

Kendall College of Art and Design of Ferris State University

**Architecture Program Report for
2018 NAAB Fall Visit for Initial Accreditation**

Master of Architecture

Pre-Professional Degree plus 60-66 Graduate Credits or
Non-Pre-Professional Degree plus 90-96 Graduate Credits

Year of the Previous Visit: 2016

Current Term of Accreditation: The proposed professional architecture program Master of Architecture was formally granted initial candidacy, effective January 1, 2014, with a Continuation of Candidacy Visit in November, 2016.

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Section 1. Program Description

I.1.1 History and Mission

i. History and Mission of Kendall College of Art and Design, Ferris State University (KCAD)

What an exciting time at KCAD, and in particular what an important moment for the Master of Architecture Program (the KCAD MArch)! This fall's Initial Accreditation Visit is the culmination of five years of intensive program planning, development, teaching, and learning, preceded by decades of establishing a vision for professional architecture education in west Michigan. Along with new graduate programs in design and visual and critical studies, as well as new undergraduate programs in collaborative design, fashion, and medical illustration, and building on the strong range of existing KCAD degrees, the KCAD MArch is poised to help lead the institution into the future of design and art education. What an appropriate way to celebrate our 90th year!

The roots of KCAD lead back to 1928 and Helen M. Kendall, the second wife of nationally known Grand Rapids furniture designer David Wolcott Kendall. In her will, Mrs. Kendall established the David Wolcott Kendall Memorial School as a way to continue her husband's legacy of creativity, education, and innovation. The school opened its doors on March 1, 1931, with a total enrollment of 35 art students. The David Wolcott Kendall Memorial School was housed in the old Kendall homestead at 145 Fountain Street, in the area of Grand Rapids now known as Heritage Hill. The school offered a two-year program in the fundamentals of art and design and by the mid-1930s was making a name nationwide as the heir to the legacy of the craftsmen who built the Grand Rapids furniture industry.

By 1945, new additions had been built on two sides of the Fountain Street building, and a new library housing Kendall's personal collection was opened to the public. In 1947 the school's name was changed to Kendall School of Design, reflecting the school's growing reputation in furniture design and home merchandising. In 1961, having outgrown the Fountain Street location, the school relocated to 1110 College Avenue NE. As the school expanded its programs, it added two new buildings.

Enrollment continued to grow. Students from around the world were drawn by the exceptional design programs and by the school's employment placement rate of 90%. In 1976, the college began the process of becoming a baccalaureate-granting institution, offering its first BFA in 1977. In 1981 the North Central Association granted accreditation to Kendall, and Kendall added programs in graphic design (visual communications), fine arts, and industrial design.

A committee of trustees, faculty, staff, and students began examining sites where the burgeoning school could relocate. The search ended at the Manufacturers Building in downtown Grand Rapids, just a block or so from the school's original location. Built just after the turn of the 20th century as exhibition space, the Manufacturers Building offered ample room for expansion. The school bought the building in 1981 and moved its operations back downtown in the fall of 1984. In 1987 the name of the school was changed to Kendall College of Art and Design (KCAD) to reflect its status in granting four-year degrees and the equal importance of both art and design in its curriculum.

In 1996, KCAD entered an agreement to merge with Ferris State University, a public institution of 13,000 students located in Big Rapids, Michigan. This merger was completed in 2000. KCAD's decision to seek a merger partner was the result of a careful and thorough analysis in 1996 of the college's situation, its future needs, and the feasibility of continuing as a stand-alone institution. The specific decision to seek a merger with Ferris State University reflected the Board of Trustees' judgment that these actions would best ensure KCAD's continued ability to provide the quality of art and design education for which the college is known and to which the college is committed.

The positive impact of this decision was immediately apparent in May 1998, with the purchase of an adjacent building, giving KCAD over 180,000 square feet of enhanced facilities, including classroom space, student studio space, a student commons, an expanded gallery, and a new student gallery. Also after the merger, the college's enrollment began to strengthen remarkably. At the time the merger process began, enrollment was at 520 students. Today its enrollment stands at 1,100 students.

Under the terms of the merger, Kendall College of Art and Design has remained semi-autonomous and financially responsible. KCAD has its own officers, including a president, chief academic officer, and chief officer for finance and administration. KCAD develops an independent budget that is approved by the Ferris State University Board of Trustees. KCAD continues its own system of academic governance.

In 2010, the college was again outgrowing its space. Through a public-private partnership, the college obtained the Federal Building that had also once housed the Grand Rapids Art Museum. Developed as a historical preservation project and a model of adaptive reuse, the building has won numerous state and national awards, including the Governor's Award for Historic Preservation and the Michigan Historic Preservation Network Award, as well as LEED Gold Certification by the U.S. Green Building Council. The building opened in fall 2012. It houses programs in collaborative design, art history, fashion studies, and sculpture, and provides space for general education courses and community meetings. On the first floor The Fed Galleries @ KCAD now host exhibitions of regional and national importance.

In 2013, KCAD and Ferris State University entered an exploration of the potential to have the Urban Institute for Contemporary Arts (UICA), located at Division and Fulton, merge with KCAD. In August 2013 the merger of KCAD and UICA was publicly announced. The addition of this contemporary art exhibition venue, which serves the City of Grand Rapids and the Midwest region with the presentation of the work of international, national and regional artists and related educational programming, adds an important resource for KCAD as an institution and to the downtown area. Together, KCAD and UICA serve as key cultural anchors for the city and the region.

Today, KCAD grants seventeen undergraduate degrees in art education, art history, digital media, drawing, furniture design, graphic design, illustration, industrial design, interior design, metals/jewelry design, painting, photography, printmaking and sculpture and functional art. Recently KCAD added the first undergraduate degree in collaborative design in the country, a medical illustration program taught in conjunction with the Michigan State University College of Human Medicine, and a fashion studies major in its Pamella Roland DeVos School of Fashion. The college grants the Master of Fine Arts degree (drawing, painting, photography, and printmaking), a Master of Art Education, and offers four courses in innovation and design management as part of Ferris State University's MBA degree. New graduate programs include the Master of Architecture, Master of Arts in Design, and the Master of Arts in Visual and Cultural Studies. In keeping with its mission, KCAD provides student-centered education in art and design as well as developing innovative community and industry partnerships throughout the city. KCAD continues its legacy of nurturing art and design professionals that contribute to their fields and to society locally and globally.

Ferris State University Mission:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Kendall College of Art and Design of Ferris State University Mission:

As a college within Ferris State University, Kendall College of Art and Design prepares students for leadership in the visual arts, design, art history, and art education; provides innovative, collaborative education that fosters intellectual growth and individual creativity; and promotes the ethical and civic responsibilities of artists and designers, locally and globally.

ii. The Master of Architecture at Kendall College of Art and Design

Architecture and architecture education are transformative – to students, faculty, the community where the program resides, the wider region and world. The Master of Architecture at Kendall College of Art and Design of Ferris State University (the KCAD MArch), has from its beginnings been envisioned as making a difference – having impact – that is positive and real and enduring. From its location in the center of Grand Rapids, the MArch program contributes to a robust network of urban institutions, each with a different role to play in shaping the future of the city.



Site context diagram – Grand Rapids riverfront site
KGAR 612 – Urban Collaborative Studio

In its first four years as a program, the KCAD MArch has grown and strengthened its important differentiators. What makes the KCAD MArch unique among architecture programs? There are three areas of focus that set the KCAD MArch apart:

- **The uniquely coordinated interrelationship between immersive seminars and design studios in the MArch curriculum**
- **The rich interdisciplinary context of a college of art and design, which puts architecture in dialogue with interior and collaborative design, but also with fine arts such as painting and sculpture**
- **An urban context that supports robust engagement between the program and local communities, including city neighborhoods and institutions as well as the local architecture practice community.**

These grow from our founding vision:

Vision

The KCAD MArch engages students, faculty and professionals in the pursuit of architecture deeply rooted in a sense of place and community.

Our Community

A primary differentiator of the KCAD MArch, one that contributes significantly to its culture and learning opportunities, is its location in the heart of a college whose focus is art and design. KCAD provides an unequalled atmosphere for studying the future of architecture. Surrounded by design disciplines and thinkers, our community of creativity is set in a broad geography nationally recognized for its sustainable development and urban, rural and arts-based initiatives. We are as diverse as the world we serve. Our inclusive design approach embraces resource and social responsibility while affirming the power of architecture and transdisciplinary thinking to define and solve complex problems.

Our Program

The KCAD MArch is rigorous and unique. A new program, designed to reflect the best practices of teaching and learning, as well as the future of architecture, it is built on a structure of immersive seminars and studios. It holds high expectations of commitment and engagement of faculty and students and rewards those expectations with a deep and rich understanding of architecture. Gone are the silos that divide knowledge into disparate subject matter. They are replaced with unified understanding reinforced by reflection and practice.

Our Students

Our students learn to become architects while they pursue passions across disciplines. Our students value the relationship of individuals to society and their connection to place, community and nature. Our students advance a studio culture grounded in respect for diversity and the value of critical dialogue. They have the technical knowledge necessary to synthesize building components, materials and systems and the fluency to communicate in traditional and emergent media.

Our Graduates

Our graduates are prepared to develop new practices in a rapidly evolving global marketplace. They are architectural professionals and leaders, poised to make a positive impact with the knowledge, skills and drive to design society's responses to emerging challenges.

Background

The forces that drove the design of the KCAD MArch and are instrumental to its success are:

A. The region and its history

Grand Rapids and West Michigan were settled and built on abundant natural resources, particularly water. Much of the population growth was due to manufacturing, which relied on those resources. Immigrants to the area brought conservative religious and cultural values – conservative particularly in the sense of valuing stewardship of place and resources. Those families who were successful in manufacturing contributed another legacy: a strong local tradition of philanthropy.

These forces of history today make Grand Rapids a progressive center of sustainable architecture and design. *Fast Company* magazine named Grand Rapids "America's Greenest City." It was the first U.S. city to be recognized by the United Nations University as a Regional Center of Expertise on Education for Sustainable Development. Home of many firsts (first LEED-certified transit facility and art museum, to name a few of many), Grand Rapids in a recent year had more LEED-certified buildings per capita than any other city in the nation.

The expertise and innovation that produced these projects was local. This concentration and development of knowledge in sustainability is a unique asset and opportunity for a new program of professional architecture education.

West Michigan has a long heritage of furniture design and manufacturing. Today it possesses a strong, vibrant and growing design community – particularly reinforced by the presence of West Michigan's only conservatory college of art and design, KCAD.

Grand Rapids is the right place to house this degree. Our urban community will attract and retain students and faculty – a "cool city" of progressive architecture and learning.

B. The arc of the architecture profession and professional education

As much as or more than any other profession, the practice of architecture is changing rapidly and significantly. Delivery of projects and the leadership required to create the built environment are evolving in response to economic forces and the growing expectation that in some ways buildings are like other products – we want them "better, cheaper, faster" and at the same time in tune with the very specific

needs of the client. Architecture responds to a growing desire for beauty and elegant design in products and places, by focusing on its ability to impact and transform culture, community, and place.

Architecture education must be nimble to keep up with the changing knowledge, skills and design thinking demanded of graduates. This provides the opportunity for a new program to take a fresh approach to architectural pedagogy. Free from existing program constraints, KCAD has seized the opportunity to design a forward-thinking curriculum and program that embody the best of what we know about education and learning, as well as the future of architecture and practice. The result is a visionary and unique approach to architecture professional education – one that is “very unlike the usual” – a program that reflects and supports the uniqueness of this region and will help sustain it for decades to come.

C. The people with the passion to make this happen

The Master of Architecture at Kendall College of Art and Design has been a long time coming. In the late 1980s a task force of local educators and practitioners first dreamed about and studied the possibility of creating a new MArch program in Grand Rapids, Michigan. The MArch founding director Brian Craig, AIA, LEED AP, and advisory board chair Mike Corby, FAIA, were among that group.

The institutional commitment to the KCAD MArch, begun by the President and Dean of KCAD at the time of the program’s founding, has continued with the new administration, led by President Leslie Bellavance. Ferris President Dr. David Eisler and the Ferris Trustees are excited about the MArch as a signature program of the college and university.

The architecture practice community has been instrumental in the formation of the KCAD MArch. Their support and engagement were commended in the 2014 and 2016 NAAB Visiting Team Reports. External professional involvement includes:

- Advisory board meetings.
- Participation by advisory board members and area professionals in the NAAB accreditation visits.
- Providing internships for MArch students.
- Providing scholarships for MArch students.
- Participation in numerous formal and informal critiques and design juries.
- Support by firms of their members who teach as adjuncts in the MArch.

From the beginning of its design, a group of distinguished professionals has advised the KCAD MArch on the needs of the profession, the future of practice, and the unique opportunities they observe for architectural education. The Board of Formation members range from architects with local, national and international practices to educators. AIA leadership includes the current and recent past local and state AIA presidents, a past national AIA vice president (and NAAB visiting team chair), and a national AIA president. They have been generous with their time and instrumental in sharpening the focus and priorities of our program. The curriculum’s focus on leadership, engagement and transdisciplinary practice is responsive to the board’s and KCAD’s shared vision of the future of the profession of architecture.

Board Members:

- Mike Belisle, AIA, The Design Forum, Past-President AIA Grand Rapids
- Tamara Burns, FAIA, Principal, Hopkins Burns Architects, Past-President AIA Michigan
- Adam L Clark, Assoc. AIA, Haworth, Inc.
- Mike Corby, FAIA, Integrated Architecture
- Steve Fridsma, AIA, Principal, Elevate Studios
- Eugene Hopkins, FAIA, Principal, Hopkins Burns Architects, Past President, AIA National
- Bryan Koehn, AIA, Progressive A&E
- Michael Kruzich, Librarian, Kendall College of Art and Design
- Paul W Long, RA, Associate Professor, Architecture and Facility Management, Ferris State University
- Tom Mathison, FAIA, Mathison and Mathison Architects, Past AIA National Vice President, NAAB Visiting Team Chair
- Lorissa McAllister, AIA, Enviah Architects
- Greg Metz, AIA, Principal, Lott3Metz Architects

- Gretchen Minhaar, AIA, Architect and Artist
- Diane Nagelkirk, RA, Professor and Program Coordinator, Architecture and Facility Management, Ferris State University
- Tom Nemitz, AIA, Principal, Cornerstone Architects
- Isaac V. Norris, AIA, Principal, Isaac V. Norris Architects
- Charlotte Pease, AIA, Architectural Technology faculty, Grand Rapids Community College
- Megan Wall, AIA, Mathison and Mathison Architects

Additional Friends of the KCAD MArch and advisors include:

- Mark Clarke, strategic planner
- George Berghorn, PhD, LEED AP, Construction Management Faculty, Michigan State University
- Karen Fairbanks, AIA, Professor and Chair, Barnard + Columbia Undergraduate Architecture, Principal Marble Fairbanks
- Miranda Krajniak, Executive Director, Urban Institute for Creative Arts (UICA)
- Scott Marble, AIA, Bill Harrison Chair and Professor, School of Architecture, Georgia Institute of Technology, Principal Marble Fairbanks
- Kathleen Ponitz, Principal Emeritus, Progressive AE, community and charrette facilitator

Together, this broad group of faculty, administrators, community leaders, and practitioners brings passion and enduring commitment to the pursuit of the new MArch.

