

**The School of the Art Institute of Chicago  
Department of Architecture, Interior Architecture, and Designed Objects**

**Visiting Team Report**

**M. Arch**

Option II (Undergraduate degree + 60 graduate credit hours)

Option III (Undergraduate degree + 102 graduate credit hours)

The National Architectural Accrediting Board

9 April 2014

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

## Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Team Findings	
1.	Team Comments	1
2.	Conditions Not Met	1
3.	Causes of Concern	1
4.	Progress Since the Previous Site Visit	2
II.	Compliance with the 2009 Conditions for Accreditation	
1.	Institutional Support and Commitment to Continuous Improvement	6
2.	Educational Outcomes and Curriculum	16
III.	Appendices:	
1.	Program Information	29
2.	Conditions Met with Distinction	30
3.	Visiting Team	31
IV.	Report Signatures	32
V.	Confidential Recommendation and Signatures	33

## **I. Summary of Team Findings**

### **1. Team Comments & Visit Summary**

#### **A. Institutional Advancement:**

The team found the school to be on the cusp of advancing to the next level of institutional effectiveness. A strong burst of initial formational energy has taken the program to a basic level within an extremely short time span. At this point, a number of initiatives are in place or in formation which have the potential to strengthen the program dramatically. These include:

- Director: A search is in its final stages and there is widespread hope among faculty and students that the new director will provide leadership to resolve the general issues of structure and administrative effectiveness, although that person is not yet in place.
- Master Plan: The program currently occupies leased space in downtown Chicago. A recently completed Master Plan has identified the possibility of constructing a purpose-built building. While this outcome would be many years away, this direction appears to be gaining momentum, and the scale of fundraising required is credible given the resources and expertise available within the overall institution.
- The Shapiro Institute: In its role as a “strategic amplifier,” the newly formed and funded resource is coordinating projects and providing resources that leverage connections and expertise both between departments of the school as well as between outside communities.

#### **B. Practicing Faculty**

A unique feature of the program is that even full-time faculty are expected to devote 2-4 days per week to practice outside their academic responsibilities. Practice may be defined as scholarly activities, such as writing and research, although most faculty appear to be engaged in architectural practice. This brings professional content into the curriculum. However, this appears to limit the ability for the faculty to bring scholastic rigor and academically-oriented research to the curriculum, and creates time pressures that too often result in inadequate class preparation and coordination.

#### **C. Art and Design:**

Students are attracted to the M. Arch. program in large part because it is embedded in an art school with a major art museum. The faculty value collaboration with and the ethos of the art programs. There has been, and continues to be, a creative tension between art and design practices.

### **2. Conditions Not Met**

I.2.2 Governance

I.2.3 Physical Resources

SPC A10 Cultural Diversity

SPC C2 Human Behavior

### **3. Causes of Concern**

#### **A. Administrative Procedures and Mechanisms**

Many policies and procedures in the program are informal and/or ad hoc. The team felt that this adversely impacted the school’s ability to satisfy several conditions and criteria, as enumerated below.

##### **A.1 Governance**

This concern extends to issues of governance, which the team has found to be “not met.” Currently much decision-making on curricular, financial, and administrative matters specific to

the interests of the M. Arch. program lies with the Interim Director and Chair of the Department, who solicit faculty and student opinion in an ad hoc manner. See Item I.2.2 Governance for additional detail.

#### A.2 Human Resources - Research, Scholarship and Professional Contributions

SAIC has a tradition of and expectation for faculty to be engaged in professional practice. This helps ensure engagement with the architecture profession and allows a variety of appropriate approaches to faculty scholarship. However, faculty members reported a lack of clarity about expectations of quality, scope, impact, degree and nature of collaboration and authorship, and originality necessary for promotion and tenure. They also reported a desire for mentoring and departmental guidelines and goals for scholarship and professional practice. These guidelines and goals may be of particular importance for faculty who move to or come from other academic institutions. (See I.2.1 Human Resources)

#### A.3 Human Resources – Students - Advising and Mentoring

The team found no evidence that students were aware of formal student advising. Students expressed that while the basic core curriculum requirements were clear, no assistance with navigating their opportunities for electives or unique pathways was available other than with individual faculty on an ad hoc basis.

#### A.4 Curriculum Coordination

Review and approval of the curriculum framework is conducted at the school level. However minor adjustments and type of project and content in studio courses are not well coordinated. There are no designated coordinator responsibilities, year chairs, structured committees, or other communication mechanisms to ensure consistency with learning objectives. The lack of coordination is observed between courses as well as within courses that are “tag team taught.” The team observed that this negatively affected the diversity of course content and hampers the faculty’s ability to improve teaching effectiveness. This was also a cause of concern to the 2011 visiting team.

A.5 Studio culture policy: The school’s studio culture policy consists of a brief statement adopted by the faculty several years previously. This does not align with NAAB procedures requiring ongoing review and active participation in its content by students and faculty, nor the general expectations for a more comprehensive document. The team believes this relates to a lack of coordinated and formalized processes for student and faculty input since there is no standing mechanism that has the capacity to undertake the task.

