Chicago**
Name of Academic Unit	**Department of Architecture, Interior Architecture and Designed Objects**

Degree(s) *(check all that apply)*
 Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 150 semester undergraduate credit hours
 Undergraduate degree with architecture major + 60 graduate semester credit hours
 Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☐ **Bachelor of Architecture**
	      Track:
	 ☒ **Master of Architecture**
	      Track: Master of Architecture, Architecture Track, 3 year option (undergraduate degree +90 credits)
	      Track: Master of Architecture, Architecture Track, 2 year option (pre-professional undergraduate degree +60 credits)
	      Track: Master of Architecture, Interior Architecture Track, 3 year option (undergraduate degree +90 credits)
	      Track: Master of Architecture, Interior Architecture Track, 2 year option (pre-professional undergraduate degree +60 credits)
	 ☐ **Doctor of Architecture**
	      Track:
	      Track:

Year of Previous Visit	November 2023
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Tristan Sterk
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	T. Camille Martin-Thomsen, AIA, NCARB, NOMA Dean of Faculty and Vice President of Academic Affairs, Professor of Architecture/Interior Architecture
Chief Academic Officer of the Institution	Martin A. Berger Provost and Senior Vice President of Academic Affairs
President of the Institution	Jiseon Lee Isbara President
Individual submitting the Plan to Correct	Tristan Sterk Chair, Architecture and Interior Architecture
Name and Email Address of Individual to Whom Questions Should Be Directed	Tristan Sterk tsterk@saic.edu

INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or

the term of accreditation.

- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)

- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.

- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.

Conditions Not Met	Corrective Actions	Timeline
List the number and title of each condition that must be addressed in the Plan to Correct.	*Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	*List the timeline for all corrective actions, including actual or planned start and completion dates.*

PC.1 – Career Paths.	**Program Narrative**:	**Timeline:**
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement. The program has funding available for students to participate in future career development opportunities, AIA conferences, leadership forums, office visits, AIAS, NOMAS events, and meetings with the licensure coordinator.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.2 – Design.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.3 – Ecological Knowledge and Responsibility.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.4 – History and Theory.	**Program Narrative:**	Timeline:
	A history and theory working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of Shared Architectural History Curriculum meeting of November 15, 2024.	

PC.5 – Research and Innovation.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified one learning outcome and located it in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	11/26/2024 – onward
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.6 – Leadership and Collaboration.	**Program Narrative:**	Timeline:
	A history and theory working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.7 – Learning and Teaching Culture.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two outcomes for this criterion within continuous curricular feedback (i.e., Student feedback) and human resource related program activities. The program will work with the institution to create tools that support continuous assessment and inclusive holistic review of this criterion. The first date for evidence production has been set for the end of the semester in Spring 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

PC.8 – Social Equity and Inclusion.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

SC.1 – Health, Safety, and Welfare in the Built Environment.	**Program Narrative:** A working group undertook a holistic review of the delivery of this criterion. The NAAB program criteria matrix is now the basis of the program's criteria for this requirement. The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025. The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work. The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work. **Supporting Evidence:** 1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum. 2. Minutes of the NAAB working group meeting of October 8, 2024. 3. Minutes of the full-time faculty meeting of November 19, 2024. 4. Minutes of the NAAB working group meeting of November 26, 2024.	Timeline: 10/8/2024 – 11/26/2024 11/26/2024 – onward

SC.2 – Professional Practice.	**Program Narrative:** A working group undertook a holistic review of the delivery of this criterion. The NAAB program criteria matrix is now the basis of the program's criteria for this requirement. The review identified four learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025. The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work. The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work. **Supporting Evidence:** 1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum. 2. Minutes of the NAAB working group meeting of October 8, 2024. 3. Minutes of the full-time faculty meeting of November 19, 2024. 4. Minutes of the NAAB working group meeting of November 26, 2024.	Timeline: 10/8/2024 – 11/26/2024 11/26/2024 – onward

SC.3 – Regulatory Context.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified three learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Spring 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

SC.4 – Technical Knowledge.	**Program Narrative:** A working group undertook a holistic review of the delivery of this criterion. The NAAB program criteria matrix is now the basis of the program's criteria for this requirement. The review identified three learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025. The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work. The program will engage in a collection and review of the work using the NAAB template of assessment, review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work. **Supporting Evidence:** 1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum. 2. Minutes of the NAAB working group meeting of October 8, 2024. 3. Minutes of the full-time faculty meeting of November 19, 2024. 4. Minutes of the NAAB working group meeting of November 26, 2024.	Timeline: 10/8/2024 – 11/26/2024 11/26/2024 – onward

SC.5 – Design Synthesis.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The department will engage in a collection and review of the work looking for evidence of measurable outcomes of building performance, user requirements, accessible design, life safety, assemblies, and environmental control system among other considerations and review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

SC.6 – Building Integration.	**Program Narrative:**	Timeline:
	A working group undertook a holistic review of the delivery of this criterion.	10/8/2024 – 11/26/2024
	The NAAB program criteria matrix is now the basis of the program's criteria for this requirement.	
	The review identified two learning outcomes and located them in the curriculum. The review defined evidence requirements and set a review date for evidence production at the end of the semester in Fall 2025.	
	The program has committed to implementing improvements associated with this criterion in an ongoing, continuous, inclusive, and holistic way and has received institutional support for this continuing review and assessment work.	
	The department will engage in a collection and review of the work looking for evidence of integration of egress plans, HVAC, and plumbing systems, and review the findings with the teaching faculty and use the findings as a basis for curricular assessment and revision on an annual basis. The institution will offer support as necessary for the completion of this work.	11/26/2024 – onward
	Supporting Evidence:	
	1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.	
	2. Minutes of the NAAB working group meeting of October 8, 2024.	
	3. Minutes of the full-time faculty meeting of November 19, 2024.	
	4. Minutes of the NAAB working group meeting of November 26, 2024.	

| 4.3.1 / 4.3.2 – Evaluation of Preparatory Education. | **Program Narrative**:

A holistic review of NAAB criteria was conducted and the program supplies the narrative below with supporting evidence demonstrating that the accelerated two-year program track will meet all NAAB criteria. As such the program does not rely upon preparatory study to deliver NAAB criteria.

Our institution recognizes the importance of evaluating education to maintain high educational standards. Our NAAB-accredited graduate program is a part of an institutional context firmly committed to serving a highly diverse population of students, each with a unique blend of socioeconomic, educational, and cultural backgrounds. Given this context, we also recognize the genuine barriers and evidence production of preparatory education can create for some applicants.

Our program responds by allocating all program (PC) and student (SC) criteria to required courses within the last two years of study. This response ensures the program does not rely on a student's prior academic coursework to satisfy NAAB criteria, as all students must participate in the last two years of study regardless of their admitted track.

4.3.1 – The program does not rely on prior academic coursework to satisfy NAAB criteria.

4.3.2 – Not applicable.

Supporting Evidence:

1. Revised program NAAB criteria matrix locating the criterion in the program's curriculum.

2. Minutes of the full-time faculty meeting of November 19, 2024. | Timeline:

10/8/2024 – 11/26/2024 |

4.3.3 – Evaluation of Preparatory Education.	**Program Narrative**:	Timeline:
	The Visiting Team Report, November 13-15, 2023, indicates that evidence of 4.3.3 was demonstrated. No changes have occurred.	15/11/2023

5.2.1 – Planning and Administration	**Program Narrative:** The Visiting Team Report, November 13-15, 2023, indicates that evidence of 5.2.1 was demonstrated.	Timeline: 15/11/2023

5.2.2 – Planning and Administration	**Program Narrative:**	Timeline:
	As a part of a holistic review of the program, the following program identified four KPIs to support goals for maintaining an active program community within and beyond the program and institution.	10/8/2024 – 12/11/2024
	1. **Student retention**: 90% retention rate of students entering the program.	
	2. **Alum network events:** The program and the institution will hold a yearly alumni event to promote student engagement with program alumni.	
	3. **Industry partner programs:** The program will work with the institution to raise $10,000 annually to support an external or industry partner project or course for the program.	
	4. **Faculty professional development:** The program will work with the institution to fund annual membership for full-time faculty in the AIA and meet AIA continuing education requirements as required. The institution will explore becoming a continuing education provider site for our own lecture series. The dean will also look at sending the faculty to professional development conferences like ACSA, AIA, and NOMA.	
	The program is committed to measuring performance with these KPIs on an ongoing basis.	12/11/2024 – onward
	Supporting Evidence:	
	1. Minutes of the full-time faculty meeting of December 11, 2024.	
	2. New budget proposal document supporting "Faculty professional development" as submitted by program Chair to institutional administration on 22 November 2024.	

5.2.3 – Planning and Administration	**Program Narrative:**	Timeline:
	The program conducted a holistic review and provides the following narrative.	10/8/2024 – 12/11/2024
	The program is committed to maintaining academic excellence by continually improving its offerings for students while responding to changes in the profession, the environment, and society. Situated in a leading art and design education school is a vital ingredient of our program and its objectives:	
	1. To deliver leading practitioners to the profession who are diverse, future-oriented change-makers and develop a recognized track record of placing program graduates into leading global organizations in the next five years.	
	2. To maintain and strengthen our NAAB accreditation through a continuous assessment and improvement program.	
	3. To grow interesting graduate educational opportunities that complement our accredited professional program by expanding our post-professional MFA degree offerings and increasing the student body to a consistent level of 12 students per incoming class in the next five years.	
	4. To further distinguish our program from others by leveraging our successes in Interior Architecture and Historic Preservation and celebrating the integration of Historic Preservation by exploring a new program track in the next 8 years.	
	These objectives are not just words on a page; we are committed to them; they are the pillars of our program's mission for academic excellence.	12/11/2024 – onward
	Supporting Evidence:	
	1. Minutes of the full-time faculty meeting of December 11, 2024.	