As the program matures and the work of the advisory group evolves, the program is considering reformulating the advisors into two groups: a core team (similar to an executive board) that meets multiple times per year and is directly engaged in advising and promoting the MArch, and a broader community stakeholder group, which meets once per year. A proposal for this structure is under development.

Scholarships

Over the past three years, our students have received scholarships from outside stakeholder groups, including AIA Grand Rapids, the Michigan Architectural Foundation, and the Construction Specifications Institute. In addition, local architectural firms have provided direct scholarships to KCAD MArch students, along with internships and employment on graduation.

Through a private donation to the Ferris Foundation, the MArch recently established the endowed **KCAD MArch Formation Scholarship**. This scholarship, awarded annually beginning in 2019, is intended to encourage students of exceptional potential who are already enrolled in the MArch, as they pursue the completion of their degree.

iii. Activities and Initiatives

Discovery and Teaching

The KCAD MArch emphasizes the discovery of connections across disciplines through collaboration. From engaging faculty from across the college in critiques, and in turn serving on crits in other programs, to more structured classroom and studio interactions, the MArch works with students and faculty from programs throughout the college.

Beyond its innovative curriculum, the MArch faculty and staff are engaged in research and practice, to the overall benefit of the institution. Dr. Michael McCulloch, AIA, is at work on a book manuscript that addresses the history of workers' housing and neighborhoods in Detroit, Michigan. Brian Craig, AIA, LEED AP, collaborates with others outside the college in the study of mass timber construction and the relationship of architecture to Michigan's forest bio-economy. All of the MArch adjunct faculty are engaged in practice and/or research, and all faculty seek to engage our students in discovery through design.

The KCAD MArch approach to curriculum, scheduling and assessment, as well as research-based design, provides an opportunity for KCAD to prototype new models of learning and interdisciplinary

collaboration with minimal disruption to existing programs. Sometimes the benefits to the college come from seemingly small things. For example, the 24/7 secure architecture studios are now part of a model for greater access by students to studios across campus.

Engagement and Service

KCAD MArch faculty and students are vital design partners with the community. The goal of place-making and strong community engagement was realized in a number of projects in the program's first four years:

- For Downtown Grand Rapids, Inc. (DGRI), KCAD MArch faculty and students created a parklet that was built in front of DGRI offices. KCAD MArch students developed and presented the design and interacted with DGRI staff, leadership and board members, as well as oversaw construction.
- A site from the DGRI river corridor study formed the basis of a fall, 2015 Urban Collaborative studio project. Students met with the mayor, city planning director, and community stakeholders during the design.
- For the sustainable systems studio, the students have designed live-work projects on sites in developing city neighborhoods. City and business input was sought as part of the design process.
- In fall 2016 the Urban Collaborative studio worked with the Cook Art Center and the Roosevelt Park Neighborhood Association, seeking community input and exploring how design interventions would address the needs of the community. This project continued with a deeper engagement with the neighborhood and allied arts organizations in fall 2017, and was enriched by partnership with Habitat for Humanity of Kent County.
- A KCAD MArch design/build studio created an informational pavilion for the historically black community of Idlewild, MI. That same structure was used to gather community feedback in the 2017 Urban Collaborative studio discussed above.

The MArch faculty and staff are fully engaged in service through the life of the college, serving on governing bodies and committees. A program representative serves on the College Senate. MArch representatives participate in the Diversity and Enrollment college-wide committees, two of the key strategic initiatives of the institution as a whole. MArch students participate in the Master's Collective across disciplines. In the time since admission of its first cohort four years ago, the KCAD MArch has become a strongly-contributing and fully-participating member of the life of Kendall College of Art and Design.



MArch Thesis Presentation in Master's Exhibition at the Fed Gallery during KCAD Student Exhibition Week

iv. Benefits to the MArch from its Setting in KCAD

Surrounded by a Conservatory College of Art and Design, the KCAD MArch benefits from its institutional setting. At no time during the year is the synergy between KCAD and the MArch made more visible than during the Master's Thesis Exhibition each spring. There, students from all of KCAD's graduate degrees

exhibit side-by-side in a professionally curated gallery. The Fed Gallery has twice won and four times received juror shortlist nomination as Best Venue by the international ArtPrize competition. Telling their design story in such a context raises the expectations and quality of the MArch students' thesis work and makes visible the connections across art and design.

The college's assets in art and design – both physical and educational – are instrumental to the success of the KCAD MArch. Our Interior Design, Industrial Design, Design and Innovation Management, and Collaborative Design programs – and others – have faculty, including architects, with expertise that support and directly contribute to the graduate architecture program. Students in those programs have continued their studies at KCAD and pursued the MArch degree. MArch students have taken courses in Interior Design, Collaborative Design, Furniture Design, Jewelry Design, Drawing and Installation Art, as well as other programs. Faculty from other programs are frequent guests at MArch crits.

The broad range of KCAD undergraduate and graduate fine arts programs and faculty are matchless assets to the MArch. The faculty have been welcoming to MArch students, waiving prerequisites and teaching independent study courses to meet our students' needs.

We are seeing applications from KCAD students and graduates for the 3-year MArch increase every year. There is growing interest and awareness that the MArch is a desirable route to fulfill their goals. The MArch has encouraged that connection by offering undergraduate sections of several of its introductory courses.

KCAD also has outstanding physical facilities that are immediate assets to the MArch. Our gallery spaces, with their curated exhibitions, are places of inspiration and occasional respite. KCAD possesses wood, metal, and ceramics shops as well as digital fabrication and production facilities in new and emerging media. The FlexLab is an open-source laboratory where students learn contemporary digital processes such as 3D printing, laser etching and cutting, vinyl cutting, large format inkjet printing, CNC machining, and plasma cutting. In addition, the college has capacity in its seminar, lecture, and collaborative spaces to house the MArch.

Ferris State's 4-year BS program in Architecture and Sustainability in Big Rapids also can serve as a pre-professional track for students seeking a first professional degree at the Masters level in architecture. Students may begin the study of architecture at Ferris State in Big Rapids, receive their BS there, and complete the MArch at KCAD in Grand Rapids – all within the same university system.

v. Holistic Development of Young Professionals

The KCAD MArch is designed to develop the student as a professional. The program focuses on practice and engagement, backed by an understanding of cultural and scientific context gained through seminars, studio, research and reflection. This graduate degree does not require liberal arts courses *per se*, though it certainly allows them as electives based on the individual student's direction and interests. Transdisciplinary study and collaboration are encouraged.

Five aspects of the MArch curriculum bear highlighting as examples of the diverse and integrated experiences that the program provides its students.

Seminar/Studio Pairings. Courses are not conceived as distinct units in the MArch, but as coordinated pairings between immersive six-credit seminar and six-credit design studio experiences. For example, the historical and theoretical precedents developed in the seminar KGAR 531 Critique of Architecture support more reflective design work in KGAR 532 Studio III. Similarly, the technical knowledge and practice perspectives around building systems from KGAR 541 Building Systems Integration support comprehensive design solutions in KGAR 542 Studio IV.

Interdisciplinary Culture. The KCAD MArch encourages collaborative thinking and practice across the arts and design disciplines represented in the college. Faculty of Interior Design, Graphic Design, Drawing, Sculpture, Metals and Jewelry, and Art History, among others, engage with architecture

students as independent study instructors, design studio guest critics, and thesis advisors. This interaction goes both ways, with MArch faculty joining studio reviews as guest critics in Interior and Industrial Design, for example, and offering a global history of architecture course that draws students from across the college.

Study Away. Understanding the broader context of history, culture, community and practice is also key to the holistic development of an architect. The for-credit required study away occurs at the beginning of the final year. Whether regional, national or global, the study sites provide opportunity for students to engage in place making, using design research to understand the interactions of social context, cultural diversity, and human behavior within the built environment.

For the first offering of Critical Travel, in fall 2015, the program director and seven students spent six weeks living in Portland, Oregon and traveling in the Pacific Northwest. The topic was great cities on the water, reflected later in the Urban Engagement Studio. Three guest faculty gave local and global perspective to understanding place. Students met with groups ranging from the Duwamish Tribe of Seattle (the first peoples of the region) to Portland bicycle transit advocates. In their feedback students praised the experience as rich and meaningful, and their work in subsequent studios bore that out. This Pacific Northwest trip was repeated for 2017 Critical Travel, with the themes of urban neighborhoods and architecture.

Urban Engagement (KGAR 612 – Urban Collaborative Studio). Following the intensive study away, the urban collaborative studio challenges students to interact collaboratively within a design team and with community leaders and project constituents. Students explore the relationship between architecture, culture, and urban form through the design of a site-specific architectural intervention. Both in approach and content, this studio mirrors professional teams and design practice.

Required Internship. Occurring over winter or summer break, the non-credit required internship is a key opportunity for students to begin to develop as professionals. An internship opportunity for “real world” experience, developing their resume and presence in the practice community was the number one request of student advisory groups consulted in the design of the KCAD MArch. The program advisory board is very supportive and committed to providing internship opportunities for KCAD students.

I.1.2 Learning Culture

i. The KCAD MArch Learning Culture

With approximately 1,100 students and 141 full- and part-time faculty, KCAD provides a learning culture that is intimate, supportive and collaborative. The college's mission and core values emphasize student-centeredness, intellectual growth, individual creativity and diversity, community engagement, professional development, and the ethical and civic responsibilities of designers and artists.

As an art and design college, KCAD primarily offers studio-based curricula, and the institution is attuned to the rhythms and stresses of studio learning. In addition to supportive student services, we have periodic college-wide lunches, healthy food buffets, free massages, and semester-end Studio Crunch days, to name but a few ways that the college encourages a positive studio culture.

The MArch program builds on these strengths through leadership and design. As a professional and graduate degree program, the MArch studio culture requires synthetic innovation, creativity, and entrepreneurialism in dialogue with radical responsibility. Engaging complex unsolved problems involves our students and faculty in multiple realms of investigation and action: environmental, spatial, political, economic, social, cultural, aesthetic and critical.

In the four years since the founding of the KCAD MArch, starting without a prior program and without a written document of culture, the students and faculty have designed the KCAD MArch studio culture by living it. KCAD's MArch studio culture policy communicates mutual expectations for academic and professional integrity among the entire graduate architecture community, including students, faculty and staff. Studio is inclusive and challenging and 24/7.

It is not unusual for a group of students to find space on their own initiative and spend most of a day critiquing each other's work with the goal of mutual success. Evening classes on long studio days are preceded by crock-pot dinners that the students prepare. In our urban studio students have each other's backs for security, particularly during late evening hours. It is also not unusual to find faculty in the studio evenings and weekends, providing additional guidance to students in their projects. In short, the assessment of the culture is that it is healthy and strong.

At the same time, the program knows and witnesses that architecture education is stressful, particularly to a generation that emphasizes what may be unrealistic expectations of perfection. The faculty and program director maintain close relationships with students. The program's small size allows and encourages awareness and early detection of potential issues. When students have had difficulties that may require professional support, the faculty and director have intervened directly and helped create and encourage connections with support networks, as well as being personally supportive. The KCAD administration is very supportive and receptive to efforts to advocate for and support all students.

The holistic development of young architectural professionals and the continuing development of our MArch faculty and staff depend upon a learning culture that arises from a learning organization. The self-assessment plan for the program (see section I.1.6) ensures that the KCAD MArch community engages in a process of continuous improvement.

ii. Studio Culture Policy

Having created a tacit culture by living it, the inaugural student cohort and faculty were charged with developing an expressed studio culture policy that responds to KCAD's existing art and design culture as it develops a unique role for architectural education at the college. The students and their faculty advisor have benchmarked studio policies of a number of exemplary programs and have worked on the policy as a regular agenda item at AIAS meetings. Section 4 contains a link to the current draft of the policy, which is still very much under development. As a small program, all of the students and faculty are aware of the studio culture policy and the planning that has gone into it.

The MArch program supports student and faculty engagement with the appropriate collateral organizations (AIAS, ACSA) so that we may learn from others' best practices in learning culture and share observations and innovations. At a recent ACSA Conference, national AIAS leaders spoke of the emerging work of the KCAD MArch AIAS.

I.1.3 Social Equity

i. Institutional Initiatives

In the current strategic planning of the college, undertaken since the 2016 NAAB Visit, diversity has emerged as a very high priority among leadership, faculty, staff, and students. Diversity and inclusion is a primary value of the college, and it is the number one Strategic Priority in the college's strategic plan, "Into the Future: Creativity and Leadership" <http://www.kcad.edu/about/strategicplan/>.

Ferris State University has appointed a vice president for diversity and inclusion heading up a university-wide Diversity and Inclusion Office in Big Rapids. The striking Jim Crow Museum on the Ferris campus in Big Rapids is a national and international center for conversations about race. In coordination with the University, KCAD has formed its own task force to review the FSU Diversity Plan and Diverse Workforce Plan and develop college-specific plans for diversity and a diverse workforce. The standing Diversity, Equity and Inclusion Committee of the college senate is an important actor in realizing this university and college priority.

The KCAD student body is moderately diverse. In 2016/ 2017 the overall student body was 31% male, 69% female. 76% of students self-identified as non-Hispanic white, 2% did not identify, 6% identified as Hispanic, 4% as African American, 3% Asian, less than 1% from groups including American Indian, and 4% identified as multi-racial. 4% of students are international.

ii. Diversity in the KCAD MArch

The inaugural cohort of the KCAD MArch was diverse: 75% female, 25% male, 13% African American, 87% white, all US citizens. Subsequent classes have continued that diversity, adding international students. The currently rising final year cohort is 60% female, 40% male. They are 40% African American, 20% US white, and 40% international (Nigerian and Chinese).

MArch faculty member Mick McCulloch, PhD, AIA, has been an active participant and leader in the college-wide Diversity, Equity, and Inclusion Committee. At a recent all-college meeting he and others presented best practices for teaching and learning about diversity, equity, and inclusion, both in academic content and classroom practices.

To support our MArch vision for the future of an architecture profession of relevance, the architecture program aims to lead the college in diversity by valuing it explicitly from the beginning. While architecture programs often skew toward a larger male population, we have actively sought an applicant pool that can provide balance in our cohorts. 100% of our MArch students receive institutional scholarships, in part to help build enrollment that is mindful of our diversity goals. Our recruitment plan looks beyond our local back yard of West Michigan and into urban areas including Detroit, Chicago and beyond for those seeking a professional architecture program. MArch faculty searches have reached out to minority-serving institutions and professional organizations.

In support of social equity, the MArch program actively seeks significant social and civic opportunities to engage urban communities in working toward a high quality, locally responsive built environment. The urban collaborative studio in the final year of the program ensures this goal by encoding it in the learning outcomes.