## 4. Progress Since the Previous Site Visit (2011)

**2009 Criterion A.9 - Historical Traditions and Global Culture: Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

**Previous Team Report (2011):** Although the team commends the history faculty’s significant efforts to re-conceptualize the history curriculum in a manner that emphasizes achievement in research techniques, in-depth critical analysis, and especially student achievement in writing, it comes at the expense of a broader sense of the multiple historical threads, themes, and issues that inform the present circumstances. Course material is limited to the Modern and Contemporary periods. First-hand observation and assessment of examples in Chicago, which one might expect to be a significant resource, seems minimal.

**2014 Visiting Team Assessment:** This condition is now met.

Support for even greater responsiveness to this criterion will come with the imminent program-specific hire of an architectural history faculty, separate from the university's art history department. The addition of a Chicago-specific history course, resulting in solid evidence of topical research papers, specifically responds to prior team's concern in that regard. A broad range of cultural traditions among the student body translated into research papers, gives greater access for all students to non-Western cultural factors and traditions in design.

**2009 Criterion B.3. - Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

**Previous Team Report (2011):** While the team was impressed with the sustainability analysis in many projects and by the students' verbal commitment to sustainability, we expected to see more evidence of the integration of sustainability into the actual architectural design solutions, such as incorporating the range of sustainability choices (e.g. solar orientation, rainwater harvesting, local materials & planting) in the final design work.

**2014 Visiting Team Assessment:** This condition is now met.

**2009 Criterion B.4. - Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.***

**Previous Team Report (2011):** The team found this criterion to be not met. Although there is ample evidence of compliance for urban site analysis and design, there is an insufficient amount of evidence of student ability where site topography, watershed and contours are factors. The preponderance of programs in Chicago – a city without significant change in topography – contributes to this deficiency.

**2014 Visiting Team Assessment:** This condition is now met.

**2009 Criterion B.6., Comprehensive Design: *Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:***

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

**A.9. Historical Traditions and  
Global Culture**

**B.9. Structural Systems**

**B.5. Life Safety**

**Previous Team Report (2011):** This criterion improved from the 2009 report but remains unmet because the projects presented insufficient evidence that site design, where topography is

something other than flat and urban, and sustainability is part of the design and not just a LEED spreadsheet. The criterion was met better in the work from the architecture studios than from those in interior architecture.

**2014 Visiting Team Assessment:** This criterion is now met. The projects done in a single term exhibited evidence of integrating the multiple design conditions.

**2009 Criterion B.7., Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

**Previous Team Report (2011):** Elements of the components of this criterion are sporadically evident, but they did not exist in a comprehensive manner that would allow for thorough cost estimating or life-cycle costing.

**2014 Visiting Team Assessment:** This criterion is now met.

**2009 Criterion C.9., Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

**Previous Team Report (2011):** The culture of the school seems to support this criterion, but the evidence presented to the team was inconsistent. Student work in Interior Architecture Studio 4: Event Spaces (INARC 6120) conveys a clear understanding of this criterion, however similar evidence of understanding is not found for any Architecture Studio (ARCH) class.

**2014 Visiting Team Assessment:** This condition is now met. The culture and institutions of the school as a whole support active community engagement. The majority of the program's community engagement work found outside required courses.

**2009 II.4.1 Statement on NAAB-Accredited Degrees:** *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**Previous Team Report (2011):** Only a portion of the NAAB statement was available on the program's website at the time of the visit. (N.B. The school corrected this deficiency immediately following the end of the visit.)

**2014 Visiting Team Assessment:** This condition is now met.

**2009 II.4.3 Access to Career Development Information:** *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aiaa.org](http://www.aiaa.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

**Previous Team Report (2011):** SAIC makes Career Development information available to the students through lectures by the AIA and NCARB. The lecture topics and schedules are disseminated through posters and instructor reminders in studio. The school submitted evidence that IDP lectures are widely attended by all three years of students. Yet while students in the program have access to – or at least knowledge of- most of these resources, but they were not available to parents and others via a web link at the time of the visit. (N.B. The school corrected this deficiency immediately following the end of the visit.)

**2014 Visiting Team Assessment:** This condition is now met.

**2009 II.4.5 ARE Pass Rates:** *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**Previous Team Report (2011):** The program is new enough that no graduates had taken the ARE at the time of the visit. The school did not link to the ARE page on NCARB's website at the time of the visit. (N.B. The school corrected this deficiency immediately following the end of the visit.)

**2014 Visiting Team Assessment:** This condition is now met.

## II. Compliance with the Conditions for Accreditation

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### Part One (I): Section 1. Identity and Self-Assessment

##### [X] The program has fulfilled this requirement for narrative and evidence

**2014 Team Assessment:** The program has provided ample evidence in the APR and in supplemental material of their history, mission, and culture, including their role within the larger organization that includes the Art Institute of Chicago, and the relatively recent origins of the professional program.

##### ***I.1.2 Learning Culture and Social Equity:***

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

##### [X] The program has demonstrated that it provides a positive and respectful learning environment.

**2014 Team Assessment:** Evidence of this criterion was ascertained through conversation with faculty and administration as well as discussion with student leaders and the student body at large. Policies on Social Equity can also be found on school website and in printed material provided to the accreditation team.

##### [X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

**2014 Team Assessment:** Evidence of this criterion was ascertained through conversation with faculty and administration as well as discussion with student leaders and the student body at large.