5.2.4 – Planning and Administration	**Program Narrative:**	Timeline:
	The Visiting Team Report, November 13-15, 2023, indicates that evidence of 5.2.4 was demonstrated; however, the program provides the following update regarding progress on objectives as stated in 5.2.3.	
	1. To deliver leading practitioners: Commencing in Spring 2025, the program will work with the institution to track graduate careers and improving the prospects for graduating students to be recruited by leading global organizations.	Spring 2025 - onward
	2. To maintain and strengthen our NAAB accreditation: With institutional support, the program has implemented a curriculum development and improvement program that will start its first review in Spring 2025.	Spring 2025 - onward
	3. To grow interesting graduate educational opportunities: The department has begun work on rebuilding an existing post-professional "Design with Emerging Technologies" MFA degree offering. Work toward this new offering is expected to be completed in Spring 2025. The institution will support departmental efforts to advertise the program.	Spring 2025
	4. To further distinguish our program: Before the 2023 review, the department had already integrated Historic Preservation into its disciplinary mix. Each department discipline shares resources and staff and works together as an administrative unit. The disciplinary tracks of architecture and interior architecture also began introducing and integrating Historic Preservation topics into course teaching. The program will continue to deepen ties in the 2025-2026 academic year.	25/26 Academic year
	Supporting Evidence:	
	1. Minutes of the full-time faculty meeting of December 11, 2024.	

5.2.5 – Planning and Administration	**Program Narrative:**	Timeline:
	The program and institution understand the importance of maintaining ongoing outside input from others, including practitioners. The Dean of Faculty asked the program Chair to identify new permanent budget lines to sustain ongoing outside input.	11/22/2024
	The program Chair submitted a new budget proposal to the institution to support the development of a robust external review program.	
	Supporting Evidence:	
	1. New budget proposal supporting "Ongoing outside input from others" as submitted by program Chair to institutional administration on 22 November 2024.	

5.3.1 – Curricular Development.	**Program Narrative:**	Timeline:
	To better support degree programs with specialized accreditation relationships, such as NAAB, the institution has modified its approach to academic program review to better align with program and student outcomes established by specialized accrediting bodies. Thus, streamlining assessment work and providing programs an opportunity to implement the specialized curriculum development and improvement processes.	10/8/2024 – 11/26/2024
	In response to this change, the Program Chair, in consultation with full-time faculty, conducted a holistic review of curriculum development and improvement processes. The following narrative discusses improvements to program processes.	
	Curriculum Committee: The program's full-time faculty members will jointly form the program's curriculum committee. All faculty members contribute to curriculum development, with smaller inclusive subsets of faculty contributing to curriculum improvement in different parts of the program.	11/19/2024 – ongoing
	Curriculum development: A graduate coordinator and an undergraduate coordinator will work with the Chair, students, curriculum committee members, and faculty more broadly (i.e., part-time faculty, visiting artists, or other non-tenured faculty members) to enhance curricular opportunities and develop partnerships, learning opportunities, and new course offerings across the department and institution. Curriculum development goes beyond curriculum improvement by examining existing course offerings and proposing the development of new courses. The program will promote curriculum development as a highly collaborative and inclusive activity.	11/19/2024 – ongoing

5.3.1 – Curricular Development. (continued)	**Curriculum development (Continued):** The department Chair and Administration will work to implement recommendations by the program's curriculum committee by submitting requests for modifications to the curriculum to the institutional curriculum committee, which works with school administration to approve and formalize curriculum development decisions across all programs in the school.	
	Curriculum Improvement for NAAB-related curriculum: A NAAB coordinator will work with the Chair and relevant faculty members (i.e., faculty teaching NAAB-related courses) to review course materials twice a year on completing the fall and spring semesters. The program will use feedback from course assessments for continuous curriculum improvement.	11/19/2024 – ongoing
	The program will promote curriculum improvement as a highly collaborative and inclusive activity and invites participation from the program community. If assessment processes find opportunities for curriculum development, suggestions will be formulated and proposed to the program's curriculum committee for consideration and possible implementation.	
	The separation of curriculum development from NAAB-related course assessment allows the program to implement improvements to NAAB-related courses directly without requiring the involvement of the broader institution-wide curriculum committee processes.	
	Supporting Evidence:	
	1. Minutes of the full-time faculty meeting of November 19, 2024.	

5.3.2 – Curricular Development.	**Program Narrative:**	Timeline:
	Given the revision to institutional procedures discussed in 5.3.1, the program Chair, in consultation with full-time faculty, conducted a holistic review of curriculum development and improvement processes. The following narrative discusses implemented roles.	10/8/2024 – 11/26/2024
	Program Curriculum Committee Role: To collaborate and promote inclusive curriculum development in the department by considering changes to the program's curriculum that best support the development of students, faculty, and staff.	11/19/2024 – ongoing
	Program Curriculum Committee Members: Ellen Grimes, NOMAS Faculty Advisor. Nicholas Lowe, Chair of Historic Preservation. Carl-Ray Miller, NAAB Coordinator. Douglas Pancoast, Graduate Coordinator. Jonathan Solomon, Undergraduate Coordinator. Tristan Sterk, Chair of Architecture and Interior Architecture, and Arquitectos Faculty Advisor. Anne Sullivan.	11/19/2024 – ongoing
	Graduate and Undergraduate Coordinator Roles: The Chair appoints each coordinator on an annual basis. The coordinator must have a strong knowledge of the program, program activities, and teaching experience. The coordinator serves as a principal source of information for teaching faculty on policies, procedures, courses, and office activities. The coordinator establishes and maintains professional relationships with internal and external contacts, including students and student groups such as NOMAS, Arquitectos, and the AIAS. The coordinator works with the Chair, faculty, staff, and students to assist the department in envisioning and delivering new curriculum or curriculum-related opportunities. Douglas Pancoast and Jonathan Solomon currently serve as graduate and undergraduate coordinators.	11/19/2024 – ongoing

| 5.3.2 – Curricular Development. (continued) | **NAAB Coordinator Role:** The Chair appoints the NAAB coordinator on an annual basis. The NAAB coordinator must have a strong knowledge of the professionally accredited NAAB program, NAAB-related program activities, licensure, and teaching experience in a professional NAAB-accredited program. The coordinator serves as a principal source of information for teaching faculty on policies, procedures, NAAB-related courses, and office activities. They must establish and maintain professional relationships with internal and external contacts, including students and student groups such as NOMAS, Arquitectos, and the AIAS. The NAAB coordinator works with the Chair, faculty, staff, and students to assist the department in envisioning new professional curriculum or curriculum-related opportunities.

Carl-Ray Miller currently serves as the NAAB Coordinator.

Supporting Evidence:

1. Minutes of the full-time faculty meeting of November 19, 2024. | 11/19/2024 – ongoing |

5.4.1 – Human Resources and Human Resource Development.	**Program Narrative:**	Timeline:
	The institution will work with the program to correctly assess and calibrate faculty loading to enrollment and workload.	12/06/2024 – ongoing
	To support the program's plan for continuing assessment of all program and student NAAB criteria the institution will allocate resources to support its success as required.	
	SAIC has been hiring a robust number of full-time tenure track faculty over the last three years. The call for next year's searches has not yet been published but is upcoming. The dean of faculty will plan to allocate a search for a full-time tenure track faculty position in the next upcoming search cycle after receiving and reviewing requests from the departments.	
	The institution understands that these initiatives are crucial to the program's success and that, together, they will provide a balanced workload to all faculty and promote student and faculty achievement in the program.	
	Supporting Evidence:	
	1. Draft Request for Assistant Professor searches AY25-26	

5.4.2 – Human Resources and Human Resource Development.	**Program Narrative:** A thorough review of this criterion (5.4.2 Architect Licensing Advisor) was conducted, and the program presents the narrative below with evidence to reinforce its commitment to meeting this criterion. Since its inception, the program has had an active Architect Licensing Advisor. The current advisor is licensed and participates actively in the required training and advising components. Jessie LaFree, AIA, NCARB, is the current advisor. As supporting evidence, a list of recent advisor activities with supporting documentation of presentations is provided. **Supporting Evidence:** 1. A list of training events attended and presentations given by the licensing advisor to the program and collateral organizations.	Timeline: 10/8/2024 – 11/26/2024 10/8/2024 – onward

5.4.3 – Human Resources and Human Resource Development.	**Program Narrative:**	Timeline:
	The institution understands the importance of professional development for faculty and staff. It has asked the department leadership to identify new permanent budget lines to support its personnel's continuing professional development and education.	11/22/2024
	The program Chair submitted a new budget proposal to the institution in support of continuing professional development as requested.	
	The budget request allows all full-time faculty to become members of collateral organizations such as the AIA and NCARB and participate in professional development activities such as conferences or other events.	11/22/2024 – ongoing
	Supporting Evidence:	
	1. New budget proposal document supporting "Faculty professional development" as submitted by program Chair to institutional administration on 22 November 2024.	