As we develop a faculty of fulltime and adjunct professionals and teaching scholars, and as we grow our student body, we seek to increase cultural and socio-economic diversity at KCAD and in the West Michigan architecture community. We embrace multiple perspectives on architecture and education. We honor the standards of our profession and the challenge and reward of achieving registration. We support our students as they seek licensure through IDP and the ARE. We aim for academic excellence and intellectual and professional rigor within the faculty, students and staff. We actively seek to identify and create leadership opportunities for students. We are a community engaged in place making that works for the greater good.

I.1.4 Defining Perspectives

i. Collaboration and Leadership

Architectural leadership, engagement and transdisciplinary practice in service of the public good are goals of the KCAD MArch. With our focus on place and place making, we transform our students and faculty as we in turn transform the city and region and beyond. We use the tools of design thinking and collaboration to solve knotty problems. We use the professional values of conservation and stewardship of resources to build solutions that are sustainable in every sense. We use design to inspire and demonstrate a future of positive possibilities. The KCAD MArch aspires to create architectural leaders with the knowledge, skills and drive to design society's responses to emerging challenges.

Leadership and collaboration are developed in course assignments – for example, team urban analysis is followed by individual designs, collaboratively peer-reviewed by students. At the same time there are numerous leadership opportunities presented outside the classroom. A few were enumerated in the response to I.1.1.iii Activities and Initiatives. The mechanisms are formal and informal, explicit and tacit in the culture. The studio culture has been molded by the shared values of faculty and students to strongly support both collaboration and leadership, and is addressed in I.1.2 Learning Culture.

The formation and ongoing work of KCAD's new AIAS chapter has provided important leadership opportunities for all of the students in the program. The process of starting the chapter through AIAS national was entirely student led. Chapter members and officers have led outreach to national and regional AIAS leaders, including the chapters at numerous regional schools, with the goal of developing

greater collaboration between programs. The AIAS chapter hosts career days, visits to AIA members' firms, and campus visits by undergraduate pre-professional architecture students, as well as movie nights (recently "Citizen Jane: Battle for the City") and social events.

ii. Design

Design – design thinking, design process, design leadership – is at the heart of what we do as architects. The pedagogy of the KCAD MArch imparts to our students a robust, broadly based, consistent approach to design in all its aspects. It is an approach based on research leading to design: first understand – context, precedent, place, influencers – then conceptualize and develop – iterate, reflect, commit, refine.

The immersive sequence of intensives and studios develops the habit and expectation of rigor. In the original curriculum design, each semester began with a 6-week in-depth exploration of a topic, followed by a 9-week studio wherein the topic was reinforced, expanded and explored through design. With experience, this sequence has evolved to allow more time for both immersion and studio by overlapping their schedules, though the essential idea remains: a close coupling of seminar and studio content and schedule. This structure does not exist for the convenience of the institution or tradition. It is solely focused on providing the best design learning for students. The curriculum sequence of research-intensive immersion coordinated with studio allows clear focus of instructors and students on design process. Theory and practice are balanced.

The complexity and focus of the design problems progress through the studio years. In each studio the students are developing tools and understanding that will serve them well in subsequent design: How do form and space communicate? How do I present a spatial program? How do I understand site? How does this project relate to the broader community? How do I learn to judge which solutions to pursue and which to discard? How do I create impactful place? And on and on, at each stage framing and solving increasingly densely grained problems, until in their thesis they both ask and answer the question of design.

All of the studio faculty are experienced practicing designers, as are our guest critics. They bring a diversity of perspective, with a common thread of passion for outstanding design. We expect and support an interdisciplinary, collaborative approach to design throughout the curriculum sequence.

iii. Professional Opportunity

As noted above, we gain great strength by drawing from the practicing professional community for our faculty and guest critics. Our required internship reinforces the connection between education and practice and between our students and their professional network. Our community initiatives offer real-world opportunities for our students to begin to craft their individual professional practices.

Concurrent with the introduction of this program, NCARB reassessed its examination and licensure sequence, resulting in ARE 5.0. Our program closely follows the evolving requirements. A faculty member serves as both AIAS advisor and Architectural Experience Program (AXP) Architectural Licensing Advisor. KCAD has worked with the State of Michigan to determine that retroactive accreditation and acceptance of the degree by NCARB is acceptable to the state and will not be a barrier to our initial graduates' Michigan registration with successful NAAB accreditation. We are also working with the state to develop protocols for graduates for the ARE while the program is in Candidacy Status. Our students participate in AXP-related learning opportunities, including most recently an NCARB outreach program held in our studios. We are committed to active engagement and support of our students in the AXP and licensure process. Our required internship reinforces the professional practice connection.

One hundred percent of our students have found internships during their time at KCAD and employment upon graduation in the profession of architecture.

iv. Stewardship and the Environment

Stewardship is a foundational value of the KCAD MArch, and it is a core value of the community in which we reside. KCAD and its home of Grand Rapids in West Michigan share a deeply held respect for the environment and an activist approach to design and practice. This is reflected in the MArch curriculum.

The ethics of stewardship and the historic context of the architect's role are first examined in KGAR 531 – Critique of Architecture. This course looks at ethics in the broadest context. KGAR 613 – Critical Practice of the Profession – examines current understandings of the ethics of practice, including the environment. The course sequence KGAR 541 – Systems integration – and KGAR 542 – Systems Thinking for Sustainable Architecture (comprehensive design studio) explore the design of both natural and man-made systems and their integration in architecture. A key experience during fall 2017's KGAR 611 – Critical Travel - was the student and faculty visit to the Bullitt Center in Seattle and the Living Futures Institute. Guest presenters and critics who have created buildings under the Living Building Challenge have informed and influenced the students' studio work.

Students have the opportunity to participate in community and advocacy groups. Organizations allied with KCAD include Design West Michigan, West Michigan Sustainable Business Forum, USGBC West Michigan Chapter, and the West Michigan Environmental Action Council. Building on its second place national finish in RecycleMania 2013, the Kendall campus places a high priority on generating low amounts of waste per student.

v. Community and Social Responsibility

The belief and practice that architects and architecture can make a difference is at the heart of the KCAD MArch. So too is the engagement in community and place that makes impact possible. This value makes itself particularly visible in the course sequence KGAR 611 – Critical Travel - and KGAR 612 – Urban Collaborative. The design and learning outcomes of these courses speak specifically to understanding the social and cultural context of architecture and using design to transform community.

We are proud of the holistic commitment that our students demonstrate. The final year thesis sequence consists of three courses – two seminars and a studio, 12 credits in all – that together allow the student to research and form a unified architectural response to a self-identified architectural problem. All of the thesis projects of the first cohorts have been in pursuit of impactful architecture for social good. Their topics witness a broad and deep range of architecture in pursuit of community and social responsibility: solutions to an urban food desert, affordable urban infill housing, a migrant worker community center, a place for homeless youth, a center for spiritual formation, re-imagining a massive industrial site as a live-work community, re-purposing the industrial ruins of Michigan's upper peninsula as places of renewal and eco-tourism, and European refugee housing designed for floating harbors. These traditions continue in the current thesis year.

These topics give voice to the KCAD MArch vision for a complete professional – one who understands the larger society, sees how architecture can be transformative, and brings every device to bear on creating architecture that makes a difference.

I.1.5 Long-Range Planning

The installation of Leslie Bellavance as president in 2015, following a national search and inclusive college-wide input process, renewed an intense institutional focus on strategic planning at KCAD. The 2017 plan that emerged from that process – "Into the future: Creativity and Leadership" – forms an overall framework for the college's strategic direction. It is in turn being integrated into the strategic plans of all of the academic and business units of the college. The college strategic plan can be found at <http://www.kcad.edu/about/strategicplan/>.

Through its participation in KCAD's strategic planning process in fall 2016, the program identified four initiatives to guide its efforts toward meeting long-term goals:

Assure Long-Term Sustainability of the KCAD MArch

Grow the MArch Enrollment

*Strengthen Interdisciplinary Integration of the MArch within the College
Diversify and Strengthen Areas of Faculty Expertise.*

These initiatives were articulated in close collaboration between the program and the college administration, who, through the annual review process and the strategic planning process, had carefully considered the program's culture, its ambitions, and its strengths and areas for continued improvement. The program meets regularly with the college administration to discuss its progress on these initiatives.

The MArch reviews and updates its own strategic priorities and more detailed goals annually. An outline of its strategic goals is submitted to administration each year in the internal Annual Program Review, demonstrating the relationship of the goals of the program and the strategic plan of the institution. Ongoing goals of the KCAD MArch include:

KCAD MArch Short Term Goals – 1 to 2 years

1. Grow enrollment.
2. Diversify faculty expertise.
3. Grow external presence.
Through outside presentations and publication, as well as professional and community networking, build the external reputation of the KCAD MArch.
4. Strengthen integration of KCAD and FSU undergraduate programs and KCAD graduate programs with the MArch.
We have instituted cross-listed graduate and undergraduate sections of courses, allowing MArch faculty to teach students in other KCAD disciplines. This promotes interdisciplinary learning. It has also resulted in a 35% increase in credit hours taught by MArch faculty.
5. Development of articulation relationships with programs at other universities, including Grand Rapids Community College, Calvin College, Northern Michigan University, and Grand Valley State University College of Engineering.
6. Re-engage and restructure founding Board of Formation.

KCAD MArch Long Term Goals – 2 to 5 years

1. Successful NAAB Initial Accreditation Visit in the fall of 2018, with accreditation granted at NAAB Board Meeting in February 2019! This goal, now within a year of realization, has been the primary long-term goal of the KCAD MArch since its founding.
2. Develop additional funding sources for the program.
3. Add second and third full time faculty members.
4. Develop a program leadership transition plan and implement it over the next two to four years.

As a new program, we are still living the objectives for student learning that were established in the initial curriculum design. Those objectives came out of a process that was originally recounted in depth in the APR-IC. The process and stakeholders are now an integral part of the ongoing KCAD MArch learning community and culture. Going forward, the specific continuous improvement plan for the MArch will continue to be developed in collaboration with its faculty and staff, its students, colleagues, administrators, and the practice community.

As our students become alumni, we gather data on IDP progress, ARE pass rates (currently 100%!), and placement in notable post-graduate opportunities, including architecture firm placement, architecture practice development, teaching placement, and fellowships and other honors. Additionally, we track our faculty's contributions to the architecture and architectural education discourses, and contributions that the MArch program itself makes within its context of Grand Rapids and West Michigan. The long-range plan calls for the MArch to have impact; that is what we seek to measure.

In-depth internal data is available to the program from Ferris Institutional Research, as well as the KCAD Dean of Student Success (admissions data, scholarships, student engagement), the Academic Dean (registration, course evaluations), and the Director of Administration and Finance (budgets, budget planning).

Under the leadership of new KCAD Director of Administration and Finance and Chief Financial Officer John Globoker, operating expense budgets and capital equipment budgets are reviewed in tandem with program planning and results. This transparent process clearly communicates expectations and relates resource allocation to both short- and long-range planning.

The five NAAB perspectives are integral to the values of the KCAD MArch and inform all of its planning. The initial Plan and the APR-IC were written under the 2009 perspectives, which changed significantly in 2014. The changes in the perspectives have moved them in a direction that is remarkably aligned with the program's direction and planning. The five perspectives now represent where we are already going.

I.1.6.A Program Self-Assessment

i. Institutional requirements for self-assessment

KCAD views assessment as a means to investigate and validate our progress in improving student success, developing a stronger campus culture, improving community and public relations, and nurturing institutional growth in areas including resources, reputation and quality.

The KCAD MArch program performs self-assessment in several ways, beginning with the development of annual reports for review by the college administration. The program also writes Annual Program Reports (APRs) for external review by NAAB. In years when a NAAB APR is submitted, that same report is also used for internal program assessment by the college administration, with supplementary information provided by the program as necessary.

These annual opportunities to assess the program's progress, on improving student learning and other priorities, are highly valuable. Evolution in the program's short and long term priorities, and associated resource allocation, can be considered in the context of these reviews. Feedback received in the process, from the college administration and from NAAB, allow program to continuously scrutinize and improve its practices and curriculum, identify resource strengths and weaknesses, and analyze enrollment trends. The program must demonstrate, through these reports, that it responds to the feedback it receives, preparing and executing plans to continually improve in the fulfillment of its mission.

The MArch program participates in institutional planning processes, which provide further opportunities for self-assessment and goal setting. In the fall semester 2016 the program participated in the college's strategic planning process, and identified, in collaboration with the administration, program-specific strategic initiatives. These fit within the college-wide strategic plan that resulted from the process-- "Into the Future: Creativity and Leadership"-- which is outlined on the college website at <http://www.kcad.edu/about/strategicplan/>. KCAD has also begun to develop a master plan for the future of its physical facilities, with the assistance of TowerPinkster: Architects & Engineers. The MArch program is proud to see that one of its own graduates, who now works with TowerPinkster, is helping to lead the process. As part of the college's master planning process, the strategic future of the MArch program and the institution as a whole are being assessed. This master plan will benefit the MArch program, as its educational and spatial place within the institution is a key part of this dialogue and process.

As the MArch moves through the National Architectural Accreditation Board (NAAB) accreditation process, the program's faculty and director, with the support of President Bellevance and Dean Wright, have also implemented a formal process to assess and continuously improve the quality of its courses in terms of the NAAB Student Performance Criteria (SPC). Beginning in fall 2016, the program instituted a NAAB SPC assessment program, in which faculty, director, and visiting critics meet twice annually to scrutinize the program's student work. The MArch faculty and director join a team of guest critics from outside of the program at the end of each fall and spring term, spending a full day examining the student work of the previous semester. The team assess how well each course met the NAAB SPC's they are designed to meet for accreditation purposes. The visiting critics have brought experience and diverse perspectives to the process, and have included Steven Vogel, FAIA, former Dean of the University of Detroit Mercy School of Architecture, Paul Long, Associate Professor of Architecture at Ferris State University, Chris Cosper, Assistant Professor of Architecture at Ferris State University, and Lee Davis, Associate Professor and Department Chair of Interior Design at KCAD. In response to each assessment

teams' quantitative and qualitative review, the MArch faculty develop summary findings and plans of action to strengthen each course with regard to NAAB SPC in its next iteration.

ii. Relating self-assessment to long-range planning and development

Self-assessment empowers the MArch program to make long-range plans for its development. Through annual reports to internal and external reviewers, participation in institutional planning, and continuous assessment of our curriculum and teaching in terms of NAAB SPCs, the program both tracks its progress toward immediate goals and also takes the opportunity to articulate its aspirations for the future.

The MArch's place within KCAD has evolved in its first four years, from the new kid on the block piloting new pedagogical models, to an increasingly established program making substantial contributions to the cultural life of the college and of the city of Grand Rapids. Our long-range planning, built on continuous self-assessment, reflects the maturation of the program and its present emphasis on securing long-term sustainability and increasing its impact.

I.1.6.B. Curricular Assessment and Development

Curricular assessment in the KCAD MArch should be viewed in two distinct dimensions: assessment of curriculum framework and content, and assessment of curriculum delivery. The processes and timelines for these assessments are distinct, and to some extent so are the roles of the parties involved.