***I.1.3 Response to the Five Perspectives:*** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to*



further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** Evidence supporting this perspective was found in the faculty exhibit, faculty resumes, faculty interviews and meetings, in the APR's discussion of the relationship between art and design. Additional evidence was found in ARCH/INARC course 6112-Nodes, Networks, and Interactivity in Practice, in the curriculum, and in the procedures for reviewing incoming student's academic work. Faculty, staff, and students clearly make contributions to the academic community, and are encouraged to do so.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** Evidence of this criterion was ascertained through conversation with faculty and administration as well as discussion with student leaders and the student body at large. Evidence was also found in course work from ARCH/INARC 622-Sustaining Practice Economies.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** The M. Arch program is structured to prepare students to become licensed, practicing architects. Required courses and studios provide a framework for understanding these responsibilities and requirements. The fourth year integrated technical practice course ARCH/INARC 6123-Codes, Specs, Joints and Seams introduces students to the Intern Development Program (IDP), the role and resources of the National Council of Architecture Registration Board (NCARB), licensure and state registration, and the student's responsibility for managing their NCARB IDP record. This course is taught by Assistant Professor Tristan Sterk, the program's IDP Educator Coordinator. Experienced, practicing faculty also serve as informal IDP mentors. The ARCH/INARC 6222-Sustaining Practice Economies further reinforces aspects of the IDP and architectural registration.

---

<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

While there was a general understanding of the IDP Program, of the current students enrolled in the M. Arch program, approximately half of those polled did not know who the IDP coordinator was and few students had begun their IDP record, although many were working part-time and could begin accruing IDP credits for work in school settings.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** The program is embedded in the world of professional practice through the high number of faculty and instructors with practice, a mode of instruction that incorporates participation by leading architects and engineers in the city, and a thorough incorporation of content related to practice in studio and other coursework. The school enjoys a healthy connection with a number of local firms through the current students and alumni who are employed in the area. The resulting work demonstrates an exceptional depth of understanding of the nature of practice.

These strong professional relationships do present a double-edged sword that appears to limit the exposure of students to diverse settings, populations, and scale to those that mirror the experience of the local faculty practitioners. The team did not believe this concern was sufficient to deem the school non-responsive to this perspective, but wishes to raise it in this realm as a possible root cause of SPC A.10 Cultural Diversity and C.2 Human Behavior that the team found to be not met, as well as general realm comments addressing lack of diversity of sites, projects, and scales in assignments.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** Since the faculty has the requirement of practice in addition to teaching, students in the March program are immersed in a culture of translating conceptual/experimental design strategies into practice in communities in the city. The recent development and initial projects and programs of The Shapiro Center have institutionalized this commitment as well as providing avenues for student engagement with local-level design and the creation of innovative programs to integrate architectural production into wider social welfare goals. The Shapiro Center has financial and administrative resources to engage in "strategic amplification," providing faculty with targeted resources to expand explorations into actual projects with outcomes that benefit the public good.

***1.1.4 Long-Range Planning:*** An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must

*demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2014 Team Assessment:** The APR and interviews of faculty and administration provide evidence supporting fulfillment of this criterion.

***I.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2014 Team Assessment:** The APR and interviews of faculty, students and administrations provide evidence supporting fulfillment of this criterion. Students describe the solicitation of student views as informal and ad hoc without formal mechanisms to invite and ensure their participation.

## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human Resources (Faculty & Staff) are adequate for the program**

**2014 Team Assessment:** Faculty, including part-time faculty, have access to departmental travel funds, Shapiro Center grants and support (e.g. development of intellectual property policies and advice), the dean's fund for faculty travel, residencies for faculty, funded sabbaticals, and Plus 1 grants to support bringing in guests. Evidence supporting fulfillment of this criterion was found in the APR and in meetings with administration.

There was a lack of clarity in metrics for measuring the quality and importance of professional and scholarly contributions. In the faculty resumes, it was not always clear whether a publication was by or about the faculty member, and information about the type, significance and impact of the work was not consistently provided. Junior faculty members expressed concerns with a lack of clarity about standards for professional and scholarly work.

Remuneration for part-time faculty is limited. Faculty observed the combination of course loads, the requirement for continuing professional practice, and remuneration for adjunct faculty may be restricting the pool of applicants and the ability of adjunct faculty to advance in either the academic or professional environment and otherwise thrive.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

---

<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

**[X] Human Resources (Students) are adequate for the program**

**2014 Team Assessment:** Evidence of documents required in this criterion was found on the student resources page on website, student terminal, accessible printed documentation and “Strategic Plan: Build Diversity Initiative”. The commitment to student achievement is evident in observing interactions between students and faculty as well as through conversation with student body as a whole. The lack of a formal grievance policy is a concern to the team. Formal protections and policies for addressing grievances for students are not evident.

**I.2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is adequate for the program**

**2014 Team Assessment:** The M. Arch Program is embedded in a department that includes a program in designed objects. The department is embedded in a school that retains authority for major decisions. However, the chair has a strong role in the administration of the degree. There is recognition that the administrative burdens on faculty within the current structure is unworkable and a new position of academic director has been created to assume and consolidate these roles for the Master of Architecture degree. The search is in the final stage with the start date set for August 2014.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

**[X] Governance opportunities are inadequate for the program**

**2014 Team Assessment:** The visiting team found an environment that has yet to institutionalize procedures that will help sustain the program past its initial burst of formational momentum. Currently much decision-making on curricular, financial, and administrative matters specific to the interests of the M. Arch program lies with the Interim Director and Chair of the Department, who solicit faculty opinion in an ad hoc manner. There are no standing committees charged with issues of governance. The team found that the informal nature of this process does not sufficiently guarantee robust participation or effectiveness.