5.4.4 – Human Resources and Human Resource Development.	**Program Narrative:** The Visiting Team Report, November 13-15, 2023, indicates that evidence of 5.4.4 was demonstrated. No changes have occurred.	Timeline: 15/11/2023

5.8 – Information Resources.	**Program Narrative:**	Timeline:
	The Visiting Team Report, November 13-15, 2023, indicates that evidence of 5.8 was demonstrated. No changes have occurred since.	
	Despite this, the program has proactively undertaken a holistic review of information resources. The program supplies the narrative below with evidence that supports its existing resources as meeting the requirements of this NAAB criterion.	10/8/2024 – 11/26/2024
	The program and all students, faculty, and staff within the broader institution have convenient and equitable access to literature and information provided by four significant internal resources (The Museum, The Ryerson and Burham Libraries, The Flaxman Library, and The Visiting Artists Program) and two networks of external resources (I-Share, WorldCat) that deliver access to state-wide and global resources. Each of our libraries offers students, faculty, and staff from across the institution free access to trained librarians and visual media specialists who are familiar with and can assist with all collection materials.	
	The Museum: All students, faculty, and staff have free access to the Museum of the Art Institute of Chicago's collections of work and materials. The museum collection contains significant original materials (e.g., drawings and models) from world-renowned architects and designers. The museum offers appointments to students, faculty, staff, and the public who wish to access materials not currently on show.	
	The Ryerson and Burnham Libraries: All students, faculty, and staff have free access to the Ryerson and Burnham Libraries. These libraries constitute a significant art and architecture research collection serving the museum and the public in the fields of art and architectural history. Experienced librarians familiar with its collections are available to all patrons.	

| 5.8 – Information Resources. (continued) | **The Flaxman Library:** All students, faculty, and staff have free access to the Flaxman Library, which contains a robust collection of architecture and design publications. The library supports new acquisition requests and works with faculty to ensure that supplied materials meet curricular needs. Librarians and visual resource professionals can help students, faculty, and staff with discipline-relevant services.

The Visiting Artists Program: All students, faculty, and staff have free access to the Visiting Artists Program (VAP) lecture series. Founded in 1868, the Visiting Artists Program is one of the oldest public programs of the School of the Art Institute of Chicago. In addition to public lectures, visiting artists engage with SAIC students through studio critiques and roundtable discussions, providing direct access to leading experts in their fields and enhancing the quality of our education.

I-Share: As a member institution all students, faculty, and staff have free access to a state-wide library-sharing system that allows patrons of over 89 academic libraries in Illinois to request and borrow materials from each other's collections. Librarians and visual resource professionals provide free assistance to all patrons.

WorldCat: As a member institution all students, faculty, and staff have free access to a state-wide library-sharing system that allows access to global resources provided by member libraries. Librarians and visual resource professionals provide free assistance to all patrons.

Supporting Evidence:

1. Statement from Melanie E Emerson, Dean of the Library + Special Collections, at The School of the Art Institute of Chicago. | |

6.4 – Public Access to Accreditation Reports and Related Documents.	**Program Narrative:** The Program Chair, in consultation with the program's senior administrator, conducted a holistic review of the public's access to accreditation reports and related documents and have implemented a micro-site within the program and school's web presence. The all NAAB related accreditation reports and related documents are publicly accessible. **Supporting Evidence:** 1. Program URL: https://www.saic.edu/national-architectural-accrediting-board-documents	Timeline: 10/8/2024 – 12/2/2024 12/2/2024 – Ongoing

6 December 2024

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture
School of The Art Institute of Chicago
Department of Architecture Interior Architecture and Designed Objects
12th Floor, 36s Wabash Ave, Chicago, IL 60603

Re: NAAB Plan To Correct – Supporting Evidence – Table of Contents:

To Whom It May Concern:

Please find a table of contents describing the documents submitted as supporting evidence for our Plan to Correct of December 2024.

Please do not hesitate to contact me if you have any questions.

Kind Regards,

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture

1. NAAB_criteria_matrix.pdf   Revised program NAAB criteria matrix locating the criterion in the program's curriculum.

    This is a spreadsheet document that describes how all NAAB program and student criteria will be met. The table format adopted mimics the structure suggested in the NAAB "Hosting a Successful On-Campus Site Visit."

    PC.1 / PC.2 / PC.3 / PC.4 / PC.5 / PC.6 / PC.7 / PC.8
    SC.1 / SC.2 / SC.3 / SC.4 / SC.5 / SC.6
    4.3.1 / 4.3.2

2. Minutes_2024.10.08.pdf   Minutes of the NAAB working group meeting of October 8, 2024.

    Approved minutes from the first program "NAAB working group meeting" held on 8 October 2024.

    PC.1 / PC.2 / PC.3 / PC.4 / PC.5 / PC.6 / PC.7 / PC.8
    SC.1 / SC.2 / SC.3 / SC.4 / SC.5 / SC.6

3. Minutes_2024.11.15.pdf

Minutes of Shared Architectural History Curriculum meeting of November 15, 2024.

Approved minutes from the program's "NAAB Shared Architectural History Curriculum Meeting," held on November 15, 2024.

PC.4

4. Minutes_2024.11.19.pdf

Minutes of the full-time faculty meeting of November 19, 2024.

Approved minutes from the program's "Full-time faculty meeting," held on November 19, 2024.

PC.1 / PC.2 / PC.3 / PC.4 / PC.5 / PC.6 / PC.7 / PC.8
SC.1 / SC.2 / SC.3 / SC.4 / SC.5 / SC.6
4.3.1 / 4.3.2
5.3.1 / 5.3.2

5. Minutes_2024.11.26.pdf

Minutes of the NAAB working group meeting of November 26, 2024.

Approved minutes from the second program, "NAAB working group meeting," held on November 26, 2024.

PC.1 / PC.2 / PC.3 / PC.4 / PC.5 / PC.6 / PC.7 / PC.8
SC.1 / SC.2 / SC.3 / SC.4 / SC.5 / SC.6

6. Minutes_2024.12.11.pdf

Minutes of the full-time faculty meeting of December 11, 2024.

Approved minutes from the program's second "Full-time faculty meeting," held on December 11, 2024.

5.2.2 / 5.2.3 / 5.2.4

7. Funding_requests.pdf

New budget proposal supporting "Faculty professional development" and "Ongoing outside input from others" as submitted by the program Chair to institutional administration on November 22, 2024.

5.2.2 / 5.2.5 / 5.4.3

8. Searches_ay_25-26.pdf

Draft Request for Assistant Professor searches AY25-26

A letter to department Chairs from the Dean of Faculty containing a link a form to submit requests for new tenure-track and AICAD fellow faculty lines. Requests due 17 February 2025.

5.4.1

9. Licensing_advisor.pdf

A list of training events attended and presentations given by the licensing advisor to the program and collateral organizations.

The program's current licensing advisor, Jessie LaFree, AIA, NCARB, provided this list of training events and presentations.

5.4.2

10. Information_resources.pdf

Statement from Melanie E Emerson, Dean of the Library + Special Collections at The School of the Art Institute of Chicago.

A description of library collections and services that provides further context and data (for example, volume counts) about the information resources available to students, staff, and faculty in the school.

5.8

Duration		Fall						Spring					
2 Year	3 Year	Number	Name	PC/SC	Credits	Day / Time	Semester	Number	Name	PC/SC	Credits	Day / Time	Semester
Acceleration	Three Year Tracks (Semsters 1 - 6) (90 Credits)	AIA 5110	Architecture / Interior Architecture Grad Studio 1	-	6	MW 9am-3pm	1	AIA 5120	Architecture / Interior Architecture Grad Studio 2	-	6	MW 9am-3pm	2
		AIA XXX	Descriptive Techniques: Media, Material, Place + Event	-	3	T 9am-3pm	1	AIA 5113	Construction Systems	-	3	T 9am-3pm	2
		*	Art History Elective	-	3		1	ARTHI 5122	Critical Terms in Modern Architecture	-	3		2
		AIA 5123	Structures One	-	3	F 8:30am-11:15am	1	*	Elective	-	3		2
			Total Semester Load		15				Total Semester Load		15		
Two Year Tracks (Semesters 3 - 6) (60 Credits)		AIA 6110	Architecture / Interior Architecture Grad Studio 3	Yes	6	TTh 9am-3pm	3	AIA 6120	Architecture / Interior Architecture Grad Studio 4	-	6	TTh 9am-3pm	4
		AIA 6112	Resilient Systems	Yes	3	W 9am-3pm	3	AIA 6123	Codes Specs Joints and Seams	Yes	3	W 9am-3pm	4
		ARTHI 5102	Global History of Architecture 1750-1900	Yes	3		3	*	Elective	-	3		4
		*	Elective	-	3		3	AIA 6221	Structures Two	Yes	3	F 8:30am-11:15am	4
			Total Semester Load		15				Total Semester Load		15		
		AIA 6110	Architecture / Interior Architecture Grad Studio 5	Yes	6	TTh 9am-3pm	5	AIA 6120	Architecture / Interior Architecture Grad Studio 6	-	6	TTh 9am-3pm	6
		AIA 6212	Choreographed and Ambient Systems	Yes	3	W 9am-3pm	5	AIA 6222	Practice Economies	Yes	3	W 9am-3pm	6
		AIA 6213	Thesis Strategies	-	3	M 12:15pm-3pm	5	AIA 6015	Professional Contexts	-	3	Th 3:30pm-6:15pm	6
		*	Elective	-	3		5	*	Elective	-	3		6
			Total Semester Load		15				Total Semester Load		15		