As a candidate program, aiming toward initial accreditation in 2018, we do not anticipate major curriculum framework revisions or major changes to basic course descriptions prior to accreditation. The curriculum and course descriptions in this APR remain unchanged from the 2016 APR-IC. We are continuously refining our curriculum delivery design, at the same time that we are developing a shared understanding and database of lessons learned to apply to future curriculum development.

Overall, the KCAD MArch curriculum review and revision process and parties are as follows:

Party	Curriculum Assessment and Approval Role	Input Mechanisms
NAAB SPC Assessment Teams (including KCAD MArch director, faculty, and external critics, meeting twice annually)	Reviews student work at the end of the fall and spring semester, assessing the strength of the student work in terms of the NAAB Student Performance Criteria that each course is intended to meet.	Assessment worksheets, filled out during intensive day-long work sessions, including quantitative and qualitative assessment of SPC evidence. Following this work, the team discusses its findings course by course. Faculty develop plans of action to respond to the team's findings in future iterations of each course.
Students/Alumni (note first cohort graduated May, 2016)	Provide written course evaluations. Participate in formal and informal curriculum and program evaluation.	Course evaluations, informal and formal dialogues. Post-graduation surveys and input sessions.
Program Faculty (currently one full-time in MArch, plus faculty from other programs, adjuncts)	Review of course evaluations. Self-assessment, formal and informal dialogue regarding curriculum framework, content, and delivery. May propose curriculum revisions.	Informal through ongoing dialogue and monthly faculty meetings. Propose curriculum changes through Kendall Senate. Propose major curriculum changes or new degrees through Preliminary Curriculum Approval Form (PCAF).

Party	Curriculum Assessment and Approval Role	Input Mechanisms
Program Director	Monitor curriculum and delivery. Compiles potential curriculum changes and curriculum input data. Leads developing and refining of curriculum in response to both internal and external inputs. Teaches in the program. NAAB liaison and reporting.	Informal through ongoing dialogue and faculty meetings. Propose curriculum changes through Kendall Senate, with faculty concurrence. May originate curriculum revisions and PCAF and/or review and approve faculty-proposed changes.
Registrar	Review and preliminary approval of curriculum changes.	Sign-off on curriculum revisions.
Kendall Senate Curriculum Committee	Reviews proposed curriculum changes prior to Senate.	Report to program and Senate on findings regarding proposed changes.
Kendall Senate	Review and approval of curriculum changes.	Report to Dean and President on findings regarding proposed changes.
Kendall Dean	Ongoing assessment of curriculum and program. Reviews faculty evaluations. Review and approval of curriculum changes.	Formal and informal. Ongoing input into program quality. Review and approve changes as appropriate.
Kendall President	Review and approval of curriculum changes. Final approval of new KCAD courses and revisions to program curricula. Input on the impact of institutional accreditation (North Central, NASAD) on program curricula.	Formal and informal. Review and final approval of curriculum changes, except those major changes that require Trustee approval. Review and approval of major curriculum changes and new degrees.
Ferris President and Trustees	Final approval of major curriculum changes and new degrees	PCAF final approval. Degree approval.

In addition, the MArch Board of Formation (Advisory Board) has opportunity for periodic informal and formal review and input into the curriculum and program.

Curriculum delivery is assessed continuously. One of the most significant adjustments to curriculum delivery that we have made is also noted in our Section 2 response to areas of concern: in several instances we now run the immersion and studio in an overlapping, rather than sequential, schedule. This overlap helps tie the seminar/research and design components more directly together, while still allowing clear assessment of learning in each course. We have also run Thesis as a 15-week (rather than 12-week) studio, having moved Thesis Prep to the fall semester of the final year, rather than spring as originally designed. The net effect of these changes has been to create a 12-credit Thesis sequence that spans the students' entire final academic year. We are also running the introductory studios of the three-year MArch as 15 weeks, rather than 9, in order to maximize studio time for students who have little or no prior architectural background. These changes in delivery are a direct result of student and faculty input, reflection and self-assessment.

Based upon the feedback provided by the twice-annual NAAB SPC Assessment Teams, current students and graduates, program and college faculty, the college administration, and the program Board of Formation, the KCAD MArch will continue to strengthen its curriculum in pursuit of its goals, constructing an architectural education that is deeply rooted in a sense of place and community.

Section 2. Progress Since the Previous Visit

Actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR (2016).

Observations

While not shown as a formal “Cause of Concern,” the “Observations” section of the 2016 VTR contained highly valuable feedback which is quoted below *in italics*, followed by our response:

A lack of rigor with regard to coursework and curricular structure is a recurring team concern. For example, staff indicated an awareness of SPC requirements and noted that these requirements were integrated into course syllabi; however, no post-course evaluation of outcomes has been conducted to verify that the SPC requirements were successfully addressed.

This feedback was also emphasized in the 2016 Visiting Team’s verbal debrief with the President and program. This concern has been actively and directly addressed in an ongoing and systematized manner by the MArch director and faculty.

Following the 2016 NAAB team visit the KCAD MArch program has instituted a twice-annual assessment program, scrutinizing the student work of each semester in terms of the evidence of NAAB Student Performance Criteria. This assessment work has been performed by teams including MArch program faculty and distinguished guest critics who bring experience and diverse perspectives to the table. Following these twice-annual day-long assessment sessions, program faculty develop summaries of the quantitative and qualitative feedback received, and develop plans of action to improve each course in terms of the NAAB SPC in their next iteration. This work is described in greater detail in section I.1.6.A Program Self-Assessment within this document.

This observation is further addressed by the program’s efforts to eliminate cohort-to-cohort scheduling inconsistencies for students. Due to the small size of the program and the limited availability of faculty in technical areas, such as structures, the program has from time to time needed to divide courses originally designed as 6-credit immersions into two 3-credit courses or offer courses in a semester other than originally designed. These courses have provided equivalent content, but their variability from cohort to cohort has caused some reviewer concern. The program continues to aggressively work toward staffing to the designed curriculum. The final two years of the curriculum, which contain all of the demonstration of SPC’s, have been taught in a consistent manner, without variation from the curricular design, for the last two years.

2.1 Program Response to Conditions Not Met

Conditions not met are quoted in full from the VTR, *in italics*, followed in each case by the KCAD MArch response. Paragraph numbers match the VTR.

II.1.1 Student Performance Criteria

B.3 Codes and Regulations: *Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.*

[X] Not Met

2016 Team Assessment: *The SPC Matrix indicated that this SPC was to be covered in KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture. However, no substantial evidence was found to indicate that students had the ability to evaluate/consider code requirements, regulations, etc. for the design solutions that were presented. For example, there were no references or remarks on the designs as to the impact/influence of planning regulations (such as setbacks or zoning), ADA accessibility requirements, building codes, or other facts pertinent to life-safety standards.*

Beginning in spring semester 2017 (the semester immediately following this fall review) the syllabus and sequence of KGAR 542 – Studio 4 – was revised to provide a specific series of lectures and design exercises regarding building codes. The intent was to enhance both learning and evidence.

The SPC Matrix now shows this SPC being met in both KGAR 541 and KGAR 542. Universal design was addressed in more depth in KGAR 541 – Systems Integration – which is the companion immersion to KGAR 542 - Studio 4.

As a result of the NAAB Visit and the newly-instituted semester-end internal course assessment, the learning outcomes and SPC demonstration of KGAR 541 and KGAR 542 are closely coordinated, with SPC's or complimentary portions of SPC's addressed in both. This applies to a number of the technical SPC's from Realm B, both those listed by the 2016 Team as *met* and *not met*.

Also, the target SPC's for KGAR 532 - Studio 3 – were revised to more strongly introduce B1 – Pre-Design, B.2 – Site Design, B.3 – Codes and Regulations, and B.5 – Structural Systems. The intent is to provide a more iterative approach to these topics, as well as taking some of the SPC burden off of the KGAR 541/542 sequence.

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

[X] Not Met

2016 Team Assessment: *The SPC Matrix indicated that this SPC was to be covered in KGAR 541 Immersion 4: Building Systems Integration and KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture (with additional references to other classes). However, evidence of student ability with regard to technical drawings and the preparation of outline specifications was either not provided or not provided in a clear/concise manner.*

The KCAD March response is similar to that regarding SPC B.3. Beginning in spring semester 2017, the syllabus and final assignment of KGAR 542 – Studio 4 – was enhanced to require specific outcomes regarding technical drawings and outline specifications. A teaching unit and specific required deliverable of an outline specification for the studio project was also added to the companion course KGAR 541 – Systems Integration. This SPC now shows in the Matrix in both KGAR 541 and 542.

B.5 Structural Systems: *Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.*

[X] Not Met

2016 Team Assessment: *The SPC Matrix indicated that this SPC was to be covered in KGAR 541 Immersion 4: Building Systems Integration. However, there was no evidence that students had developed the ability to select an appropriate structural system for a proposed design solution and indicate why it was selected or how it withstood gravity, seismic, and lateral forces.*

Beginning in spring semester 2017 (the semester immediately following this fall review) the syllabus and sequence of KGAR 542 – Studio 4 – required an increase to the specific structural design deliverables for the final semester project. This was also introduced in KGAR 532 - Studio 3. This SPC also now shows in both KGAR 541 and 542. Principles of structural system selection, a review of structural design, and structural system integration are specifically addressed in the KGAR 541 syllabus. The immersion-studio sequence approaches structures in a complimentary and coordinated way in both classes.

Instruction in structures was also enhanced, utilizing faculty from Ferris State University, as well as guest faculty from the Calvin College Engineering Program and a firm principal from a leading structural engineering consultancy.

B.10 Financial Considerations: *Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling,*

operational costs, and life-cycle costs.

[X] Not Met

2016 Team Assessment: The SPC Matrix indicated that this SPC was to be covered in KGAR 613 Critical Practice of the Profession. However, the documentation provided to the team did not include sufficient evidence that students had developed an understanding of construction scheduling, operational costs, and life-cycle costs.

The syllabus and exercises in KGAR 613 – Critical Practice of the Profession – are revised, with more emphasis given to cost and scheduling. Life-cycle costing as it relates to systems selection is also introduced through reading, lectures and exercise in KGAR 541 – Systems Integration.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2016 Team Assessment: The SPC Matrix indicated that this SPC was to be covered in KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture. However, the student work provided as evidence did not fully demonstrate the requisite ability for broad integration and consideration of all aspects of the design process. In particular, technical documentation, accessibility, life safety, and structural systems were not sufficiently documented to support a positive finding.

Integrative Design is at the heart of the intent and structure of the KCAD MArch, and in particular the relationship between KGAR 541 – Systems Integration – and KGAR 541 – Studio IV: Systems Thinking for Sustainable Architecture. The NAAB Visit and the subsequent twice-yearly course assessments have caused the program and instructors to refine and focus the content and pedagogy of the course sequence. The course content and schedules (now a single unified schedule for both courses) is more closely coordinated, as are the aspects of the SPC's met in each course and both. Additional effort is made in each of the six studios of the MArch to reinforce an integrated, multi-disciplinary approach to design.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, Appendix 1, in catalogs and promotional media.

[X] Not Met

2016 Team Assessment: The information provided on the program's website (<https://www.kcad.edu/programs/graduate/m-arch/public-information/>) does not comply with the NAAB prescribed language in the 2014 Conditions for Accreditation, Appendix 1, Statement on NAAB-Accredited Degrees — Required Text for Catalogs and Promotional Materials, p. 28.

This was corrected by the program immediately following the NAAB Visit. The current public information website can be found [here](#). The public information and Statement Regarding NAAB Accreditation reflect NAAB prescribed language.

2.2 Program Response to Causes of Concern

No "Causes of Concern" were formally called out as such in the 2016 VTR. However, as noted under "Observations" at the beginning of this section, the KCAD MArch has systematically addressed the Visiting Team's observations and comments regarding assessment and rigor as a "Cause for Concern."

2.3 Program Response to Change in Conditions

The 2014 KCAD MArch APR-IC was based on the 2009 Conditions. The 2016 APR was produced and reviewed under the 2014 NAAB Conditions. This 2018 APR is again produced under the 2014 NAAB Conditions.

No changes have been made to the program as an exclusive or primary result of the 2014 change in Conditions. In the time since the 2016 APR there have been no changes to the program's approved curriculum and course descriptions. At the same time, there are constant changes to the delivery of curriculum in various courses and across courses as a result of feedback and our continuous improvement cycle.

Certain Student Performance Criteria (SPC's) are shown being met in different courses than in the prior APR. This is the result of our increased experience and understanding as the delivery of the KCAD MArch matures.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty/Staff

i. Faculty Resumes

Faculty resumes are provided online as referenced in Section 4.

ii. Faculty Matrix

The faculty matrix is provided on the following page.

iii. Human Resource Development Opportunities

KCAD encourages and supports the development of our faculty. The support of professional development is covered under the Kendall Faculty Association (MEA-NEA) Agreement:

<http://www.ferris.edu/HTMLS/administration/president/generalcounsel/documents/2012-2017KCAD-KFAAgreement.pdf>

As part of each faculty's self-evaluation, four dimensions of involvement are considered:

1. Teaching effectiveness
2. Creative activity and scholarly research
3. Institutional service
4. Community service

The faculty agreement provides for an annual development budget per tenure-track or tenured faculty member of \$1,500 in 2017-18. Programs are encouraged and expected to identify the estimated average cost of a faculty member attending a national conference, and include that amount for each full-time faculty member in the program in the annual budget request. The Dean of the College also maintains a budget for additional faculty professional development. Faculty members initiate such development requests, which are particularly supported if the member is a presenter or active participant.

The AIA Grand Rapids and AIA Michigan are integral partners with the KCAD MArch in professional development. The college hosts numerous AIA programs and presentations at no cost to members, students and faculty, including the monthly DesignTHUNK series that convenes a practice-academy dialogue on current design. Design West Michigan, housed at KCAD, convenes the voices of design in our region and hosts numerous events, ranging from national speakers ("Creating Impact through Design at IDEO") to pop-up talks.

In 2016, the KCAD MArch has conducted a national search for a new tenure-track faculty. Michael McCulloch, PhD, AIA, joined us in the fall of 2016 as a result of that search. In addition to Professor McCulloch, teaching in the MArch is conducted by the director and adjuncts.

Due to the demands of implementing a new curriculum there has been a focus on curriculum delivery, assessment, and development. Dr. McCulloch has also been active in scholarly pursuits, continuing work on a book manuscript that addresses the history of workers' housing and neighborhoods in Detroit, Michigan. Program director Brian Craig, AIA, LEED AP, is engaged in research regarding mass timber construction and the relationship of architecture to Michigan's forest bio-economy. Our adjuncts are all practicing professionals with extensive leading-edge creative and practice activities.

Students

i. Student Support Services

In order to better serve and support students, we have recently reorganized all student services under an Office of Student Engagement, headed by the Dean of Student Engagement. This office provides comprehensive student services from recruitment through graduation and beyond, including student life, diversity and inclusion, wellness, counseling, and career services, to name a few of many.