Similarly, a formal structure for student representation and active participation in governance is not evident. The team found that although the AIAS chapter is strong and is occasionally invited to participate in faculty meetings with specific issues as they arise, students do not have the benefit of a defined process or representation to address concerns or participate pro-actively in governance.

**I.2.3 Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are inadequate for the program**

**2014 Team Assessment:** Currently the inadequacy of physical facilities is a tangible hindrance to design teaching, to integrated/cross-disciplinary design projects, to the types or formats of classes that can be offered, to overall student productivity and types of work that can be produced. The physically adjacent studios promote inter-level collaboration. The average space per student is low; contiguous table space in the studios is narrow (42”), with limited layout space, which constrains model making, larger scale drawings, etc., or for developing larger collaborative team projects. While some pinup space is available in each of the smaller studios, the only space large or long enough for pinups/critiques is the main corridor, which does not provide acoustic privacy for critiques. There is no large lecture hall available in the same building (Sullivan Center); although the School does have larger facilities in other buildings (Columbus Drive), they are remote from the AIADO Department. The School is well aware of the facilities deficiencies and has commissioned and completed a Campus Master Plan (2013). A capital campaign has begun in order to implement the recommendations.

Physical resources were also cause of concern for the 2011 visiting team.

***1.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program**

**2014 Team Assessment:** The school exists within a broader non-profit organization that includes the museum (Art Institute of Chicago) and an operational core, and represents a significant depth of resources in the form of operational staff and infrastructure, endowment, fundraising capacity, and productive connections within the community. Prior efforts in past years to achieve financial stability and resiliency and implementation of budget planning by senior administrators have resulted in predictable resources that are able to accommodate modest growth and respond to new opportunities. Active management of cost controls and tuition levels appears to have created a sustainable baseline for ongoing operations. Future capital campaigns are in the early planning stages and may add additional financial resources

***1.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the program**

**2014 Team Assessment:** The information resources for the AIADO Department and, therefore available to the M. Arch. Program, are nearly unparalleled in the United States. Between the Flaxman Lending Library, focused on art and design disciplines, special collections, and in particular the Ryerson/Burnham Library of Architecture, located within the Art Institute of Chicago itself, students in this program have support for academic and historical research at the highest level. In particular the availability of and access to original source materials, including original architectural drawings, sketchbooks, folios, and artifacts, is exceptional. M. Arch. students have full stacks access (after completing training) to all media and can access the collections even after regular public hours. Library personnel are motivated and available to help with identifying and accessing materials to support graduate level research both locally and through the I-Share program via other institutions in the state. Students’ training to utilize this support begins at the “boot camp” or orientation, and so is part of their entire experience. Both libraries evidence adequate resources both for acquisitions and for research support.

**PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports**<sup>3</sup>. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

**[X] Statistical reports were provided and provide the appropriate information**

**2014 Team Assessment:** The information required was presented in the APR.

**1.3.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

*The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.*

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

---

<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2014 Team Assessment:** The information required is available on the SAIC website.

***I.3.3 Faculty Credentials:*** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2014 Team Assessment:** Evidence was found in the APR.

---

<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.



**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room met the requirements of Appendix 3**

**2014 Team Assessment:** The information required was made available in the team room.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### **Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

#### **A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in ARC/INARC 6222 - Sustaining Practice Economies as well as in observation of studio class and project presentations.

#### **A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in ARCH/INARC 6213 - Thesis Strategies as well as in ARCH/INARC 5110 – Architecture/Interior Architecture Studio 1.

#### **A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

**[X] Met**

**2014 Team Assessment:** Evidence found in ARCH 6220 – Architecture Studio 6: Thesis Studio and in ARCH 6129 – Performative Components.

#### **A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.***

[X] Met

**2014 Team Assessment:** Evidence of this criterion was found in course ARCH/INARC 6222 - Sustaining Practice Economies, ARCH/INARC 6212 - Choreographed and Ambient Systems, and ARCH/INARC 6123 – Codes, Specs Joints and Seams. Student work showed consistent ability to develop clear and well-organized sets of drawings to illustrate technical elements, to incorporate building components available in the marketplace through descriptive narratives of required performance criteria/characteristics, and to illustrate assemblies and primary building systems.

**A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

**2014 Team Assessment:** Evidence found in ARCH/INARC 6112 – Nodes, Networks, and Interactivity in Practice. There is a limited diversity of types of investigate skills demonstrated

**A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

**2014 Team Assessment:** Evidence found in ARTHI 5120 – Chicago Tableaux.

**A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6110-Architecture Studio 3 and ARCH 6120 – Architecture Studio 4.

**A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

**2014 Team Assessment:** Evidence found in ARCH 6110 – Architecture Studio 3 and ARCH/INARC 6112 – Nodes, Networks, and Interactivity in Practice.

**A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Met

**2014 Team Assessment:** Evidence of this criterion was found in courses ARTHI 6118 - Semper and Beyond: Historiography of Architecture and Technology, ARTHI 5122 - Spaces in Architectural History, and in ARTHI 5120 - Chicago Tableaux. Projects and papers demonstrate understanding of Chicago history and Western and non-Western traditions without simplistic mimicry.