PC.1 – Career Paths

NAAB Version: *2020 Conditions - Revision September 1, 2024*

Criteria: *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.*

Breakdown: *1. How does the program ensure students understand the paths to becoming licensed architects in the United States?*

2. How does the program ensure students understand the available career opportunities that utilize the discipline's skills and knowledge?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	*Students will accurately describe the paths to licensure in the US.*	*6123 Codes Specs Joints and Seams, NCARB Licensing Advisor Lecture*	*Post-lecture quiz question with discussion: "Describe the path to achieving licensure in your home state."*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Spring 2025 - First Evidence)*	*Instructors will revise course to provide a post lecture quiz and discussion. Instructors will revise course to provide a assessment sheet.*	*1. Course Syllabus with Schedule* *2. Instructional Materials* *3. Instructional Product (Student Work)* *4. Assessment Sheet (Result)*
2	*Students will identify career opportunities that utilize the discipline's skills and knowledge.*	*6123 Codes Specs Joints and Seams, NCARB Licensing Advisor Lecture*	*Post-lecture quiz question: "Describe alternative career opportunities that utilize the discipline's skills and knowledge."*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Spring 2025 - First Evidence)*	*Instructors will revise course to provide a post lecture quiz. Instructors will revise course to provide a assessment sheet.*	*1. Course Syllabus with Schedule* *2. Instructional Materials* *3. Instructional Product (Student Work)* *4. Assessment Sheet (Result)*

PC.2 – Design

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program instill in students the role of the design process in shaping the built environment?

2. How does the program convey the methods by which design processes integrate multiple factors in different settings and scales of development, from buildings to cities?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will articulate design's role in shaping and creating a more positive built environment.	6123 Codes Specs Joints and Seams, I-NOMA and City of Chicago Planning and Development Lecture	Post-lecture quiz question: "Describe a building, interior, or urban space that was designed for people living in Chicago, and the role it plays in improving people's lives."	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise the course to include a lecture by I-NOMAS and City of Chicago Department of Planning and Decelopment as well as provide a post lecture quiz and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will identify standard methods used to shape the design of buildings and cities, which integrate multiple factors such as life safety and community needs.	6123 Codes Specs Joints and Seams, I-NOMA and City of Chicago Planning and Development Lecture	Post-lecture quiz question: "Describe the methods that designers use to create more positive spaces (buildings, interiors, or urban spaces) for people."	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise the course to include a lecture by I-NOMAS and City of Chicago Department of Planning and Decelopment as well as provide a post lecture quiz and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

PC.3 – Ecological Knowledge and Responsibility

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program instill in students a holistic understanding of the dynamic between built and natural environments to help mitigate climate change?

2. How does the program ensure students understand advanced building performance, adaptation, and resilience work in their work and advocacy activities?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will demonstrate a holistic understanding of the built environment's impact on climate change and specific issues the profession can advocate for.	6112 Resilient Systems, LEED / Passivehaus workshop.	Post-workshop quiz question: "Describe the known impact that design decisions and buildings have on the environment and climate change and identify an issue professionals can advocate for to improve the profession's response to climate change."	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will revise course to provide a post workshop quiz and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will demonstrate an understanding of the role that advanced building performance has in improving building resiliency and mitigating climate change.	6112 Resilient Systems, Final project	Final project drawings and calculations documenting the parametric relationships between design decisions and their environmental impact.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will revise course to ensure project materials include descriptive labeling or a written narrative and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

PC.4 – History and Theory

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown:
1. How does the program ensure that students understand the histories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces nationally and globally?

2. How does the program ensure that students understand the theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces nationally and globally?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will demonstrate an understanding of the diverse social, cultural, economic, and political forces, nationally and internationally, that shape architecture, interior architecture, and urban histories.	5102 A Global History of Architecture, Two mid-term exams.	Two written exams that document students' understanding of historical accounts of architectural practice across diverse political, economic, cultural, and social settings.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	The instructor will revise the syllabus to include a second mid-term exam.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Rubric (Result)
2	Students will demonstrate an understanding of the diverse social, cultural, economic, and political forces, nationally and internationally, that shape architecture, interior architecture, and urban theories.	5102 A Global History of Architecture, Final Exam.	A written exam deliverable that documents student understanding of the diverse forces that shape architecture, interior architecture or urban design theories.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	The instructor will revise the final exam to focus on theories of architecture.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Rubric (Result)

PC.5 – Research and Innovation

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Breakdown: 1. How does the program prepare students to engage in and participate in architectural research to test and evaluate innovations in the field?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	1. Students will identify ways architectural practice benefits from and evaluates architectural research.	6112 Resilient Systems, Field Trip to UL Solutions (Formerly UL Labs)	Post-field trip quiz question: Describe the ways in which architectural research informs and improves architectural practice.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will revise course to provide a field trip and post field-trip quiz and assessment sheet.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)

PC.6 – Leadership and Collaboration

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program ensure that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts?

2. How does the program ensure students learn to apply practical collaboration skills to solve complex problems?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will be able to identify qualities of effective leadership in multidisciplinary teams.	6222 Practice Economies, lecture and readings.	Students will respond to specific readings on the topic and have written responses to prompted questions discussed in class.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to provide a prompted questions and assessment of written responses. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will demonstrate successful collaboration with classmates to solve a complex problem.	6221 Structures 2, Taks to solve a complex structural problem.	A complex structural problem assigned to groups of students that must be solved collaboratively.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to ensure the collaborative task has a documented outcome and will also provide an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

PC.7 – Learning and Teaching Culture

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. Do students believe the program provide a positive and respectful environment that encourages optimism, respect, sharing, engagement and innovation in teaching?

2. Do faculty and staff believe the program provides a positive and respectful environment that encourages optimism, respect, sharing, engagement and innovation in its work?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will be able to identify the provsion of a positive, respectful, inclusive, innovative environment through the courses they take.	Student course evaluation question 14 for all courses in each degree track.	Evaluation Question 14: "The instructor fostered a respectful, inclusive and equitable learning environment."	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	The department will work with the administration to produce a statistical tool for measuring program performance.	Measure of program performance.
2	Faculty will be able to identify the provsion of a positive and respectful enviornment though the work they do?	AICAD Fellowship Interviews	AICAD Fellows Faculty Exit Interviews	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	The department will maintain a strong commitment to maintaining and promoting positive, diverse, inclusive, and innovative employment practices in an effort to continuously strengthen its teaching and learning culture.	Measure of program performance.

PC.8 – Social Equity and Inclusion

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program deepen students' understanding of diverse cultural and social contexts?

2. How does the program help students translate social equity and inclusion into built environments that equitably support and include people of different backgrounds, resources, and abilities?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will be able to identify the qualities of healthy, diverse cultural and social outcomes in architectural, interior architectural or urban projects.	6110 Graduate Studio 3, Phase 2 Project (Exploratory Construct: Planting a Space)	Class Project 2 Exploratory Construct with descriptive labeling and or written narrative.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will revise the course to provide a written narrative to accompany the design project analysis. Instructors will also revise the course to provide an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will demonstrate an ability to translate important qualities of social equity and inclusion into built environments that support people of different backgrounds, resources and abilities.	6110 Graduate Studio 3, Phase 3 Project (Schematic Design: Allotment Kitchen)	Class Project 3 Schematic Design of Allotment Kitchen with descriptive labeling and or written narrative.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will revise the course to provide a written narrative to accompany the design outcome. Instructors will also revise the course to provide an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

SC.1 – Health, Safety, and Welfare in the Built Environment

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: *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.*

Breakdown: *1. How does the program ensure students understand the impact of the built environment on human health, safety, and welfare at the scale of buildings?*

2. How does the program ensure students understand the built environment's impact on human health, safety, and welfare at the city scale?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	*Students will be able to clearly articulate the qualities of safe buildings and types of risks that designers must mitigate or manage when designing architectural projects.*	*6123 Codes Specs Joints and Seams, lecture "The Regulatory Framework & Professional Practice"*	*Post-lecture quiz questions: "Describe the primary goals shared by many regulatory acts (for example, the Illinois Practice Act or similar) that govern the profession of architecture and name some of the safety and health risks these acts try to mitigate."*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Spring 2025 - First Evidence)*	*Instructors will revise course to provide a post lecture quiz. Instructors will revise course to provide a assessment sheet.*	*1. Course Syllabus with Schedule*
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)
2	*Students will be able to clearly articulate how zoning laws promote safe and healthy urban environments.*	*6123 Codes Specs Joints and Seams, lecture "The Regulatory Framework & Professional Practice"*	*Post-lecture quiz question: "Name some of the ways in which zoning laws help to create safe built environments, include examples of risks that zoning codes try to mitigate."*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Spring 2025 - First Evidence)*	*Instructors will revise course to provide a post lecture quiz. Instructors will revise course to provide a assessment sheet.*	*1. Course Syllabus with Schedule*
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)

SC.2 – Professional Practice

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program ensure that students understand professional ethics?

2. How does the program ensure that students understand professional regulatory requirements?

3. How does the program ensure students understand the fundamental business processes relevant to architecture practice in the United States?