KCAD March Faculty Matrix
March 1, 2018

Faculty Member Program	Summary of expertise, recent research or experience	KGAR 511 Immersion 1: Seeing Architecture		KGAR 512 Studio 1: Principles and Processes	KGAR 513: Design Comm. 1	KGAR 521 Immersion 2: How Things Work				KGAR 522: St II: Making & Meaning Systems	KGAR 523: Design Comm. 2	KGAR 531 Immersion 3: Critique of Architecture	KGAR 532 Studio 3: Site Tectonics Sustainability	KGAR 541 Immersion 4: Building Systems Integration	KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture	KGAR 611 Immersion 5: Critical Travel	KGAR 612 Studio 5: Urban Collaborative	KGAR 613 Critical Practice: Critical Practice of the Profession	KGAR 621: Thesis Preparatory Seminar	KGAR 622 Studio 6: Thesis	KGAR 623 Thesis Proseminar	Electives	
		KGAR 503 Seeing Architecture I	KGAR 503 Global Architecture History/Global Architecture History at Scale			KGAR 503 Intro to Structures Spring 2017	ARCH 323 Intro to Structures (at FSU Fall 2017)	KGAR 505: Intro to Environmental Systems Summer 2017 + 2018	Arch 361 Intro to Environmental Systems (at FSU Fall 2017)													KGAR 503 Design/Build A Sustainable Approach (elective)	KGAR 505: Advanced Design Communications
		Full Time University Faculty																					
Chris Cooper, RA Assistant Professor Architecture Ferris State University	Environmental systems and sustainability, building science. Chris holds a professional BArch from Mississippi State University and a post-professional MDes from Harvard.							X	X	X													
Brian Craig, AIA, LEED AP March Program Director Architecture	Programming, planning and design, innovation and leadership, ethics and architectural practice. 27 AIA design and sustainability awards. Brian is an architect with 40 years experience, holding an MArch from the University of									X				X	X								
Paul Long, RA Assistant Professor Architecture Ferris State University	Architectural design, urban design, community engagement though Ferris "Small Town Studio." Paul holds an MArch from the University of Idaho and an MSc in City Design and Social Science from the London School of Economics																					X	
Michael McCulloch, Ph.D., AIA Assistant Professor of Architecture	Dr. McCulloch holds a PhD in Architecture History and Theory from the Taubman College at the University of Michigan, as well as a Master's degree from Columbia in urban design. He is an experienced and licensed professional architect.		X							X		X			X		X			X	X		
Adjunct Faculty																							
Ned Baxter Architecture	Experienced, practicing architectural designer, has taught master level design studios at Boston Architectural College and KCAD. Ned holds an MArch from Yale.			X										X						X			
Thomas Danckaert, AIA, LEED AP Architecture	15+ years of professional practice leading clients through pre-design, schematic design, design development and design review. Senior design architect at major architecture firm in West Michigan. AIA Grand Rapids Young Architect of the Year.	X																X					
Elise N DeChard Architecture	Elise holds a professional BArch from Rensselaer Polytechnic Institute and an MArch from Cranbrook. She also brings practice experience to her work with beginning architecture students.									X	X												
Niloufar Emami Architecture	Nilou is a PhD Candidate in Building Technology at the B.S.Taubman College, University of Michigan. Expertise in structural systems and architecture.													X									
Robert Ferguson, Assoc. AIA Architecture	Robert is an experienced senior designer from professional practice. Prior to the MArch, he taught as an adjunct in the KCAD Interior Design Program for a number of years.			X										X		X							
Elizabeth Marie-Freha Kestacy, PhD Architecture	Dr. Kestacy received her degree in architectural history and theory from the Taubman College at the University of Michigan. She holds her professional MArch from SO-Arch, where she graduated with distinction.											X							X	X			
Daniel John Montgomery Architecture	Daniel was a member of the first cohort to graduate from the KCAD March. He brings expertise in design communication									X													
Vincent Michael Novak, AIA Architecture	Vince is a licensed architect. He holds a MArch degree from the University of Nevada Las Vegas. His area of practice and interest focuses on sustainable architecture.			X										X									
Azadeh Omidfar Sawyer Architecture	Azadeh is PhD Candidate in Building Technology at the Taubman College, University of Michigan. Her area of expertise is environmental systems.													X									
Craig Tamlyn, PE Architecture	Craig is a structural engineer with regionally prominent engineering consulting firm.					X																	
Megan Joy Feenstra Wall, AIA Architecture	Megan is an architect in practice. She holds her professional MArch from Columbia University.																			X			
Travis Williams Architecture	Designer and thesis faculty. Travis' recent MIT March thesis demonstrated a rigorous and comprehensive approach to thesis, and his teaching is formative to the precedent-setting thesis work of the KCAD cohorts.																		X	X			
Kasey Vliet Architecture	Design and design communication. Design/build. Kasey holds his MArch from Taubman College at the University of Michigan.				X																		X
Guest Faculty																							
David Bell, PE Senior Mechanical Engineer Progressive AE	David is an experienced mechanical engineer, with particular expertise in environmental systems and energy conservation.													X									
George Berghom, PhD Assistant Professor Construction Management Michigan State University	With a Doctorate in Construction Management from Michigan State University and an MES in Environmental Studies from Yale, Professor Berghom's recent research focuses on demography and the life cycle of buildings.													X									
Ralph Den Hartigh, PE Structural Engineer Principal, JDH Engineering	An experience structural engineer, Ralph is one of the founding partners of JDH Engineering, west Michigan's most prominent consulting firm for architectural structures.													X									
Leonard De Rooy, PE Professor of Engineering Calvin College	Leonard is Professor of Engineering and former department chair at Calvin College. He is also a practicing structural engineer.													X									
Nico Lanco, AIA Associate Professor of Architecture University of Oregon Portland, OR	Practicing architect and educator with a focus on urban design and engagement of urban constituencies. Professor Lanco conducted a series of seminars and observation trips for Fall, 2015, KGAR 611: Critical Travel															X							
Catherine McNeur, PhD Associate Professor Department of History Portland State University	Catherine is an environmental historian specializing in urban history. She holds a PhD from Yale University.															X							
Karina Zarate Electrical Engineer Progressive AE	Karina is an electrical EIT, holding a degree in architectural engineering from Milwaukee School of Engineering.													X									

Student Engagement Mission

To engage, develop, and produce impactful and successful students.

Student Engagement Vision

All students are engaged with the KCAD community through programming efforts that support student progress.

Student Engagement Values

Community	Progress
Integration	Collaboration
Inclusion	Success

Student Engagement Goals

1. Provide programming that enhances a sense of belonging in the KCAD community
2. Offer opportunities for student integration
3. Support educational and social initiatives for an inclusive student environment
4. Create methods for recognizing student success
5. Continue to develop resources for student support

Other drivers for persistence

1. Academic integration and performance
2. Community context for personal development
3. Satisfaction of basic needs

ii. Off Campus and Internship Opportunities

The design of our MArch includes a required six-week study away immersion at the beginning of the students' final year. Students engage place making by studying off-campus, using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment.

A professional internship (paid, non-credit) is a graduation requirement of the KCAD MArch. The program director acts as the internship advisor to students. He actively assists them in obtaining internship opportunities, building on connections with the practice community. All of the students have completed an internship by the start of their final year. This experience has proven invaluable to the students in their growth as professionals and as they establish their own practice networks. Our interns are in high demand from the professional community, as employers see the abilities and work ethic that KCAD MArch students bring.

iii. Architectural Licensing Advisor

The Architectural Licensing Advisor and AIAS student organization advisor is Assistant Professor Michael McCulloch, PhD, AIA. He has actively connected students and their organizations with the practice community, AIA, and NCARB. Recent activities include AIA and AIAS meetings, firm crawls, participation in ARE seminars, student meetings with NCARB and Michigan representatives to discuss IDP and pathways to licensure, and introduction of the students to the AIA Michigan Mentoring Network. The MArch program director works with the Michigan Department of Licensing and Regulatory Affairs and the State Board of Registration for Architects to help assure a clear pathway to Michigan licensure for KCAD MArch graduates.

iv. Student Research and Scholarship

As a graduate program we encourage and support student and faculty research. The emphasis throughout the curriculum, culminating in the thesis, is research-based study and learning.

We provide a range of graduate assistantships to our students in architecture. Graduate assistantships provide students with opportunities to support faculty and program research and initiatives.

I.2.2 Physical Resources

i. General Facilities Description

Comprising over 300,000 sf in four buildings in the heart of Grand Rapids, Michigan, KCAD's campus is a fast-growing urban hub to a vibrant community and region.

The two main KCAD studio and classroom buildings are 17 Fountain and Woodbridge N. Ferris (WNF). They house all of the core programs of the college. In addition to galleries, offices, library, classrooms and studios, these two buildings contain extensive wood and metal shops, photography, ceramics and digital media labs, as well as the FlexLab digital production and fabrication laboratory. MArch Studio 329 is located at 17 Fountain. MArch offices and classroom space are in WNF.

Part of Kendall College of Art and Design of Ferris State University, the Urban Institute for Contemporary Arts (UICA) builds creative community by fostering new forms of expression, promoting collaboration, and providing genuine experiences with contemporary art. Its large facility houses galleries, meeting spaces, a theater, and offices.

UICA also houses an MArch studio in its storefront space at 1 South Division, which we refer to as the SoDiv Studio. In its first two years, the MArch program held all of its studios in this space.. In 2016 a second studio and crit/seminar space was added on the third floor of 17 Fountain, Studio 329. The centrally-located Studio 329 is immediately off the main atrium of the building, with convenient access to the library, FlexLab and shops. Because of the importance of access to shared resources and immersion in the KCAD culture, the plan forward is to hold the first two years in Studio 329, with the SoDiv studio housing the final year's Urban Collaborative and Thesis studios.

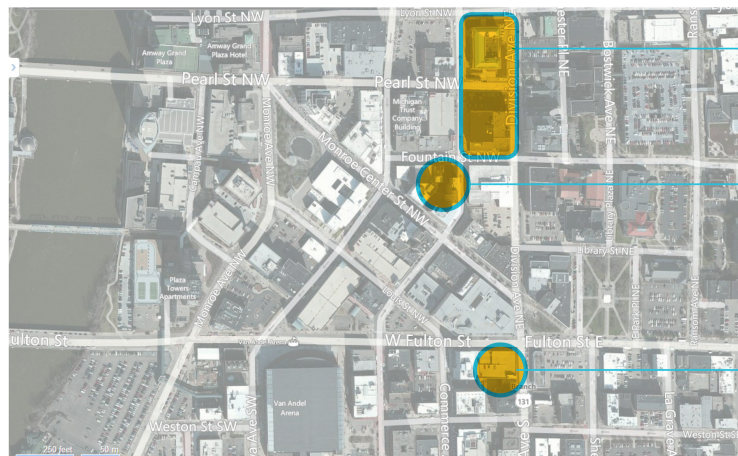
Comprehensive facility information and images can be found at www.kcad.edu/facilities.

The college is currently in the midst of creating a Facility Master Plan, following on the recently-completed strategic plan. It is anticipated that the space needs of the MArch and its relationship to other programs and areas of the college will be addressed. In the meantime, the classrooms, office spaces, shops, labs and gallery spaces have capacity to support the new MARCH for the next several years.

Much of the faculty work outside of classroom and studio takes place in college-provided office space. The program director has a private office, which is also used for meetings and student advising. KCAD fulltime faculty have private offices, often shared by two individuals. Adjuncts are provided with shared office space. For scholarship, research, and course development, faculty also have access to all of KCAD's facilities.

KCAD Urban Campus

Studio Space
Master of Architecture Program



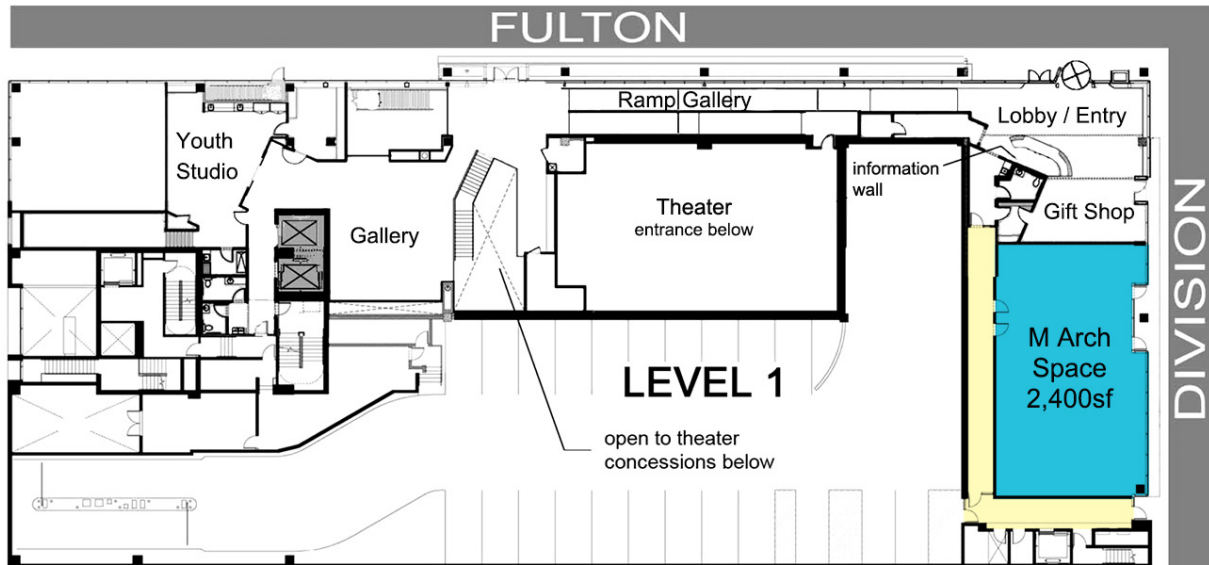
Downtown Grand Rapids Aerial
Context Map

Main Campus
17 Fountain Building
Woodbridge N Ferris Building
Undergraduate Programs
Graduate Programs
March Studios
March Classrooms
March Offices
Woodshops
FlexLab
Galleries
Classrooms
Library

