The Chicago Studio
Health and the City
Spring 2018

ARCH 593.PI
Professional Development in Chicago:
the Place of Evidence and Advocacy in Contemporary Architectural Practice
School of Architecture
University of Illinois at Urbana Champaign

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Credit: 4 hours
Day and Time
Wednesday 10:00 AM – 11:50 AM Seminar
Thursday 10:00 AM – 11:50 AM Firm Visits

Intent

Advocacy: Advocacy is defined as the act or process of advocating or supporting a cause or proposal. What does this mean in contemporary practice?

Evidence: Evidence-Based Design (EBD) is the process of basing decisions about the built environment on credible research to achieve the best possible outcomes.

Students will use EBD and advocacy as a lens to examine current architectural practice in a variety of firms. When visiting each firm the primary organizing questions that each student must be able to answer is:

What is the place of evidence in this firm’s practice?
What is the place of advocacy?

This course will engage Chicago-based architects and design professionals who will serve as your instructors. The architects will present their professional practice and the diverse operations that are required to design and construct architecture. Students enrolled in this course will each week visit a different architecture office and/or meet an architect at a
Students will maintain a written/ sketch record of each of the firm visits. The journal will connect readings, lectures and class discussions with the firms visited. The Journal must be in digital format. You will use this material to assemble a final digital media document at the end of the semester.

Suggested Texts
Expanding Architecture: Design as Activism. October 1, 2008 by Bryan Bell (Author), Katie Wakeford, Steve Badanes

Resources
Evidence Based Design: Center for Health Design https://www.healthdesign.org/

Evidence-Based Design (EBD) is the process of basing decisions about the built environment on credible research to achieve the best possible outcomes. Included in this process are the following eight steps:

- Define evidence-based goals and objectives.
- Find sources for relevant evidence.
- Critically interpret relevant evidence.
- Create and innovate evidence-based design concepts.
- Develop a hypothesis.
- Collect baseline performance measures.
- Monitor implementation of design and construction.
- Measure post-occupancy performance results.

A large and growing body of evidence attests to the fact that physical environment impacts patient stress, patient and staff safety, staff effectiveness and quality of care provided in hospitals and other healthcare settings. Basing healthcare facility planning and design decisions on this evidence to achieve the best possible patient, staff and operational outcomes is what evidence-based design is all about.

https://www.healthdesign.org/certification-outreach/edac/about

Components of Final Grade
Student Participation
Students are required to participate in asking questions & participating in discussions in both seminar and in firm visits. (20%)

Research Documentation (80%)

1. Weekly Journal
   Students will maintain a written/ sketch record of each of the firm visits. The journal will connect readings, lectures and class discussions with the firms visited. The Journal must be in digital format. You will use this material to assemble a final digital document at the end of the semester. (40%)
2. Using the Weekly Journal/ research/ images/data gathered during the semester build a media presentation that serves as a compilation of the interviews and seminar discussions. In the final presentation, the student must take a position on the question of evidence in contemporary architectural practice. (40%)