4. How does the program ensure students understand the forces influencing changes in professional ethics, regulatory requirements, and business practices?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will be able to name a leading binding professional ethics framework used within the USA and list three of its key rules.	6222 Practice Economies, readings and lecture "The Regulatory Framework & Professional Practice."	Post-lecture quiz question: Name a leading binding professional ethics framework used in the USA today and list three of it's key rules or objectives.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to provide a post lecture quiz. Instructors will revise course to provide a assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will demonstrate a clear understanding of the regulatory requirements that must be satisfied to become a licensed architect.	6123 Codes Specs Joints and Seams, lecture "The Regulatory Framework & Professional Practice."	Post-lecture quiz question: "Name the three key qualifications a person requires to become a licensed architect and any time based or sequencing restrictions that exist gaining these requirements?"	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to provide a post lecture quiz. Instructors will revise course to provide a assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
3	Students will be able to identify the fundamental business processes relevant to architectural practice in the USA.	6222 Practice Economies, project: "Your Practice in 2043 - Part 4.1: Architecture Business Plan and 4.2 Office Policies / Manual."	Class Project Part 4.1 Business Plan and Part 4.2 Office Policies / Manual	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise the project to include a written narrative and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
4	Students will be able to articulate the forces that drive change in architectural businesses, regulations, and ethical requirements.	6222 Practice Economies, lecture and readings.	Students will respond to specific readings on the topic and have written responses to prompted questions, as discussed in class.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to provide a prompted questions and assessment of written responses. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

SC.3 – Regulatory Context

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program ensure that students understand the fundamental principles of life safety?

2. How does the program ensure that students understand the fundamental principles of land use and the laws and regulations that apply to buildings and sites in the United States?

3. How does the program ensure that students understand the processes architects use to comply with those laws and regulations as part of a project?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will demonstrate the application of design for life safety within an architectural project.	6123 Codes Specs Joints and Seams, Final project.	Final Project drawings containing life safety analysis and compliant design including numbers of exits, egress loads, continuous paths, path lengths, fire resistance ratings and sprinkler requirements.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise course to include an assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
2	Students will demonstrate the application of zoning analysis and land use in an architectural project.	6123 Codes Specs Joints and Seams, Final project.	Final project drawings and tables describing the permitted zoning and land use conditions for given proposed project sites.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise the course to include a post-lecture quiz and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)
3	Students will identify the processes architects commonly use to evaluate and comple with the laws and regulations in an architectural project.	6123 Codes Specs Joints and Seams, Final project.	A narrative description of the processes used to assess regulatory requirements (e.g., zoning and code compliance) for the given project and a labeled Gantt chart illustrating when processes occur in a project.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Spring 2025 - First Evidence)	Instructors will revise the project to include a written narrative with gantt chart diagram and assessment sheet.	1. Course Syllabus with Schedule 2. Instructional Materials 3. Instructional Product (Student Work) 4. Assessment Sheet (Result)

SC.4 – Technical Knowledge

NAAB Version: *2020 Conditions - Revision September 1, 2024*

Criteria: *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.*

Breakdown: *1. How does the program ensure students understand existing established construction assemblies or systems?*

2. How does the program ensure students understand architectural methods or criteria to assess construction assemblies against design, economic, and performance objectives?

3. How does the program ensure that students understand emerging construction assemblies or systems?

Academic Year: *2024/2025*

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	*Students will be able to identify fundamental existing construction types or systems and demonstarte an understanding for how they work with associated risks.*	*6212 Choreographed and Ambient Systems, Workshop A – Walking Tour & Existing Building Analysis*	*Class Workshop A result followed by in-class discussion (quiz) to demonstrate understanding of the way systems found on the walking tour work, with building envelopes and conditioning systems.*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Fall 2025 - First Evidence)*	*Instructors will revise course to provide a post workshop quiz to be delivered with Workshop A and an assessment sheet.*	*1. Course Syllabus with Schedule* *2. Instructional Materials* *3. Instructional Product (Student Work)* *4. Assessment Sheet (Result)*
2	*Students will be able to identify common architectural methods used in practice to assess construction assemblies and systems against design economic and performance objectives.*	*6212 Choreographed and Ambient Systems, Project 1B (Municipal Park District Fieldhouse - Passive Strategies)*	*Class Project 1B result followed by in-class discussion (quiz) of the impact of solar orientation, passive systems and local climate on design.*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Fall 2025 - First Evidence)*	*Instructors will revise course to provide a post lecture quiz to be delivered with Project 1B discussion and assessment sheet.*	*1. Course Syllabus with Schedule* *2. Instructional Materials* *3. Instructional Product (Student Work)* *4. Assessment Sheet (Result)*
3	*Students will be able to identify contemporary and emerging construction types or systems (ie. Mass timber, prefabricated building methodologies) and demonstrate an understanding for how they work with associated risks.*	*6112 Resilient Systems, Precedent Reviews 1. Prefabrication, 2. Emergent & deployable structures, 3. Mass timber.*	*Post-review quiz questions: "Describe the way in which the precident review works with associated risks."*	*Formative and Summative assessment Targets to be established following review of benchmarks.*	*(Fall 2025 - First Evidence)*	*Instructors will revise the course to provide a series of three post-review quizzes and assessment sheets.*	*1. Course Syllabus with Schedule* *2. Instructional Materials* *3. Instructional Product (Student Work)* *4. Assessment Sheet (Result)*

SC.5 – Design Synthesis

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: 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.

Breakdown: 1. How does the program ensure that students develop the ability to make design decisions in architectural projects that demonstrate a synthesis of user, regulatory, site, and ADA requirements?

2. How does the program ensure that students develop the ability to consider the measurable environmental impacts of their design decisions?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will demonstrate an ability to make design decisions in an architectural project that synthesizes user, regulatory, site, and ADA requirements.	6210 Graduate Studio 5, Parti and design synthesis drawing sheets.	Parti and design synthesis drawing sheets describing the design logic or decision making processes that underly 1. user, 2. regulatory, 3. site and 4. ADA requirements.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will review instructional products (student work), modify the parti and design synthesis requirements to ensure evidence of learning outcomes. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)
2	Students will demonstrate an ability to consider the measurable impacts of their design decisions from an environmental perspective.	6210 Graduate Studio 5, Parti and design synthesis drawing sheets.	Parti and design synthesis drawing sheets describing at least two significant design decision or aspect of the project with a measurable environmental impact with a written narrative.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will review instructional products (student work), modify the parti and design synthesis requirements to ensure evidence of learning outcomes. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)

SC.6 – Building integration

NAAB Version: 2020 Conditions - Revision September 1, 2024

Criteria: *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.*

Breakdown: *1. How does the program ensure that students develop the ability to make design decisions in architectural projects that integrate the building envelope, structural, mechanical, and life safety systems?*

2. How does the program ensure that students develop the ability to consider the measurable outcomes of building performance in an architectural project that integrates these systems?

Academic Year: 2024/2025

No	Learning Outcome	Assessment Point	Assessment Method	Target / Benchmark	Result	Planned Improvements	Links to Evidence
1	Students will demonstrate an ability to make design decisions in an architectural project that integrates building envelope, structural, mechanical, and life safety systems.	6210 Graduate Studio 5, Final drawing set.	Drawing sets will demonstrate an ability to create a final design that integrates building envelope, structural, mechanical and life-safety systems.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will review instructional products (student work), modify the design drawing requirements to ensure evidence of learning outcomes. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)
2	Students will demonstrate an ability to consider the measurable impacts of their design decisions from the position of building performance.	6210 Graduate Studio 5, Final drawing set.	Parti and design synthesis drawing sheets describing at least two significant design decision or aspect of the project with a measurable environmental impact with a written narrative.	Formative and Summative assessment Targets to be established following review of benchmarks.	(Fall 2025 - First Evidence)	Instructors will integrate energy modeling or assessment into an aspect of the design project. Instructors will revise course to provide an assessment sheet.	1. Course Syllabus with Schedule
							2. Instructional Materials
							3. Instructional Product (Student Work)
							4. Assessment Sheet (Result)

NAAB Working group meeting.
2024
MEETING 1
Date: 3:15pm-5:15pm, Tuesday, 10/8/2024, in-person.

Attending: Tristan Sterk, Carl Ray Miller, Jaak Jurisson, Jiyoung Moon, Michael Newman, Henning Martin-Thomsen, Charles Pipal, Douglas Pancoast (apologies).

Agenda:

- o Background NAAB materials and discussion.

    - o NAAB review template from NAAB workshop "Hosting a Successful On-Campus Site Visit."
    - o Ideas for evidence capture in simple tasks and projects (i.e., Complete the building detail labels, Complete the project schedule Gantt chart, Post lecture quiz questions).

- o Discussion on program's history of locating NAAB criteria in the curriculum.

    - o Successful history of locating a significant majority NAAB criteria in the program's core technical courses (i.e., 6123 Codes, Specs Joints and Seams, 6212 Choreographed and Ambient Systems).
    - o Program had identified Graduate studio 5 (Comprehensive Studio) as the location for advanced design and technical integration criteria.

- o Program review and integration of NAAB Program and Student Criteria.

    - o Discussion of proposed breakdown of NAAB criteria into 30 sub-criteria.
    - o Discussion of all Program and Student Critiera and their location within program activities and teaching.

Minutes:

- o Background NAAB materials and discussion.

    - o The working group decided to adopt the matrix for documenting criteria as presented within the NAAB document workshop example.

- o Discussion on program's history of locating NAAB criteria in the curriculum.