**A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

[X] Not Met

**2014 Team Assessment:** The team did not find evidence of criterion in required course work. Some evidence of cultural exploration was found in process notebooks for INARC 6210 – Interior Architecture Studio 5, but no such documentation was found for the architectural cohort of the same course ARCH 6210. Furthermore other evidence of cultural understanding found in ARTHI 6118 - Semper and Beyond: Historiography of Architecture and Technology existed in a unilateral sense (i.e. a Persian student referencing Persian culture) thus not addressing diversity criterion as stated in the definition of “cultural diversity” found in the Conditions for Accreditation.

**A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.***

[X] Met

**2014 Team Assessment:** Evidence found in 6112. The elective that extended the work of 6112 elaborated understanding into initial application.

**Realm A. Critical Thinking and Representation General Team Commentary:** All the criteria in this realm, except cultural diversity, were met. These criteria provide the foundation for electives where students can, but are not required to, further develop these skills. For example, work with The Shapiro Center has and promises to continue to support robust investigative (A5) and applied research skills (A11) and community and social responsibility (C9). Informally, administrators have decided that The Shapiro Center will continue its involvement in required and subsequent elective courses.

The overall evidence of Realm A skills in the team room does not yet reflect the opportunities for the range, depth, exploration or insights that could be developed in collaboration with other programs in SAIC.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

**[X] Met**

**2014 Team Assessment:** Evidence found in ARCH 6123 – Codes, Specs, Joints and Seams and ARCH 6110 – Architecture Studio 3.

- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6210 – Architecture Studio 5 and ARCH 6212 - Choreographed and Ambient Systems.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in classes 6210 and 5113. Student work demonstrates both conceptual/strategic responses to environmental and natural resource design factors and also demonstrates the ability to execute underlying calculations and other quantitative evaluations.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in INARC 6110 – Int. Arch Studio 3, ARCH 6210 - Arch Studio 5, ARCH 6120 - Architecture Studio 4. Evidence was enough to consider SPC “met” despite a limited diversity of site selection.

- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

**[X] Met**

**2014 Team Assessment:** The visiting team found this criterion to be met with distinction. Not only are code-mandated life safety and egress issues well-illustrated in technical documents prepared for Courses ARCH 6123 – Codes Specs Joints and Seams and in ARCH 6123 -Choreographed and Ambient Systems, but clear illustrations of egress paths and life safety analysis appear in studio work in the third semester in ARCH 6110 – Architecture Studio 3.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:**

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

**A.9. Historical Traditions and  
Global Culture**

**B.9. Structural Systems**

**B.5. Life Safety**

**[X] Met**

**2014 Team Assessment:** The visiting team found evidence this criterion was met in the coursework for courses ARCH 6123 – Codes Specs Joints and Seams and in ARCH 6123 - Choreographed and Ambient Systems in which students develop complete engineering documents for a building project over the span of two semesters with the guidance of licensed engineers. The team also found this to be met in ARCH 6210 – Architecture Studio 5 in well-developed design projects

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

**[X] Met**

**2014 Team Assessment:** The team found evidence of this criterion in the series of progressive exercises for in course ARCH/INARCH 6222 - Sustaining Practice Economies, including project inception, cost projection, and forward life-cycle cost projection.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

**[X] Met**

**2014 Team Assessment:** The visiting team found evidence this criterion was met in the coursework for courses ARCH 6123 – Codes Specs Joints and Seams and ARCH 6123 -Choreographed and Ambient Systems series in which students develop a building project over the span of two semesters with the guidance of licensed engineers, and also in coursework throughout the entire curriculum in varying degrees of analysis and technical exploration.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 5113 - Construction Systems and Structures, ARCH 5123 - Matter and Structures, and ARCH 6221-Structures 3.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

**2014 Team Assessment:** The visiting team found evidence of this criterion in course ARCH 6210 - Architecture Studio 5 demonstrating an acceptable level of understanding.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

**2014 Team Assessment:** The visiting team found evidence this criterion was met in the coursework for course ARCH 6123 – Codes Specs Joints and Seams and ARCH 6123 -Choreographed and Ambient Systems series in which students develop a building project over the span of two semesters with the guidance of license engineers.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

**2014 Team Assessment:** Evidence of this criterion was found in ARCH/INARC 6210 – Architecture Studio 5, ARCH/INARC 6212 - Choreographed and Ambient Systems to meet the threshold of understanding.

**Realm B. General Team Commentary:** The school has developed a pair of innovative and robust studio-oriented courses to address many of the technical criteria in this realm in the form of ARCH 6123 – Codes Specs Joints and Seams and ARCH 6123 - Choreographed and Ambient Systems. Engineers from leading firms co-teach students who develop studio projects that reflect various systems. This appears to be a highly effective alternative to the traditional lecture-based approach and emphasizes an approach to systems that is integrated in the design process.

Work dealing with exterior detailing and envelope performance is developed to a basic level but is not robust.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

**2014 Team Assessment:** Evidence found in ARCH 6112 – Nodes, Networks, and Interactivity in Practice and was supported by interviews with students.