89 Ionia
Studio Space
Fine Arts Programs

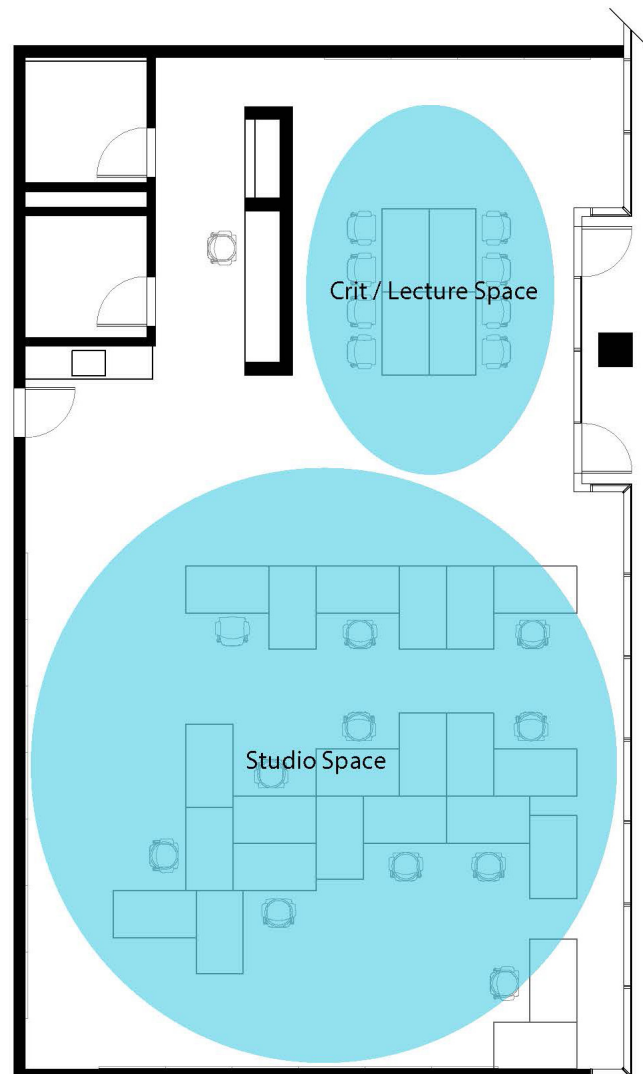
UICA
UICA Galleries and Programs
March 1 SoDiv Studio
Inaugural March Studio - all levels
Urban Engagement and Thesis Studio

The UICA Building and SoDiv Studio



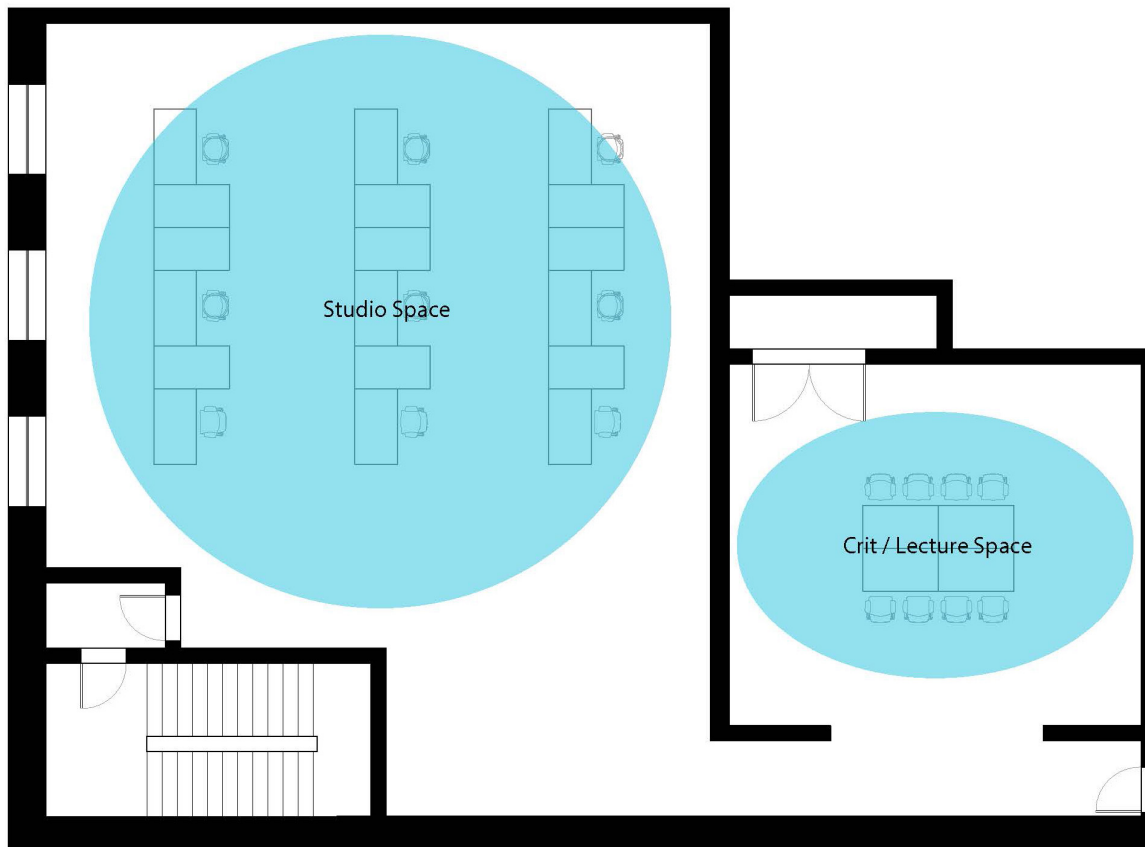
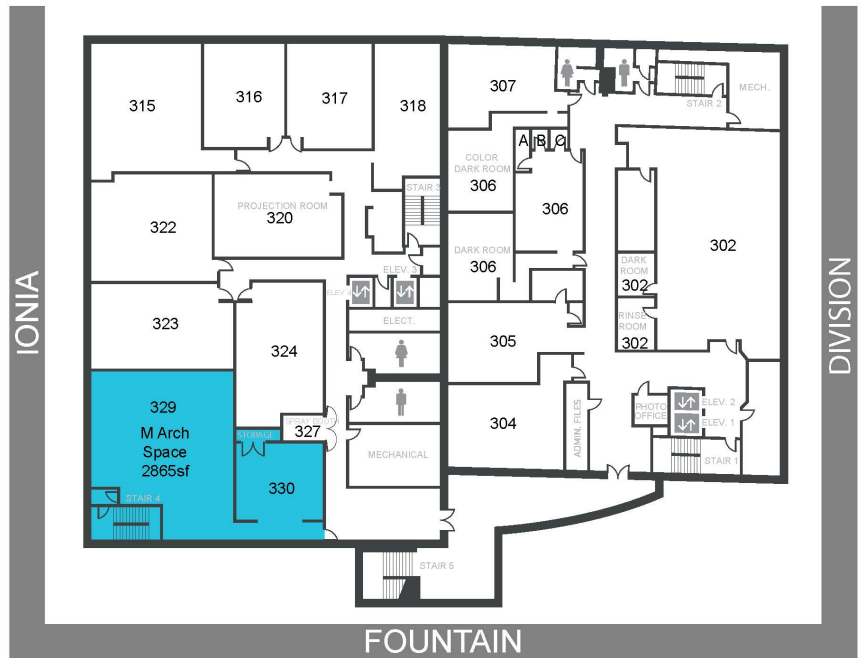


SoDiv Studio



Studio 329 at 17 Fountain

This space was completed in 2016. It now houses Year 1 and 2 Studios, as well as seminars and critiques.





I.2.3 Financial Resources

i. Financial Resource Allocation

KCAD employs a transparent process for determination of program supply and expense (S&E) budgets and capital and equipment budgets. The MArch program director originates the annual S&E budget request, which is reviewed by the Academic Dean and CFO. The director, dean and CFO then review the budget together, developing a base budget and optimal range. Capital and major equipment budget requests are also discussed in these meetings. Year-to-date performance against budget data is available through the university online system and monitored by the program director.

As part of internal business planning, the MArch program director has provided the dean with five-year projections of faculty FTE requirements, based on curriculum and enrollment projections. New positions and the rehiring of term-appointed faculty and adjuncts are proposed in writing by the program director to the dean. Each position request is discussed in a meeting between the dean and director. Fulltime positions are reviewed and approved by the dean and president. Adjunct positions are reviewed and approved by the director, dean and president.

ii. Revenues, Expenses and Scholarships

Revenues, expenses and scholarships were reported in the 2017 ARS, which is made available to the visiting team by NAAB. A summary of the data for FY 2017 shows:

Full-time tuition and fees:	\$30,930
Percentage of students receiving institutional grants	100%
Average per-student institutional annual award	\$11,277
 Total revenue from all sources	 \$360,351
 Instruction and Overhead expenditures	 \$345,821
Capital expenditures	\$8,035

Merit-based institutional scholarships and graduate assistantships are awarded as part of the admissions process. The MArch admissions committee makes admission decisions on each applicant and concurrently makes recommendations of financial award to the Dean of Student Success (Admissions). The program director negotiates final award amounts with Admissions. One hundred percent of MArch students receive institutional scholarships. The average scholarship award is \$10,000, approximately one third of the cost of tuition and fees.

In addition, the program director seeks financial support for our MArch students from the professional community. Out of the initial cohort of seven students, two received direct financial support from firms; and that tradition is continuing. Often this support takes the form of a grant, with an agreement that the student will return to the firm to work for several years after graduation. We encourage understandings that allow the students to perform internships during holidays and over the summer, while keeping the academic terms as free as possible of work commitments.

In each year since its founding, KCAD MArch students have received scholarships from professional societies, including AIA Grand Rapids, CSI West Michigan, and AIA Michigan. The program supports our students in pursuit of these competitive awards.

In 2017 a new endowed scholarship was established for the KCAD MArch through a private donation to the university. The MArch Formation Scholarship is intended to encourage students of exceptional potential who are already enrolled in the MArch, as they pursue the completion of their degree.

iii. Looking Forward

KCAD receives no state aid and very little endowment support. Its budgeting is agile and strategic, conservative and enrollment-based. Following several years of consistent increases in enrollment and credit hour production, the college has experienced a three-year decline in overall enrollment, consistent with Michigan and national demographics and trends. While architecture enrollment has been steady and growing over the past three years, the college as a whole experienced a 7.6% fall semester year-over-year enrollment decrease for AY 2015/16. This was followed by a 8.5% fall semester year-over-year decrease for AY 2016/17 and a 11.7% fall semester year-over-year decrease for AY 2017/18.

As a result, the overall college expense budget was trimmed by 9.8% for FY 2016 (AY 2015/16), 1.95% in FY 2017 and 0.87% in FY2018. Further budget adjustments will be made to right size the College.

Based on the needs of this professional program, the MArch supply and expense budget remained steady in FY18. Related budgets were also maintained on behalf of the MArch to account for such costs as ACSA dues and the NAAB team visits.

College-wide, there is an increased focus on recruiting, enrolling and retaining students. The MArch has received support from both the Admissions and Communications offices in these efforts. This, combined with increased recruiting by the MArch director, faculty and students, led to more than doubling the number of qualified applications received from 2015 to 2016 and a steady flow of applications since. Enrollment growth is the number one external priority of the KCAD MArch.

There are no changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit. A planned institutional development campaign is currently addressing all of Ferris State University.

I.2.4 Information Resources

i. Institutional Context and Administrative Structure

The Kendall College of Art and Design Library (KCADL) is located within the Fountain Street building on the second floor and serves as the principal college library with a focus in art history, fine art, architecture and design for the students, faculty and staff of the college. There is no separate architecture library. The library functions collegially with, but independent from, the Ferris Library for Information Technology and Education (FLITE), the library on the Ferris State University Big Rapids campus. Library policy, hours of operation, budgets, staffing and other administrative responsibilities are set by the KCADL director in consultation with college administration.

KCADL is fully automated and as a member of the consortium *Ferrisnet* shares an integrated library system (ILS) with FLITE and several other libraries. The ILS includes modules for acquisitions and cataloging, circulation, course reserves, serials, interlibrary loan and media booking. KCAD students,

faculty and staff are included in FSU licensing agreements with vendors of online database subscriptions. While library holdings are separate, FLITE and KCADL share a common patron database allowing students and faculty on both campuses to borrow materials from either library. Web-based and digital collections are accessible remotely and available 24/7 through the KCADL and FLITE websites.

Mission Statement

Kendall College of Art and Design Library

The Kendall College of Art and Design Library transforms the lives of students, faculty and the college community, supporting classroom and studio learning and independent research through the selection, acquisition, and delivery of digital, textual, audio, physical and visual research collections. Through inquiry-based information literacy instruction, the library prepares students to be successful in their academic and creative pursuits while at KCAD and throughout their careers as professional architects, artists, art educators and designers.

The library's mission supports the goals of the Master of Architecture program by providing access to significant, robust and intellectually challenging digital and physical research collections. Information resource formats are chosen based on best practices and the philosophy that when given a choice, convenient online access to full text documents, in large part, is preferred over physical ownership. In the ever-changing digital environment the expectation on the part of users is that information should be available "when and where I need it." KCADL understands this expectation and seeks to deliver on its commitment to transform the educational experience of students through continuous innovation to content rich digital collections. Scholarly and professional print monographs and periodical subscriptions providing visual content or unique features often unavailable in online resources are important and are acquired.

ii. Assessment of Library

Collection Assets

The library collection is dynamic and managed to ensure that academic and studio-based programs are supported with current undergraduate and graduate level research materials. The age of the entire collection is monitored closely to keep within the "eighty-twenty" principle for collection management, i.e., that eighty percent of the collection is current within twenty years, and that twenty percent of the collection represents enduring works of value.

Within the main book collection, one finds materials documenting the history, theory, and current professional practice in the disciplines of architecture, design, fine and applied arts, art education, and art history. Selection of new materials is based on positive reviews in Choice, current reviews for academic libraries, and a custom profiled slip approval plan with YBP Library Services.

YPB provides a tool for benchmarking purchases against "peer institutions." KCADL has identified the following institutions for routine comparison when placing orders: The School of the Art Institute of Chicago, Bard Graduate Center, College for Creative Studies, Detroit Institute of Arts, Emily Carr University, Harvard University Graduate School of Design, Museum of Modern Art, Parsons School of Design, and Rhode Island School of Design. These institutions have been chosen for comparison not because of any objective similarity or budget criteria, but rather to demonstrate that KCADL is acquiring materials also being collected by other leaders in the field.

Materials of exceptional quality and academic, design or artistic significance are sought out and acquired that are interdisciplinary in scope, with the expressed goal to engage students with textual and visual content that spans disciplinary boundaries. The educational mission of the library to transform the lives of students is fundamentally expressed in its collections.

In 2018 the book collection approximates 27,000 total volumes. Within the total collection, the LC call range for architecture NA1–NA9428 numbers 1,546 volumes. The same call range in FLITE numbers 1,495. E-books shared by both libraries number 1,453 titles. Combining resources from KCADL and FLITE, the total architecture volume count currently available is 4,494, an increase of 767 titles since the 2016 APR-IC.

Additionally there are many other areas of the collection that support architecture including interior design, design drawing, landscape architecture, design thinking and collaboration, sustainable design, and interdisciplinary works.

Online Collections and Resource Sharing

The university subscribes to 130 online databases containing citations, abstracts and full text of thousands of journals, newspapers, research reports, government documents, conference proceedings, radio and television transcripts, business and company information including SEC filings and financial data. Examples of subject coverage include ABI/INFORM Complete (ProQuest Business Collection); Academic Onefile (technology, medicine, social sciences, the arts, theology, literature, and other subjects); Applied Science and Technology Abstracts (ASTA); Business Newsbank; Demographics Now (online access to United States Census data and more); Hospitality & Tourism Index (comprehensive bibliographic database relating to all areas of hospitality and tourism); Lexis-Nexis Academic Universe; and the Management & Organization Studies Collection (peer-reviewed journals published by Sage and participating societies).