    - o The working group discussed the strategies previously used for locating NAAB criteria within program activities and agreed to maintain the existing strategy.
    - o Strength of existing strategy is that the program most naturally delivers criteria into student education and experiences through core curriculum (i.e., required technical courses and technical studios).

- o Program review and integration of NAAB Program and Student Criteria.

    - o The working group agreed to adopt the NAAB criteria breakdown as presented and then discussed proposed locations for sub-criteria within the technical curriculum per the following record:

- PC1. All sub criteria to be fulfilled by 6123 Codes Specs Joints and Seams (CSJS).
- PC2. All sub criteria to be fulfilled by 6123 CSJS.
- PC3. First sub criteria to be fulfilled by 6212 Choreographed and Ambient Systems (CAS).
- PC3. Second sub criteria to be fulfilled by 6112 Resilient Systems (RS).
- PC4. Tabled – for discussion with ARTHI faculty.
- PC5. Single criteria to be fulfilled by 6112 RS.
- PC6. First sub criteria to be fulfilled either by 6123 CSJS, or alternatively 6222 Practice Economies (PE). Note faculty expressed preference for criteria inclusion in PE.
- PC6. Second sub criteria to be fulfilled by 6221 Structures 2
- PC7. First sub criteria to be fulfilled by institutional course evaluations submitted by students at the end of each semester on a course-by-course basis (all courses in program to be used).
- PC7. Second sub criteria tabled for further research.
- PC8. Detailed discussion was conducted. Faculty deliberated over wording of criteria and larger program activities such as the activities of the NOMAS student group chapter. Topic was tabled for further research and possible placement within a course to ensure equal student participation across the program.
- SC1. All sub criteria to be fulfilled by 6123 CSJS.
- SC2. Discussion about both 6123 CSJS and 6222 PE as suitable locations. It was felt that 6123 CSJS already is satisfying many criteria so 6222 PE would be preferable location.
- SC3. All sub criteria to be fulfilled by 6123 CSJS.
- SC4. Two sub criteria to be fulfilled by 6212 CAS.
- SC4. One sub criteria to be fulfilled by 6112 PE.
- SC5. All criteria to be fulfilled by 6210 Graduate Studio 5.
- SC6. All criteria to be fulfilled by 6210 Graduate Studio 5.

NAAB Shared Architectural History Curriculum Meeting.
2024
MEETING 1
Date: 11:00am-12:00pm, Friday, 11/15/2024, remote.

Attending: Tristan Sterk, Michael Golec (Design coordinator), Shiben Banerji.

Agenda:

- o Shared materials and discussion.

    - o NAAB review template from NAAB workshop "Hosting a Successful On-Campus Site Visit."
    - o Draft program and student criteria matrix as developed by the NAAB working group consisting of faculty members Miller, Jurisson, Moon Newman Martin-Thomsen, Pipal, Pancoast, Sterk.
    - o Discussion of proposed breakdown of History and Theory NAAB criteria into 2 sub-criteria.

    - o Architectural History Co-Curriculum PDF (Overview document)
    - o Syllabus ARTHI 5102 (A Global History of Architecture: 1750 – 1900)
    - o Syllabus ARTHI 5122 (Critical Terms in Modern Architecture)
    - o Assessment materials, grade sheet materials, exams, multiple grading examples.

- o Discussion on draft program and student criteria matrix.

    - o Criteria "PC.4 – History and Theory" was reviewed and broken into two sub-criteria. The agreed-upon sub-criteria articulates and distinguishes "History" from "Theory", and the following breakdown resulted:

Criteria:	*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.*
Breakdown:	*1. How does the program ensure that students understand the ==histories== of architecture and urbanism, framed by diverse social, cultural, economic, and political forces nationally and globally?*
	2. How does the program ensure that students understand the ==theories== of architecture and urbanism, framed by diverse social, cultural, economic, and political forces nationally and globally?

    - o Existing syllabi were reviewed, and specific locations were identified for each sub-criteria. The faculty agreed each criterion was already satisfied by one course, "ARTHI 5102 (A Global History of Architecture: 1750 – 1900)."

- o Other business.

    - o The idea of a History and Theory bootcamp was raised to enhance the integration of history and theory into the curriculum. The idea was well received. It was agreed to return to the idea at a suitable time.

FT Faculty meeting.
2024
MEETING 1
Date: 3:15pm-5:15pm, Tuesday, 11/19/2024, in-person.

Attending: Tristan Sterk, Carl Ray Miller, Jonathan Solomon, Nicholas Lowe, Douglas Pancoast (apologies), Ellen Grimes (apologies), Anne Sullivan (apologies).

Agenda:

- Shared materials and discussion.

    - NAAB review template from NAAB workshop "Hosting a Successful On-Campus Site Visit."
    - Draft program and student criteria matrix as developed by the NAAB working group consisting of faculty members Miller, Jurisson, Moon Newman Martin-Thomsen, Pipal, Pancoast, Sterk.
    - Discussion of proposed breakdown of NAAB criteria into 30 sub-criteria.

- Discussion on draft program and student criteria matrix.

    - The matrix follows prior program agreements and a history of locating criteria within required technical courses.
    - The matrix does locate fewer criteria in Graduate Studio 3 (PC8) and Graduate Studio 5 (SC5 / SC6). Graduate Studio 3 is a community garden and kitchen project with social equity and inclusion goals compatible with PC8. Graduate Studio 5 has traditionally held the given SC5 and SC6 criteria.
    - PC7 criteria use student course evaluations and program support of/involvement with the AICAD Fellow program.

- Discussion of unmet administrative criteria.

    - 4.3.1/4.3.2 The proposed matrix locates all PC and SC criteria in the last two years of study. This response ensures the program does not rely on a student's prior academic coursework to satisfy NAAB criteria, as all students must participate in the last two years of study regardless of their admitted track. In this scenario, criteria 4.3.1 and 4.3.2 do not apply to the program.
    - 4.3.3 The existing application process provides a clear "opt-in" methodology for applicants who wish to be considered for the two-year track. The "opt-in" requires students to take two building technology courses, one structures course, one college-level algebra course, two art history courses, and two design studio courses.

    - 5.2.1/5.2.2/5.2.3/5.2.4 Discussions tabled until the Chair met with the Dean of Faculty. After the meeting, the Chair will report back to the faculty.
    - 5.2.5 A discussion was held to restore institutional funding to the guest review budget.

    - 5.3.1 Proposed creation of a full-time faculty curriculum committee and processes that distinguish curriculum development from curriculum improvement with degree-level coordinators and a licensed NAAB coordinator.
    - 5.3.2 Proposed that all full-time faculty participate in the curriculum committee and that we maintain the degree level and NAAB coordinators as previously identified individuals.

    - 5.4.1 A staffing discussion was held.
    - 5.4.2 Discussion tabled – Jessie Lafree provided documentation of her Architect Licensing Advisor activities.

- 5.4.3 A continuing education and professional development discussion was held. had about the institution starting to provide support and funding for faculty to maintain professional memberships and participate in professional development and continuing education activities.
- 5.4.4 Discussion tabled – the institution is providing information.

- 5.8 Discussion tabled – the institution is providing information.
- 6.4 Discussion tabled – the institution is providing access to all required documents.

Minutes:

- Shared materials / Discussion on draft program and student criteria matrix.

  - The full-time faculty agreed to adopt the matrix for documenting criteria as presented within the NAAB document workshop example and as recommended by the NAAB working group (October 8, 2024 meeting).
  - The full-time faculty agreed to adopt the draft NAAB sub-criteria and matrix as recommended by the NAAB working group (October 8, 2024 meeting).

- Discussion of unmet administrative criteria.

  - 4.3.1/4.3.2 The faculty body agreed with that the proposal fit the existing program curricular strategy and that chose to proceed with its implementation.
  - 4.3.3 The faculty body reviewed the application process and agreed to proceed without modification.

  - 5.2.5 It was agreed to request that the institution restore the department's budget to its pre-COVID-19 level (noting that the budget was cut with the COVID-19 event).

  - 5.3.1 It was agreed to create an inclusive full-time curriculum committee and that all full-time faculty would participate as a service to the department and that the committee would meet as a part of the department's normal full-time faculty meeting process.
  - 5.3.2 It was agreed to continue with coordinator positions at the graduate, undergraduate and NAAB degree levels.

  - 5.4.1 The faculty agreed that three aspects of staffing were required to balance workloads correctly: A) The institution should return course staffing levels to those before the COVID-19 event in all NAAB courses. COVID-19 saw staffing cuts of 50% by reducing faculty loads (from 1.0 to 0.5) to all technical courses. This reduction was appropriate with the COVID-19 reduction in student numbers; however, student numbers have since corrected, but staffing has not. B) The institution should adequately staff continuous NAAB assessment of courses by assigning contracts to "reviewing faculty" on a semester-by-semester basis (i.e., fall criteria review will be conducted by two "review faculty" who should receive compensation in the form of winter contracts equivalent of 1 load per faculty)(i.e., spring criteria review will be conducted by two "review faculty" who should receive compensation in the form of winter contracts equivalent of 1 load per faculty). C) The institution should return full-time faculty lines to those matching levels of the prior accreditation cycle in 2014. Since 2014, full-time faculty lines are reduced by 60% (i.e., five current / twelve prior faculty = 40% remain)
  - 5.4.3 The faculty agreed to request the institution starting to provide support and funding for faculty to maintain professional memberships and participate in professional development and continuing education activities.

NAAB Working group meeting.
2024
MEETING 2
Date: 3:15pm-5:15pm, Tuesday, 11/26/2024, in-person.