**C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Not Met

**2014 Team Assessment:** The team did not find evidence of criterion in required courses for all tracks. Evidence of understanding of human behavior can be found in projects in INARC 6210 - Interior Architecture Studio 5, but no such evidence was found for the cohort of the similar course ARCH 6210.

**C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Met

**2014 Team Assessment** Evidence found in ARCH 6112 – Nodes, Networks, and Interactivity in Practice. The elective that extended this work elaborated understanding into initial application.

**C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Met

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6213 - Thesis Strategies and ARCH 6222 - Sustaining Practice Economies. Student projects demonstrated understanding of the structures and trade-offs for various delivery methods, the skill set arrays needed for specific project teams, and the development of marketing strategies and tactics needed for successfully competing for commissions.

**C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time***



**management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6213 - Thesis Strategies and ARCH 6222 - Sustaining Practice Economies. Student projects demonstrated understanding of the structures and trade-offs for various delivery methods, the skill set arrays needed for specific project teams, and the development of marketing strategies and tactics needed for successfully competing for commissions.

**C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in course ARCH 6112 - Nodes, Networks, and Interactivity in Practice. Student work demonstrated understanding of the architect's role to both foster collaboration and cooperation and at the same time to provide leadership and direction.

**C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6222 - Sustainable Practice Economies and ARCH 6123 - Nodes, Specs, Joints and Seams.

**C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6222 - Sustainable Practice Economies.

**C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

**[X] Met**

**2014 Team Assessment:** Evidence of this criterion was found in courses ARCH 6112 – Nodes, Networks, and Interactivity in Practice and ARCH/INARC 6210 Architecture/Interior Architecture Studio 5. Student work demonstrated an awareness of and ability to work in a public setting, within an existing physical context and provide localized community gathering spaces.

**Realm C. General Team Commentary:** Students are exposed to and demonstrate their grasp of the SPCs in Realm C. Course ARCH 6222 - Sustaining Practice Economies further consolidates the learning in a comprehensive semester. In depth exercises include creation of mock firms, responses to RFQs, cost estimation and life cycle cost analysis, interviews/analysis of distinguished architects, readings and responses to legal and ethics issues, and allow the students to simulate aspects of professional practice. Involvement with professionals frequently led to employment opportunities.

## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2014 Team Assessment:** During the 2012-13 year the SAIC underwent a joint accreditation by two governing bodies - the regional accreditor, Higher Learning Commission of the North Central Associations of Colleges and Schools, and the subject-area accreditor, the National Association of Schools of Art and Design. The following actions were noted.

**Action with Interim Monitoring.** IAC continued the accreditation of the School of the Art Institute of Chicago with the next Reaffirmation of Accreditation in 2022-23. In conjunction with this action, IAC required the following interim monitoring.

**Focused Visit.** A Focused Visit in 2018-19 on general education, program review, and assessment of student learning (excerpted from the regional accreditation letter).

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2014 Team Assessment:** The school documented course offerings and credit hours satisfying the requirements in the APR. 45 credits of general electives with non-architectural content are required as a pre-requisite for admission to the M. Arch program, which was confirmed in interviews with the admissions staff, and with opportunities within the school for students to undertake supplemental coursework for missing credits or courses deemed not to satisfy the requirement.

The team reviewed both tracks (60 hour and 102 hour) of the Master of Architecture degree, including curricular options that emphasized interior architecture. These options were referred to as tracks in the previous VTR. The program is strongly cautioned to consistently refer to the single degree title Master of Architecture that is the subject of this accreditation review.

### **II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2014 Team Assessment:** Evidence found in APR, interviews with administration and faculty.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2014 Team Assessment:** Admissions reviews all applications for the 45 credits of non-architectural course work. Additionally the program requests binders from all applicants providing evidence of course work equivalent to all classes required in the first year of the three-and-a-half-year track. The program reviews these binders for equivalency.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2014 Team Assessment:** Evidence was found on SAIC AIADO website

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2014 Team Assessment:** Evidence was found on SAIC AIADO website

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

*[www.NCARB.org](http://www.NCARB.org)*

*[www.aia.org](http://www.aia.org)*

*[www.aia.org](http://www.aia.org)*

*[www.acsa-arch.org](http://www.acsa-arch.org)*

**[X] Met**

**2014 Team Assessment:** Evidence was found on SAIC AIADO website.

**II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Met**

**2014 Team Assessment:** Evidence of was found on SAIC AIADO website.

***II.4.5 ARE Pass Rates***

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**[X] Met**

**2014 Team Assessment:** Evidence was found on SAIC AIADO website.

**III. Appendices:**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference School of the Art Institute, *APR*, pp. 1-2

**B. History and Mission of the Program (I.1.1)**

Reference School of the Art Institute, *APR*, pp. 2-9

**C. Long-Range Planning (I.1.4)**

Reference School of the Art Institute, *APR*, pp. 35-41

**D. Self-Assessment (I.1.5)**

Reference School of the Art Institute, *APR*, pp. 41-47

## 2. Conditions Met with Distinction

### I.2.5 Informational Resources

The information resources for the AIADO Department and therefore available to the M. Arch program are nearly unparalleled in the United States. Between the Flaxman lending library, focused on art and design disciplines, special collections, and in particular the Burnham Library of Architecture, located within the Art Institute of Chicago itself, students in this program have support for academic and historical research at the highest level. In particular the availability of and access to original source materials, including original architectural drawings, sketchbooks, folios, and artifacts, is exceptional. M. Arch students have full stacks access (after completing training) to all media and can access the collections even after regular public hours. Library personnel are motivated and available to help with identifying and accessing materials to support graduate level research both locally and through the I-Share program via other institutions in the state. Students' training to utilize this support begins at the "boot camp" or orientation, and so is part of their entire experience. Both libraries evidence adequate resources both for acquisitions and for research support.