The Master of Architecture program is supported specifically with the following online databases: Art Abstracts (architecture, art, art history, the decorative arts, industrial design, photography, and related subjects); ARTstor Digital Library (over 1.5 million digital images in the arts, architecture, humanities, and sciences); Avery Index to Architectural Periodicals (over 700 American and international journals and popular periodicals); JSTOR (core journals in the humanities, social sciences, and sciences); Urban Studies and Planning (geography, environmental effects, social dynamics, policy, urban and economic development, and culture); Materials Science Collection (50 peer-reviewed journals published by Sage and participating societies); and MeLcat Resource Sharing (state-wide union catalog of the holdings of over 400 participating libraries in the State of Michigan). Added since the 2014 APR IC are Art and Architecture Complete and the new Kanopy video streaming service. Kanopy provides access to 26,000 educational videos, of which 2,979 are in the Arts and 363 in the subject of Architecture.

KCAD students also have the opportunity to use the largest academic collection of samples from Material ConneXion. The onsite research center features more than 450 samples from an archive of more than 7,000 materials. Through KCADL, students have 24/7 remote access to the Material ConneXion database. Online users get unlimited access to images, detailed material descriptions, usage characteristics, and manufacturer and distributor contact information, all written and compiled by a knowledgeable staff of material specialists.

Special Collections

The library has a unique special collection of books, periodicals, prints and drawing portfolios, designer's scrapbooks, and company product catalogs documenting the history of architecture, furniture design, interiors and ornamentation and industrial design dating from the 1800s with emphasis on the early 19th century through the mid-20th century. Also included in this collection are unique items as well as those owned by only one or a small number of libraries. Many of these items have been identified as being from the personal library of David W. Kendall and Helen Miller Kendall and present a unique window into their intellectual and artistic life.

This collection has been further developed through significant donations from both corporate furniture design libraries and personal libraries of individuals. European and American architecture and design dominate, but the collection also has holdings in Chinese, Asian, and Latin American art, pottery and porcelain, furniture and architecture. While a small group of faculty and their students are making use of the collection, planning is underway to digitize the collection, which will provide greater use through online access.

Staff

The library staff comprises two professional librarians with American Library Association (ALA) accredited Master's degrees in Information and Library Science. A search is underway for a third librarian to replace Technical and Access Services Librarian Diane C Dustin, following her recent untimely passing.

Michael J. Kruzich holds a Master of Information and Library Studies (MILS) from the University of Michigan and a Master of Arts from Marygrove College. He serves as library director and has been in this position since 2002. The library director is a member of the President's Council, a voting *ex officio* member of the College Senate, and serves on the Dean's Academic Council. Michael has received special training in critical literacy, training the trainer, supervision, and mediation. Michael currently serves as a member of the MArch board of formation and the MArch curriculum committee.

Elise J. Brown received her Master of Science in Information Science (MSIS) from the University of Texas at Austin and serves as reference and instruction librarian. She has been in this position since 2004. Elise also maintains the library's website and promotional activities.

The library receives between 30 (summer) and 70 (fall/spring) hours per week of graduate assistant and work-study labor, used mainly for staffing the circulation desk, reshelving materials and new materials processing.

Services

Audiovisual equipment delivery service: Flat screen television/DVD players are available to be scheduled by faculty for use in classrooms in the Fountain Street building and for student groups outside of classes. Items scheduled through the library's booking system will be delivered and picked up from the needed location. DVDs from the library collection can also be booked for delivery at the same time.

Interlibrary Loan: In addition to access to the collections of over 400 libraries in the State of Michigan through MeLcat, a resource sharing between libraries, KCADL also provides traditional interlibrary loan through OCLC. Used primarily by faculty members doing research for publication, but also available to undergraduate and graduate students, interlibrary loan provides access to the holdings of research libraries and institutions throughout the United States and beyond.

Course Reserves: Faculty members are encouraged to place readings and other research materials on library reserve. Library course reserves allow for equitable and easy access to materials needed by a class for either a short period of time or for an entire semester.

Reference and Research Assistance: The professional librarians are available during regular library hours and by appointment to assist with research. Focusing on teaching students basic research skills, reference service often takes the form of individual instruction on how to formulate a research query, generate search terms, and choose an appropriate database, narrowing or revising the search and selecting appropriate materials. While none of the librarians are subject specialists in architecture, they are conversant with the library's collections and proficient information specialists, providing students with deep learning experiences in using information resources.

Instruction Services: Formal presentations are provided at the request of faculty members who are willing to incorporate library research sessions into their courses. At the undergraduate level, general library instruction sessions generally consist of one class session and are supplemented by instructional handouts and Web-based instruction. More frequently, sessions are delivered in a targeted fashion to meet the needs of specific assignments, which often include one-on-one consultation appointments.

Assessment

The library participates in college-wide assessment of student learning outcomes. Using an assessment cycle, library research instruction sessions are developed and conducted with defined goals and learning outcomes, based on the standards set forth by the Association of College and Research Libraries (ACRL) and the Information Literacy Competency Standards for Higher Education. The following learning outcomes have been identified for assessment:

- KCAD students will be able to identify information access points, apply the appropriate access tool, and formulate search strategies.
- KCAD students will be able to search, select, retrieve and evaluate information to determine its level of usefulness.
- KCAD students will understand many of the economic, legal, and social issues surrounding the use of information and will access and use information ethically and legally.

Facilities, Equipment, and Hours of Operation

The library has been in its current location on the second floor of the Fountain Street building since 1985. The space is roughly 3,388 square feet and houses the entire library including reference, main, audiovisuals and special collections, offices for three librarians, circulation, reserves, technical services, and seating for twenty-six.

In 1985 when the library moved into the space, the collection numbered 11,000 volumes, served 400 students and was designed with seating for 84 students. Today in the same square footage, the collection numbers over 24,000 volumes and serves over 1,300 students in three times the number of programs of study. As the collection has grown over time, shelving has replaced seating and the requisite floor space to accommodate patrons. The collection of 592 shelves of books and periodicals has been for some time functionally full, resulting in collections at zero-growth. Based on an enrollment standard for academic libraries, KCADL would be expected to have a physical book collection of 90,000 – 100,000 volumes [Planning Academic and Research Library Buildings, 3rd edition, 2000]. The scope and needs of the library in 2018 and beyond are vastly different from those in 1985. The library, once primarily a repository of print resources supporting art history and fine arts, is now an information portal serving both undergraduate and graduate students from all the programs of study with print, electronic, and digital resources.

During the Fall and Spring terms the library is open 60 hours per week. Remote access to online resources, including the online catalog, interlibrary loan and online renewal of books, is available 24/7. In the summer, the library is open approximately 40 hours per week.

Budget and Funding

Library funding is provided solely through the annual institutional allocation. The library's materials budget, which includes books, periodical subscriptions, DVDs, CDs, bindery costs and subscriptions to online reference and periodical databases, has over ten years increased from under \$50K to the current level of \$81K. Funds are sufficient to maintain the current level of print collection acquisitions, however there is pent-up demand for expanding both the book collection and new online subscriptions.

The Future

Consortia resource sharing and electronic access to e-resources are without a doubt immensely important and will continue to be a driving force in the way libraries deliver content. KCADL is committed to the library of the future, which does not necessarily mean without printed books. It does mean that innovation will drive the creation of information and changing storage formats, challenging information professionals to find new ways to think about and teach information seeking skills and habits of mind to college students. The mission of KCADL to provide a transformative learning environment is immensely important.

In the currently ongoing college-wide facility master planning, library staff and faculty have proposed a concept based on a "Learning Commons." This Commons could integrate elements of a traditional library with casual and more formal meeting spaces, as well as amenities such as food and beverage. As envisioned by library staff, the learning commons seeks to reimagine and repurpose the library as an extension of classroom and studio learning.

I.2.5 Administrative Structure & Governance

i. Administrative Structure

Kendall College of Art and Design is a semi-autonomous unit of Ferris State University. It is self-governing, maintaining its own academic programs and independent academic structure and processes, as well as its own administrative and support infrastructure. Recently, the leadership structure of the college was reorganized as a President's Cabinet with six areas: Academics, Resources, Student Engagement and Success, Communications, Facilities, and the Urban Institute for Contemporary Arts. Each of the six has a head that reports directly to the president.

The head of academics is the Academic Dean of the college, Charles Wright. Dean Wright joined KCAD in the summer of 2017, following a national search. The graduate program in architecture falls under his office, as do all other undergraduate and graduate programs. There are no area academic deans. The MArch program director and chairs of other programs report directly to the Academic Dean. The placement of a permanent dean, following three years of service by Interim Dean Ron Riksen, is already impacting the work and support of the Master of Architecture in a positive manner.

The Master of Architecture program is led and administered by its formative director, Brian Craig, AIA, LEED AP. As the program grows, its administrative structure will evolve in concert with the leadership and academic culture of KCAD.

With a 2017/2018 fulltime enrollment of twelve students, the MArch program has two fulltime employees – the director, who also teaches a partial load, and one full time tenure-track faculty member. The program employs nine adjuncts and guest lecturers in the current semester. As with all other academic programs at KCAD, central administrative support is provided by the Dean's Office. In addition, the Office of Student Success provides admissions-related services, registration, scholarships, and student services. Support for the website, photography, and marketing is provided by the Communications Office. Three graduate assistants also provide support to the MArch.

II. Opportunities for Involvement in Governance

The MArch fully participates in the governance of the college. The MArch program director is a member of the College Senate, the Dean's Council, President's Council, and all of the college governance forums with the chairs of other programs. With the addition of a full-time tenure-track faculty member in the fall of 2016, the program is fully represented in faculty forums and initiatives as well, including the Graduate Studies Committee, and the Diversity, Equity, and Inclusion Committee.

With such an intimate professional program, much of the communication and work of governance within the program is held in an informal manner, with rapid feedback and action. At the same time, the program meets the formal processes, communication requirements, and milestones of all of KCAD's academic programs.

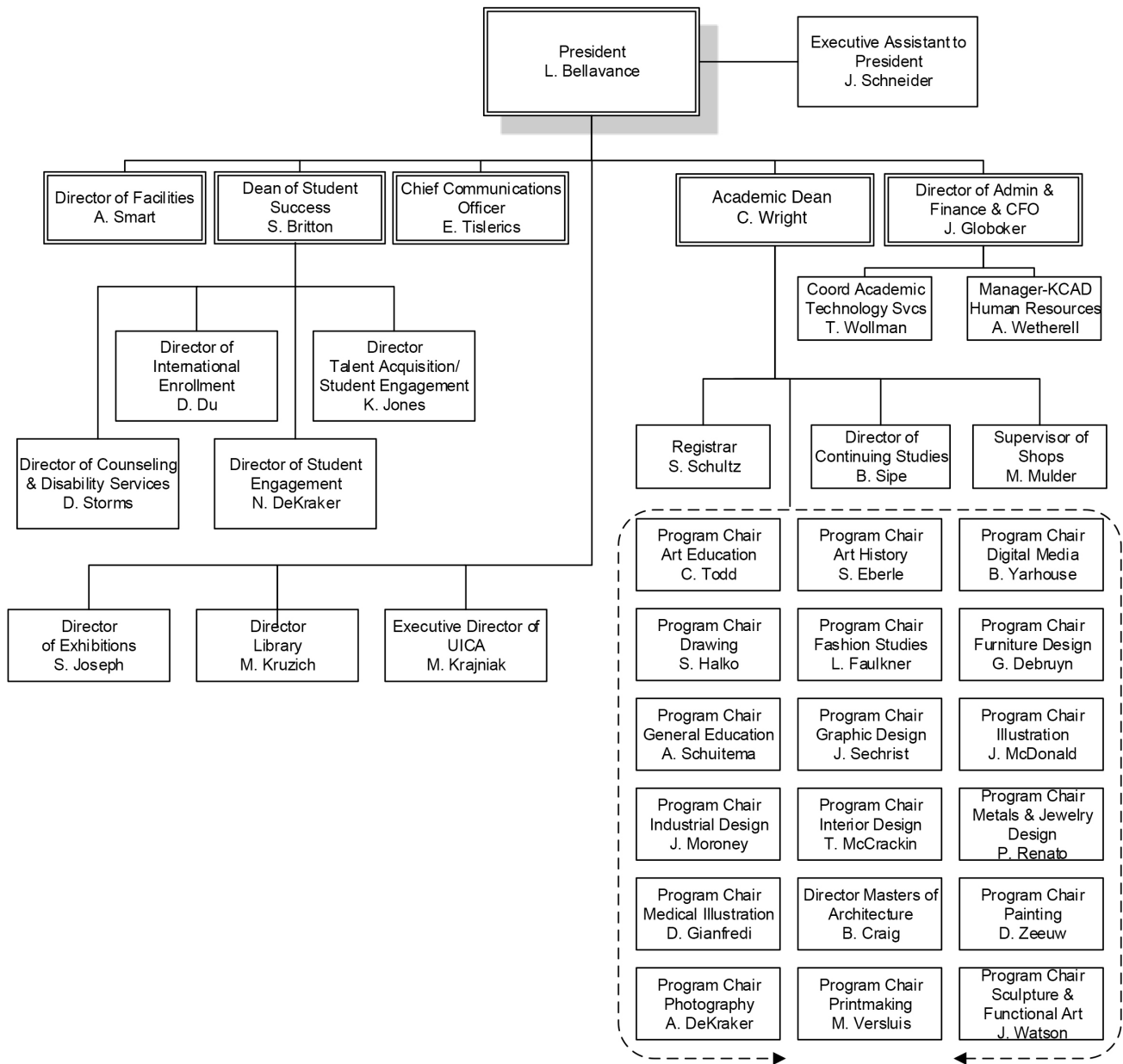
Students have organized an AIAS chapter. While KCAD does not have an overall student government structure, MArch students participate informally with graduate students from other programs in groups such as the Masters Collective. MArch students exhibit in the end-of-year all-college student exhibition, a curated show in which MArch and MFA thesis projects are presented together in the main exhibition space, The Fed Galleries @ KCAD..

KCAD emphasizes the importance of individual initiative in the life of the college. The structure and culture provide the opportunity for each faculty and staff member, regardless of hierarchy, to have meaningful involvement.

KCAD Organization Chart

(from the Ferris State University 2016-2017 Fact Book, modified to reflect Charles Wright joining the college as Academic Dean in July, 2017)

FERRIS STATE UNIVERSITY KENDALL COLLEGE OF ART & DESIGN



II.1.1 Student Performance Criteria

i. Overview and the Student Performance Criteria Matrix

The matrix on the following page shows where each Student Performance Criterion (SPC) is met and where it is practiced. The KCAD MArch curriculum scaffolds learning by asking students to engage with outcomes and objectives in situations where they are not required to demonstrate full understanding or ability. The matrix shows each criterion in bright yellow in the course in which it is demonstrated. A pale green box indicates that the SPC is introduced, practiced or engaged. The matrix illustrates the program's contention that students learn best when they engage skills, knowledge, aptitudes and attitudes at multiple points in their curriculum.

The KCAD MArch program proposes that we engage students deeply in architecture by dissolving or at least blurring some of the usual boundaries between "subjects," asking students to make innovative connections between and among such areas as history, professional practice, and technology, for example, or structures, critical theory, and design communication.