Attending: Tristan Sterk, Carl Ray Miller, Jaak Jurisson, Jessie LaFree, Nicholas Lowe, Martin-Thomsen (apologies), Charles Pipal (apologies), Michael Newman (apologies), Douglas Pancoast (apologies).

Agenda:

- o Approval of prior minutes.

- o Updated draft of completed NAAB matrix with associated work done.

    - o Syllabi were reviewed with specific locations identified for all sub criteria.
    - o PC3. A confirmation is still required that evidence locations are suitable.
    - o PC4. A meeting was held with the Design coordinator and relevant faculty from History and Theory regarding PC4. History and Theory modified the suggested sub-criteria and identified a suitable course location for given criteria.
    - o PC7. Institutional course evolutions were reviewed and confirmed as suitable evidence.
    - o PC8. A discussion was held with faculty teaching Graduate Studio 3 (a studio that designs a community garden and kitchen project located in a Chicago neighborhood). It was agreed that the studio aligns with PC8 criteria.
    - o SC2. Awaiting feedback from PE faculty. CSJS is willing to satisfy criteria if needed.

- o Approval of draft NAAB matrix.

Minutes:

- o Approval of prior minutes.

    - o Approved.

- o Updated draft of completed NAAB matrix with associated work done.

    - o The faculty group reviewed the updated matrix and agreed to proceed with its implementation and monitoring.
    - o The NAAB coordinator and Chair will review progress and curriculum improvement continuously with twice yearly reviews of all PC and SC criteria shown in the updated matrix.
    - o Reviews of criteria will be inclusive and open for all teaching faculty to attend if desired.

- o Approval of draft NAAB matrix.

    - o Approved.

FT Faculty meeting.
2024
MEETING 2
Date: 3:15pm-5:15pm, Wednesday, 12/11/2024, in-person.

Attending: Tristan Sterk, Carl Ray Miller, Jonathan Solomon, Nicholas Lowe, Douglas Pancoast, Ellen Grimes (apologies), Anne Sullivan (apologies).

Agenda:

o   Shared materials.

  o   Previously circulated (2024.11.23) draft proposal of program KPIs (5.2.2).
  o   Previously circulated (2024.12.04) draft proposal of program strategic objectives (5.2.3 / 5.2.4).

o   Comments from circulated draft - KPIs.

  o   KPIs had been shared with institutional administration for comment.
    •   Comments received stated KPIs generally reflected those of a healthy program.
  o   KPI feedback from faculty:
    •   Faculty professional development should be included.

o   Comments from circulated draft - strategic objectives.

  o   Strategic objectives had been shared with institutional administration for comment.
    •   Comments received were generally favorable.
  o   Strategic objectives feedback from faculty:
    •   Comments received were generally favorable but that institutional support (i.e., faculty lines) will be required to realize them.

Minutes:

o   Discussion of proposed KPIs.

  o   The KPIs of "Student retention", "Alumn network events", "Industry partner programs", and "Faculty professional development" were supported by the faculty.
  o   The faculty noted that the Institution's Office of Advancement should assist with the "Alumn network events" and "Industry partner programs" KPIs.
  o   The faculty noted the request to submit a new budget proposal from the Office of the Dean of Faculty to fund "Faculty professional development" KPI.

o   Discussion of proposed strategic objectives.

  o   The objectives of "Deliver leading practitioners", "Maintain and strengthen NAAB accreditation", "Grow interesting graduate education opportunities", "Further distinguish our program" were supported by the faculty.
  o   The faculty noted that the Institution will need to assist the program develop a way of tracking our alumni network and alumni placements.
  o   The faculty noted that the Institution will need to provide additional contacts for the work associated with continuous assessment.
  o   The faculty noted that NAAB may not be directly interested in the department objective to grow our post-professional research programs (MFA degree offerings) however the faculty felt this objective was important to building and maintaining a vibrant program community. The faculty elected to communicate the objective.
  o   The faculty felt that the continued integration of Historic Preservation was extremely valuable and that exploring the creation of a new program track was important.

22 November 2024

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture
School of The Art Institute of Chicago
Department of Architecture Interior Architecture and Designed Objects
12th Floor, 36s Wabash Ave, Chicago, IL 60603

To the committee,

The AIA department is seeking two non-salary requests to fulfill two crucial NAAB accreditation conditions as described in the NAAB Conditions for Accreditation, 2020 Edition Rev. 9/1/2024. In the eye of the program, the requests have equal merit in supporting the department's mission, program accreditation goals, and continued success.

Item A: National / International Honoraria supports program goals and **NAAB Planning and Assessment criteria 5.2.5 to develop "Ongoing outside input from others, including practitioners."** The program will use funds to ensure critiques and reviews have significant external practitioners and public and private sector guests at vital student reviews/critiques.

Schedule or Justification of Request:
Estimate of 4 review invitations per annum.
$16,000 / 4 = $4,000 per guest
Invitation fund supports 2.5 - 3 days of involvement:
- Arrival and initial meetings with relevant faculty
- Review/Critique
- Debrief and departure.

Item B: National / International Professional Development for Faculty supports the program's goal to improve the quality of education by supporting faculty professional development and **NAAB Human Resources and Human Resource Development criteria 5.4.3 "Professional development that contributes to program improvement."** And **NAAB 5.2.2 "Key Performance Indicators."** The program will use funds to create and support opportunities for faculty to continue their education for the improvement of the program.

Schedule or Justification of Request:
Estimate of support for continuing education for ft-faculty (5 of).
$16,000 / 5 = $3,200 per faculty member annually supporting activities that sustain faculty education and program improvement.

Please do not hesitate to contact me if you have any questions.

Kind Regards,

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture

SAIC

The School of the Art Institute
FY26 New Non-Salary Funding Requests

Requestor Name: Tristan Sterk **Department Name:** AIA

<u>**Funding Request Detail**</u>
Please detail the total additional funding requested by cost category: (i.e. supplies, equipment, consultants, travel, other costs, etc.)
Attach supporting schedules to provide additional details if necessary.

NARRATIVE
Describe the initiative, program, or project that requires additional funding. Explain how the requested funding will support the strategic goals of your department, the School's mission, and expected outcomes/impact on the department and institution.

The AIA department is seeking two non-salary requests to fulfill two crucial NAAB accreditation conditions as described in the NAAB Conditions for Accreditation, 2020 Edition Rev. 9/1/2024. In the eye of the program, the requests have equal merit in supporting the department's mission, program accreditation goals, and continued success.
Item A: National / International Honoraria supports program goals and NAAB Planning and Assessment criteria 5.2.5 to develop "Ongoing outside input from others, including practitioners." The program will use funds to ensure critiques and reviews have significant external practitioners and public and private sector guests at vital student reviews/critiques. Item B: National / International Professional Development for Faculty supports the program's goal to improve the quality of education by supporting faculty professional development and NAAB Human Resources and Human Resource Development criteria 5.4.3 "Professional development that contributes to program improvement." The program will use funds to create and support opportunities for faculty to continue their education for program improvement.

NON-SALARY REQUESTS

Priority Rank (1=highest, assign a unique rank number for each request)	Description	Type of Request (one time or permanent funding)	Total FY26 Funding Requested Non Salary		Account	Fund	Dept	Program	Project
1	Item A: National / International Honoraria	Permanent	$	16,000.00		00000			
2	Item B: National / International Professional Development for Faculty	Permanent	$	16,000.00		00000			
						00000			
						00000			
						00000			

Total Non-Salary Request: $ 32,000.00

TOTAL FOR DEPARTMENT: $ 32,000.00

To: Department Chairs
From: T. Camille Martin-Thomsen, Dean of Faculty and Vice President of Academic Affairs
Subject Line: Requests for Assistant Professor Searches and AICAD Fellow Appointments in AY2025-26

Dear Colleagues,

The Dean's Office invites departments to submit requests for the following hiring plans:

- Tenure-track Assistant Professor searches to be conducted during AY2025-26 for positions beginning in Fall of 2026
- AICAD Fellow appointments for positions beginning in Fall of 2025

Please submit your requests via the google form here.

Department Chairs should consult with their full-time faculty prior to submitting requests to ensure that these departmental voices are considered and represented in the hiring request.

The form will prompt you to submit the following information:

- Area of specialization desired for each line requested.
- How the proposed hires would meet current and future student needs, SAIC community needs, or needs for more diverse representation in the field.
- How each position promises to ensure the aspirations and distinctiveness of the programs.
- Description of the courses that the new faculty will teach in their initial year (6 courses for tenure-track faculty and 4 courses for AICAD Fellows).
- For Tenure-Track Assistant Professors: The steps that the department will take to ensure a robust and diverse applicant pool for the search.
- For AICAD Fellows: Please indicate the department's plans for mentorship in the areas of professional development and/or creative practice, as well as which faculty will serve as mentor to the AICAD Fellow during their period at SAIC. Additional information about AICAD Fellows can be found here.

Please note that many AICAD institutions only offer graduate degree tracks for artists and designers. To date, few of the annual AICAD Fellow applicants have been well suited for teaching in Arts Administration and Policy, Art Education, Art History, Art Therapy and Counseling, Historic Preservation, or Liberal Arts. Given this applicant shortage, the listed departments should not request AICAD Fellows.

In support of our anti-racist efforts, priority consideration will be given to departmental requests that have a high likelihood of diversifying our curriculum; diversifying our hiring pools; improving the educational experience of under-represented student populations; and providing meaningful mentorship to our AICAD fellows.