### B.5 Life Safety

The visiting team found this criterion to be met with distinction. Not only are code-mandated life safety and egress issues well-illustrated in technical documents prepared for Courses 6123 – Codes Specs Joints and Seams and 6123-Choreographed & Ambient Systems, but clear illustrations of egress paths and life safety analysis appear in studio work in the third semester in 6610-Studio 3.



### 3. The Visiting Team

Team Chair, Representing the NCARB  
Cheryl C. Walker, FAIA, Principal  
Gantt Huberman Architects, a Division of Bergmann Associates  
500 N. Tryon Street  
Charlotte, NC 28202  
(704) 334-6436 office  
(704) 332-9639 mobile  
(704) 907-7241 fax  
[cwalker@gantthuberman.com](mailto:cwalker@gantthuberman.com)

Representing the ACSA  
Mark C. Childs, AIA  
Professor of Architecture  
School of Architecture and Planning  
University of New Mexico  
2401 Central Avenue, NE  
MSC04 2530  
Albuquerque, NM 87131  
(505) 277-5059  
[mchilds@unm.edu](mailto:mchilds@unm.edu)

Representing the AIAS  
Obiekwe M. Okolo  
6326 Regency Wod  
San Antonio, TX 78249  
(210) 416-1965  
[obi\\_mokolo@me.com](mailto:obi_mokolo@me.com)

Representing the AIA  
Christine Malecki West, AIA  
24 Messer Street  
Providence, RI 02909  
(401) 272-0240  
[cw@kitearchitects.com](mailto:cw@kitearchitects.com)

Non-voting member  
Eric Davis, AIA, NCARB, LEED®AP  
1112 North Lombard Avenue  
Oak Park, Illinois 60302  
(708) 351-0653 mobile  
[edavis@publicdesignarchitects.com](mailto:edavis@publicdesignarchitects.com)

IV. Report Signatures

Respectfully Submitted,



---

Cheryl C. Walker, FAIA  
Team Chair

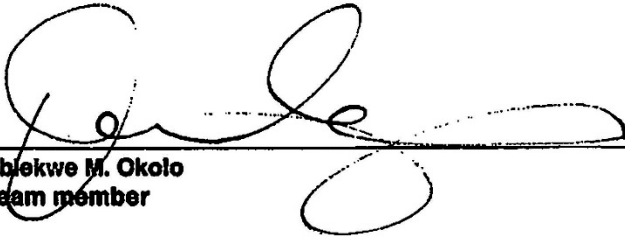
Representing the NCARB



---

Mark C. Childs, AIA  
Team member

Representing the ACSA



---

Obekwe M. Okolo  
Team member

Representing the AIAS



---

Christine Malecki West, AIA  
Team member

Representing the AIA



---

Eric Davis, AIA, NCARB, LEED® AP

Non-voting member

## **Program Response to the Final Draft Visiting Team Report**

---



June 11, 2014

Cassandar Pair, Director, Accreditation  
National Architectural Accrediting Board, Inc.  
1101 Connecticut Avenue, NW  
Suite 410  
Washington, DC 20036

Hello Cassandra.

We are in receipt of your June 2nd letter and final *Visiting Team Report* that was sent to Professor Anders Nereim, the current chair of the Department of Architecture, Interior Architecture, and Designed Objects (AIADO). Anders has shared this document with the administration, with specific overview by the school's Provost Elissa Tenny.

After speaking with you today, I now understand that the COFs were intended for the correction of names, titles, course prefixes and numbers, etc. The attached document provides the list of the most important changes in these details that we would appreciate being revised in the VTR. The recommended content revisions for the *Final Visiting Team Report*, as I now understand it after speaking with you, would not be addressed at this stage, but rather our recommendations and comments would be submitted in tandem with the VTR for review by the board. The two most salient points that we wished to address: the existence of a standing procedure for grievances at SAIC; and the hire of architectural historians through the Department of Art History, Theory, and Criticism are addressed herein.

We are submitting the "small details" again in the hopes that they will be incorporated into the document that is reviewed by the NAAB board.

Please contact us if there are any questions or concerns. Otherwise, we look forward to our program's renewal by the NAAB Board of Directors in July.

Sincerely,

Anders Nereim, Professor  
2013-14 Chair, Department of Architecture, Interior Architecture, and Designed Objects, and  
2014-15 Director of Graduate Programs in Architecture

## Recommended Corrections of Fact

2014 School of the Art Institute of Chicago Visiting Team Report

June 10, 2014

Corrections are listed in the order in which they appear in the document. Specific text from the report that is being referenced is shown in red. SAIC responses or recommended corrections are in blue.

### COVER PAGE

Change "Option I" and "Option II" to reflect recent update:

Option 3 (Undergraduate degree + 102 credit hours)

Option 2 (Undergraduate degree + 60 credit hours)

### COURSE NOMENCLATURE

Corrected listings are referenced with page numbers. Recommended revisions are indicated in blue.