These requests are due on or before Monday, February 17. They will be reviewed and assessed by the Dean of Faculty and the Provost. Decisions on searching/hiring authorizations will be transmitted back to departments in early April.

If you are not requesting a search at this time, we ask that you still complete questions one through three on the form, selecting "I am not requesting a search at this time" to ensure we capture responses from each department.

For questions on the submission process, contact Molly Roth Scranton at mscranton@saic.edu.

Sincerely,

Camille Martin-Thomsen
Dean of Faculty and Vice President of Academic Affairs

25 November 2024

Tristan Sterk
Chair, Architecture and Interior Architecture
School of The Art Institute of Chicago
Department of Architecture Interior Architecture and Designed Objects
12th Floor, 36s Wabash Ave, Chicago, IL 60603

Re: 5.4 Human Resources and Human Resource Development (5.4.2 Active Architect Licensing Advisor)

To Whom It May Concern,

Jessie LaFree (AIA, NCARB) is the program's Architect Licensing Advisor. A list of recent advisor activities with supporting documentation of presentations is provided.

Training Events Attended:
- 10/28/2024   Advisor Training
- 11/13/2023   Advisor Training
- 9/26/2022   Advisor Training
- 4/11/2022   AXP Supervisor Advisory Team
- 8/5/2021   Advisor Summit in Miami

Talks at The School of the Art Institute of Chicago:
- 11/5/2024   NOMAS Graduate and Undergraduates
- 3/17/2024   6123 Codes Specs Joints and Seams
- 3/26/2024   3900 Undergraduate Studio Lecture
- 3/7/2023   3900 Undergraduate Studio Lecture
- 2/22/2023   6123 Codes Specs Joints and Seams (w/ Martin Smith NCARB)
- 5/10/2022   AIAS Graduate and Undergraduate ARE Lunch
- 4/26/2022   AIAS Graduate and Undergraduate AXP Lunch
- 4/20/2022   6123 Codes Specs Joints and Seams
- 4/12/2022   AIAS Graduate and Undergraduate NCARB Lunch
- 3/8/2022   3900 Undergraduate Studio Lecture
- 9/29/2021   Graduate Studio Lecture
- 5/10/2021   Undergraduate Class Lecture
- 4/21/2021   6123 Codes Specs Joints and Seams

Talks at AIA Events:
- 8/7/2024   Chicago College and Career Day Talk
- 8/5/2021   Panelist at the Advisor Summit in Miami

Kind Regards,

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture

24 November 2024
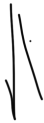
Tristan Sterk
Chair, Architecture and Interior Architecture
School of The Art Institute of Chicago
Department of Architecture Interior Architecture and Designed Objects
12th Floor, 36s Wabash Ave, Chicago, IL 60603

Re: 5.8 Information Resources

To Whom It May Concern,

The following description of information resources and services inclusive of volume counts, spending and staffing is provided by Melanie E. Emerson, Dean of the Library + Special Collections at The School of the Art Institute of Chicago as supporting evidence for condition 5.8 Information Resources.

Kind Regards,

Tristan d'Estrée Sterk
Chair, Architecture and Interior Architecture

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Library Holdings and Learning Resources at SAIC

Students at the School of the Art Institute of Chicago are served primarily by the School's own John M. Flaxman Library, a circulating open-stack library with over 150,000 physical books with hundreds of thousands of digital and electronic resources to support the entire curriculum. The Flaxman Library actively participates in a state-wide library consortium: the Consortium of Academic and Research Libraries in Illinois (CARLI). CARLI membership also provides our community with access to the I-Share online catalog and resource sharing system, cooperative purchasing of licensed electronic resources, and other cooperative collection management programs. At the international level, we participate in the OCLC library consortium. Through these associations, we take part in broad-based, multi-type networks supporting: shared bibliographic information; interlibrary loan and other reciprocal privileges for our library users; group purchasing and grant options that leverage our acquisition dollars.

The CARLI consortium consists of almost 130 libraries, with over 90% at colleges, universities, and special collections/research centers. The majority of CARLI member institutions are also I-Share partners and allow our students and faculty research access--this includes the Health Sciences Library of the University of Illinois at Chicago and Rush University Medical Center Library in Chicago. SAIC is also a member of the Center for Research Libraries (CRL). Our students and faculty also have access and special privileges at the Art Institute's (the museum's) Ryerson & Burnham Libraries, a closed-stack, non-circulating research facility with over 600,000 volumes on art history, architecture, and design.

John M. Flaxman Library and SAIC Special Collections

The Flaxman Library is open six days a week and 60 hours per week during the fall and spring semesters, and consists of fifteen staff members, eight of whom are librarians. The Library has a budget of $110,000 for the acquisition of books and $230,000 to support databases and journal subscriptions and license agreements for other electronic resources.

Library collections, services, and activities are designed around curricular and co-curricular areas of interest, evolving with the research needs of the campus community. The library demonstrated robust usage and resource sharing during the last academic year, reporting nearly 45,000 library visitors, over 65,000 general circulation transactions and facilitating more than 7,300 interlibrary loans. These figures demonstrate the library's essential role in supporting the institution's academic and research needs and significantly enhancing access to materials beyond our collection of over 7,000 print and 1,000 electronic books dedicated to architecture and building technology (see attached list for full details).

In addition to access to materials, librarians provide orientations, tours, group instruction in research skills and information literacy, and one-on-one assistance for the entire campus. Instructional sessions can be held in the library or the classroom, and are tailored to faculty objectives. Staff also facilitate student projects and exhibitions in the library, and collaborate with faculty on curriculum development and teaching based on archival and special collections. Library staff hosted almost 400 events and classes last year, and provided almost 898 individual research consultations in various in-person and remote formats. Librarians also create and maintain resource guides on a large number of topics including Architecture/Interior Architecture and Codes/Spec Resources.

In 2023, Flaxman Library underwent a major renovation that improved connectivity between its two floors; increased instructional and research space for students and faculty; expanded capacity and accessibility for holdings, especially the Library's Special Collections; and modernized office space for librarians.

Databases & Other Electronic Resources

An increasing number of the Flaxman Library's resources are available digitally. E-reserves, e-books, e-journals, databases, full-text article aggregators, encyclopedias and directories, digital image databases, and many other licensed and/or copyright-protected digital services can be accessed on or off campus, this includes almost 550 e-journals and over forty architecture databases. Including the Avery Index to Architectural Periodicals; Art & Architecture Source; Art, Design & Architecture Collection; Building Types Online; Detail Inspiration; OnArchitecture; and US Modernist.

SAIC Digital Collections is an online institutional repository created and managed by Flaxman Library. The Digital Collections present a selection of historic publications, archival materials, student theses, and artists' works drawn from our library shelves or from other campus special collections, such as the Fashion Resource Center and the Roger Brown Study Collection.

Special Collections

The Flaxman Library Special Collections holds a rich array of primary source materials including a 16mm film collection, archival collections, artists' books, and unique book bindings. These collections include images, documents, artifacts, audiovisual recordings and other materials which can be made available for research and teaching. These collections' disparate nature reflect an interdisciplinary approach to curriculum that offer divergent paths for considering the built environment and nuanced ideas about design principles and practices

The Joan Flasch Artists' Book Collection is a special, non-circulating collection of artists' publishing projects and multiples. It numbers over 13,000 items, plus extensive supporting research materials (including more than 1,000 exhibition catalogs and reference books). There are also clipping files, artists' stamps, mail art, zines, audiovisual, and unique digital formats included in the book collections.

While the artists' book collection is the most utilized special collection, SAIC has several other unique hands-on teaching collections that support the academic inquiry of our students and faculty. These are the Fashion Resource Center, Roger Brown Study Collection, Textile Resource Center, and the Video Data Bank. Each of these collections provide access to thousands of unique objects, artifacts, and artworks, they also provide instructional and research services to thousands of students from every academic program at SAIC.

Art Institute of Chicago's Research Center

The AIC Research Center consists of the [Ryerson and Burnham Libraries,](#) Institutional Archives, Institutional Photography Archive and the Ryerson and Burnham Art and Architecture Archives, and Department of Academic Engagement. The Libraries and Archives are open to SAIC students and faculty three days a week.

The Ryerson and Burnham Libraries constitute a major art and architecture research collection serving the museum and the public in the fields of art and architectural history. The libraries are open to the SAIC community three days a week and offer access to nearly 60,000 volumes related to the field of architecture and history of architecture.

The Ryerson and Burnham Art and Architecture Archives collects approximately 5,000 linear feet of artists' and architects' papers that both illuminate the development of art and architecture in Chicago and the Midwest from the 1870s to the present and complement the museum's permanent collections. This collection is renowned for the caliber of its holdings related to the First and Second Chicago Schools, the Prairie School, development of the skyscraper, and Chicago urban planning.

One other valuable and unique collection held in the archival collections is the Chicago Architects Oral History project. The oral history project was begun in 1983 under the auspices of the Art Institute's Department of Architecture to record the life experiences of architects who shaped the physical environment in Chicago and surrounding communities. It was intended not only to fill an existing void in the literature but to go beyond the facts to explore motivations and influences, behind-the-scenes stories, and personal reflections. This collection of oral histories contains comprehensive life-review documents as well as shorter, focused interviews. These narratives explore the development of Chicago's architecture and planning from the early 1900s to the present day.