**Heading:** (Please provide full name) School of the Art Institute of Chicago

Page 7: **A. Architectural Education and the Academic Community**

ARCH/INARC 6112 Nodes, Networks, and Interactivity in Practice (no Prefix in Report)

**B. Architectural Education and Students**

ARCH/INARC 6222 Sustaining Practice Economies (not INCARCH 622)

Page 8: ARCH/INARC 6123 Codes, Specs, Joints, and Seams (not INARCH)

ARCH/INARC 6222 Sustaining Practice Economies

Page 16: **A.2. Design Thinking Skills:**

ARCH/INARC 6213 Thesis Strategies (not INARCH)

ARCH/INARC 5110 Architecture/Interior Architecture Studio 1

**A.3. Visual Communication Skills:**

ARCH 6220 Architecture Studio 6: Thesis Studio

ARCH 6219 Performative Components

Page 17: **A.4. Technical Documentation:**

ARCH/INARC 6222 Sustaining Practice Economies (not INARCH)

ARCH/INARC 6212 Choreographed and Ambient Systems

ARCH/INARC 6123 Codes, Specs, Joints, and Seams

**A.5. Investigate Skills:**

ARCH/INARC 6112 Nodes, Networks, and Interactivity in Practice

**A.8. Ordering Systems Skills:**

ARCH/INARC 6112 Nodes, Networks, and Interactivity in Practice

Page 18: **Top of page, under assessment of A.9:**

ARTHI 6118 Semper and Beyond: Historiography of Architecture and Technology

**A.10. Cultural Diversity:**

INARC 6210 Interior Architecture Studio 5

ARTHI 6118 Semper and Beyond: Historiography of Architecture and Technology

CORRECTIONS MADE

- Page 19: **B.1. Pre-Design**  
 ARCH 6110 Architecture Studio 3 (not ACH)
- B.2. Accessibility:**  
 ARCH 6212 Choreographed and Ambient Systems
- Page 21: **Top of page, under B.9. 2014 Team Assessment:**  
 ARCH 6221 Structures 3 ~~Complex Organizations~~
- Page 22: **C.4. Project Management:**  
 ARCH 6213 Thesis Strategies (not ARCH 6013)
- Page 23: **Top of page, under C.5. Practice Management**  
 ARCH 6213 Thesis Strategies (not ARCH 6013)
- C.9. Community and Social Responsibility**  
 ARCH/INARC 6210 Architecture/Interior Architecture Studio 5

### PAGE 3

#### I. Summary of Team Findings

#### 4. Progress Since the Previous Site Visit (2011)

#### 2009 Criteria A.9 – Historical Traditions and Global Cultures

**2014 Team Assessment:** This condition is now met.

Support for even greater responsiveness to this criterion will come with the imminent *program-specific hire of an architectural history faculty, separate from the university's art history department.*

**SAIC Update and Correction of Fact:** The Department of Art History, Theory, and Criticism hires and reviews all art history faculty; there are no art history appointments “separate from the university's art history department” in the Department of Architecture, Interior Architecture, and Designed Objects.

While conducting the search for the full-time Architectural Art Historian, the art history department worked in tandem with faculty from AIADO, with several architects serving on the search committee. As a result of the successful search, architectural historian Dr. Shiben Banerji has been appointed as a full-time faculty member for the 2014-15 academic year in the art history department. While the majority of his course assignments will be teaching required art history courses for the M. Arch. program, Banerji is a member of the Department of Art History, Theory, and Criticism. While on tenure-track, he will be reviewed and mentored by art historians.

Banerji's appointment in the Department of Art History, Theory, and Criticism underscores the strong focus on design history at SAIC, and furthers the exploration of internationalism and post-colonial architecture and urban planning. Program-specific art and design history courses for M. Arch. students will continue to be developed and delivered by art history faculty who focus on different aspects of design—Assistant Professors Shiben Banerji and Bess Williamson, and Associate Professor Michael Golec.

I.2.1 Human Resources & Human Resource Development

**[X] Human Resources (Students) are adequate for the program**

**2014 Team Assessment:** Evidence of documents required in this criterion was found on the student resources page on website, student terminal, accessible printed documentation and “Strategic Plan: Build Diversity Initiative”. The commitment to student achievement is evident in observing interactions between students and faculty as well as through conversation with student body as a whole. *The lack of a formal grievance policy is a concern to the team. Formal protections and policies for addressing grievances for students are not evident.*

**SAIC Correction of Fact:** The school confirms that it has a procedure for dealing with student grievances on an institution-wide basis that provides review and recourse for all students in every program. There are no department-specific grievance processes.

All SAIC students, regardless of program or degree-track, follow policies and procedures clearly outlined in the *SAIC 2013-14 Student Handbook* that is issued to all students each year. In the section on Student Rights and Responsibilities (pp. 81-119), the grievance policy, procedures, and resources are found described in "Discrimination, Harassment, and Retaliation Policy" on pp. 92-97; "Student Conduct Procedures" are described on pp. 111-117; and "Student Appeals to Non-disciplinary Issues" are described on pp. 117-119.

Administrative Directors, Department Chairs, and Graduate Coordinators join students in having access to these directives which detail ways in which student grievances are handled in concert with the staff members in the Office of Student Affairs.