The first year of the program is an acclimation and acculturation to the multifarious discourses in which architects engage. No SPCs are fulfilled in these courses, though many are introduced and practiced. Design communication skills are developed in the first year as a complement to the studio and practiced throughout the curriculum.

An intentional strategy of the KCAD MARCH has been to team teach as many studios and six-credit immersions as possible during the first years of the program. A primary purpose of this approach is to engender thoughtful dialogue between faculty members regarding expectations, assessment, and grading, as well as generate interdisciplinary dialogue. This has proven successful for students and faculty alike.

Students who have a pre-professional degree in architecture are expected to be familiar with the discourses of architecture and may be placed into the second year of the curriculum, based on transcript evaluation and portfolio review. No SPCs are expected to be met in pre-professional degree programs. Every student is expected to demonstrate every SPC during graduate architecture studies at KCAD.

When reviewing the chart, it is important to understand the KCAD curriculum design intent: the course that demonstrates achievement of the SPC is not where all learning related to the SPC occurs. While this may seem obvious on the face of it, a specific example is helpful: KGAR 531, Critique of Architecture, is the course in the KCAD MArch that demonstrates achievement of SPC A.7 – understanding of History and Global Culture. 531 does not teach or even review all of global architecture history. Students have gained understanding of that body of knowledge from prior courses – undergraduate surveys or seminars or the courses in year one of the KCAD MARCH. The demonstration of understanding comes in the form of projects and assignments in 531 that require an integrated understanding of history and global culture and attach its relevance to architecture.

ii. Realm C – Integrated Architectural Solutions

The creation of integrated architectural solutions is at the heart of the KCAD approach to teaching and learning architecture. The curriculum was based on careful listening to practitioners and on the study of where architecture and architecture education are heading. What do our graduates need to become in order to lead that future? One clear answer is that they must be design leaders who can synthesize diverse input into solutions that possess a unifying clarity. While there are many ways to summarize the KCAD approach to design, in essence it is an iterative process of **research, understanding, design exploration, and execution**. The process is not linear. It always feeds back and learns from itself.

The sequences of immersive seminar followed by and overlapping studio reinforce this process. Research during the immersion leads to exploration and integration of solutions in studio. This is perhaps best illustrated in the course pairing of KGAR 541, Building Systems Integration immersion, overlapping with KGAR 542, Systems Thinking for Sustainable Architecture. KGAR 542 may be thought of as the

Course Offerings and SPC Matrix

Realm		Realm A - Critical Thinking and Representation								Realm B -Building Practices, Technical Skills and Knowledge										Realm C - Integ. Arch. Solutions			Realm D - Professional Practice				
SPC		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Semester offered per original curriculum sequence	SPC Name	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
	(Ability or Understanding)	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
	KCAD Course	KCAD cr	SPC met in NAAB-accredited program																								
Year 1	Fall	KGAR 511 Immersion 1: Seeing Architecture	6																								
		KGAR 503 Seeing Architecture	3																								
		KGAR 503 Global Modernism (also taken as elective by some students)	3																								
		KGAR 512 Studio 1: Principles & Processes: Objects	6																								
	Spring	KGAR 513 Design Communication 1	3																								
		KGAR 521 Immersion 2: How Things Work	6																								
		KGAR 503 Intro to Stuctures	3																								
		ARCH 361 Environmental Systems 1 (at FSU)	3																								
		ARCH 362 Environmental Systems 2 (at FSU)	3																								
		KGAR 503 Intro to Building Systems	3																								
	Summer	KGAR 522 Studio 2: Making & Meaning: Systems	6																								
		KGAR 523 Design Communication 2	3																								
Year 2	Fall	KGAR 551 Building Science Studio (not yet offered)	0 - 6																								
		Internship or Work Experience																									
	Spring	KGAR 531 Immersion 3: Critique of Architecture	6					A.6	A.7																		
		KGAR 532 Studio 3: Site : Tectonics : Sustainability	6				A.4	A.5	A.6		B.1	B.2															
		Elective 1	3																								
		KGAR 541 Immersion 4: Building Systems Integration	6								B.1		B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2					
		KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture	6								B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9			C.2	C.3				
		Elective 2	3																								
	Summer	Internship or Work Experience																									
Year 3	Fall	KGAR 611 Immersion 5: Critical Travel	6			A.3		A.6	A.8												C.1						
		KGAR 621 Thesis Preparatory Seminar (Moved to Fall)	3																		C.1						
		KGAR 612 Studio 5: Urban Collaborative	6					A.6	A.8	B.1												C.2		D.1			
	Spring	KGAR 613 Critical Practice of the Profession	3																B.10				D.1	D.2	D.3	D.4	D.5
		KGAR 623 Thesis Proseminar	3																								
		KGAR 622 Studio 6: Thesis	6	A.1	A.2																						
		Elective 3	3																								
		Total Credits	90 - 96																								

green = SPC introduced and/or developed
yellow = SPC achievement demonstrated

comprehensive design studio. In 541 the students research and evaluate systems (SPCs C1 and C2), through seminars and research, while in 542 they create systems solutions and integrate them through design (SPCs C2 and C3).

iii. High and Low Pass

Students receive letter course grades at KCAD on a scale of A through F. Each course syllabus states grading expectations and how course grades are determined. Most projects that are placed in the NAAB Team Room have received grades. High Pass ranking would be given to work that received grades of A through B+ or in some cases B. Low Pass is work that has received grades of B- through D.

This generalized statement may be superseded in Team Room demonstration of achievement of specific SPC's. For example, a project that shows a "High Pass" level of for a given SPC may not have received an overall "High Pass" grade, due to the complete range of course requirements that the project was to meet.

II.2.1 Institutional Accreditation

Ferris State University is accredited by the Higher Learning Commission. The February 22, 2012 letter from the Higher Learning Commission states the following action of their Institutional Actions Council (IAC):

The IAC voted to continue the accreditation of Ferris State University with the next comprehensive evaluation to be set in 2020-2021. No further Commission follow-up is required.

A copy of the letter is included on the following page.

KCAD also holds institutional accreditation from the National Association of Schools of Art and Design (NASAD). Their 2011 letter of accreditation follows. The next NASAD review will occur in 2020-2021.

The KCAD Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA).



Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

February 22, 2012

President David L. Eisler
Ferris State University
1201 S. State Street CSS 301
Big Rapids, MI 49307-2737

Dear President Eisler:

This letter is formal notification of the action taken concerning Ferris State University by the Higher Learning Commission. At its meeting on February 21, 2012, the Institutional Actions Council (IAC) voted on the items below. This letter serves as the official record of this action, and the date of this letter constitutes the effective date of your new status with the Commission.

Action. The IAC voted to continue the accreditation of Ferris State University with the next comprehensive evaluation to be set in 2020-2021. No further Commission follow-up is required.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site by March 5, 2012. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update. No other institutional information was changed.

If you have questions about these documents after viewing them, please contact John A. Taylor, your staff liaison. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed institutional changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call John A. Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

cc: Evaluation Team Members
Board Chair

NOV 16 2011

November 10, 2011

Oliver H. Evans
President/Vice Chancellor
Kendall College of Art and Design of Ferris State University
17 Fountain Street Northwest
Grand Rapids, MI 49503-3002

Dear President Evans:

The NASAD Commission on Accreditation, at its October 2011 meetings, voted to continue Kendall College of Art and Design of Ferris State University in good standing. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASAD policies regarding strict confidentiality.

This action is taken upon review of Kendall College of Art and Design of Ferris State University according to accreditation standards in effect in October of 2011. As a member of NASAD, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in the visual arts and design current with NASAD standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes for the success of your program, I remain

Sincerely yours,



Samuel Hope
Executive Director

SH:ck
Enclosure

cc: David L. Eisler, President
Ferris State University
Fritz Erickson, Provost and Vice President for Academic Affairs
Kendall College of Art and Design of Ferris State University
Max Shangle, Dean
Kendall College of Art and Design of Ferris State University
Robert Milnes, President, NASAD
Raymond Allen, Chair
NASAD Commission on Accreditation
Deborah Dluhy, NASAD Visitor
James Broderick, NASAD Visitor
William C. Bullock, NASAD Visitor

II.2.2 Professional Degrees & Curriculum

i. Degrees Offered

Master of Architecture Degree

There is a single three-year curriculum map for the degree, with multiple entry points, dependent on the student's prior education. For purposes of communicating generally with students and the public, the degree is defined in two increments:

- The "Three Year KCAD MArch": For students with a baccalaureate degree that is other than a pre-professional degree in architecture, the curriculum is 90-96 credits, normally gained over three years plus the summer between Years 1 and 2. Certain students may not be required to take the summer Design/Building Science session, depending on admission review, resulting in a 90-credit MArch.
- The "Two Year KCAD MArch": Students with a pre-professional baccalaureate degree in architecture may be admitted to the two-year track, which is 60-66 credits. Based on admissions review, the summer session may be required of some students, resulting in a 66-credit MArch. All SPCs are demonstrated in the final two years of the program, so all students demonstrate them during their studies at KCAD.

The student's exact placement in the overall curriculum depends on the evaluation of her/his individual record.

All students are required to fulfill a non-credit practice internship during their studies at KCAD.

ii. Minors and Concentrations

The MArch curriculum contains three electives totaling nine semester credit hours. The final elective is placed in the thesis semester, allowing a thesis-related elective topic. With our focus on transdisciplinary learning and practice, and drawing on existing and currently proposed KCAD and FSU courses, students can choose their electives to gain concentrations in areas as diverse as:

Interior Design
 Architecture History
 Digital Fabrication
 Industrial Design
 Fine Arts
 Construction Management
 Business

iii. List of Courses and Their Credit Hours

Year 1

Entry point for students with any accredited baccalaureate degree or international equivalent.

No SPCs are met in Year 1.

30–36 Credit Hours

Course Number	Course Name	Course Duration 2017/2018 (weeks)	Credit Hours
Fall			
KGAR 511	I-1 *Seeing Architecture	15	6
KGAR 512	S-1 Principles and Processes: Objects	15	6
KGAR 513	Design Communication 1	15	3

Spring

KGAR 521	I-2	*How Things Work	15	6
KGAR 522	S-2	Making and Meaning: Systems	15	6
KGAR 523		Design Communication 2	15	3

*Note: KGAR 511 - Seeing Architecture - is currently being taught as two 3-credit courses over two semesters: Seeing Architecture in the fall, and Global Architecture in the spring.
 KGAR 521 – How Things Work – is currently being taught as two 3-credit courses: Introduction to Structures, and Environmental Systems.
 As the program develops, these changes from the original curriculum design may be formalized.

Summer

Required for students as determined by the program.

Possible entry point for students with pre-professional bachelor's degree in architecture or equivalent, as determined by the program.

KCAR 551		Summer Studio: Design and Building Science	6	3–6
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Year 2

Entry point for students with pre-professional bachelor's degree in architecture or equivalent.

30 Credit Hours

Fall

KGAR 531	I-3	Critique of Architecture	15	6
KGAR 532	S-3	Site : Tectonics : Sustainability	15	6
XXXX		Elective 1	15	3

Spring

KGAR 541	I-4	Building Systems Integration	12	6
KGAR 542	S-4	Systems Thinking for Sustainable Architecture	15	6
XXXX		Elective 2	15	3

Year 3

30 Credit Hours

Fall

KGAR 611	I-5	Critical Travel	6	6
KGAR 612	S-5	Urban Collaborative	12	6
KGAR 621		Thesis Preparatory Seminar	12	3

Spring

KGAR 623		Thesis Proseminar	15	3
KGAR 622		Thesis Studio	15	6
KGAR 613		Critical Practice of the Profession	15	3
XXXX		Elective	15	3

v. Off-Campus Programs

Study away is required in the first semester of the final MArch year. It is six weeks in duration, focusing on place and using design research to understand the interactions of history, politics, social context, cultural diversity, and human behavior with the built environment. This is a six-credit course. The study away location in fall 2015 and 2017 was Portland, Oregon. The program was housed at Portland State University, with travel to Seattle, Washington and Vancouver, British Columbia. The 2015 theme was "Great Cities on the Water." The 2017 Theme was "Neighborhoods and Public Spaces." The proposed fall 2018 study away will travel to Volterra, Italy, where the currently-proposed theme will be "Public and Private Places, and the Spaces in Between."

vi. Other Degree Programs

KCAD offers numerous undergraduate and graduate degrees in the arts, design, and related fields. It does not offer a preprofessional architecture degree. For a listing of all KCAD degrees, please go to <https://www.kcad.edu/programs/>. Ferris State University, through its Architecture and Sustainability program in the College of Engineering Technology, does offer a preprofessional BS in Architecture and Sustainability.

II.3 Evaluation of Preparatory Education

i. Admissions Process Overview

The KCAD MArch program requires an earned baccalaureate degree as a condition of admission. We acknowledge and embrace the wide variety of preparation our students will bring, and we believe the differences in students' backgrounds and academic preparation will contribute to the diversity we seek to foster in the program and its community.

At KCAD, graduate students admitted with a regionally accredited undergraduate degree in any discipline may study architecture for three years (90-96 credits) to achieve the first professional MArch degree. In addition, we offer a two-year (60-66 credits) course of study for those students who have completed a pre-professional degree in architecture. In both cases, the application and admission process is the same. Applicants are required to submit the following:

- Application to the program (on-line or paper)
- Official transcripts
- 500-700 word statement of purpose
- Resume
- Portfolio (submitted digitally via Web)
- Three letters of recommendation

All applicants are required to submit official transcripts from the baccalaureate-granting institution. If the undergraduate degree program is still in progress at the time of application, admission is conditional upon degree conferral.

Applicants are evaluated for their potential to succeed in the rigorous, intensive, and nontraditional course of graduate study that is the KCAD MArch program. We ask all applicants to articulate their intentions and goals in undertaking a professional graduate architecture preparation in their statements of purpose. We also ask them to include some sample of visual communication in their portfolios. We encourage applicants to understand the portfolio as an opportunity to demonstrate their intellectual and academic potential as well as their communication skills in visual and verbal media.

When the applicant's materials are complete and have been reviewed by the KCAD MArch Admissions Committee (faculty and administrators), an applicant interview with two to three representatives of the committee is scheduled. This 45-minute interview gives the opportunity for KCAD to learn more about the applicant and for the applicant to have their questions of the program answered. Our recruiting and admissions process attempts to assure that this interview is at least the second in-person conversation with the applicant. We have found this step of the process to be invaluable.

Shortly after the interview an admission decision is made by consensus of the Admissions Committee. The committee also makes a recommendation of merit-based financial award, if any. All KCAD MArch applicants who are accepted into the program are automatically considered for merit-based financial aid.

The KCAD MArch program seeks to provide learning experiences that support student success in professional graduate studies in architecture. The program does not seek to admit students who will not succeed. The admissions process as outlined here undergoes annual assessment to determine that it yields a strong cohort of graduate students who support each other, learn from each other, and complete their degrees – and to revise the process as necessary to better meet that objective.

ii. Program Standing and Academic Advising

Applicants who have completed a pre-professional program in architecture or a closely related environmental design field may be awarded advanced standing in the program, entering at the level of the first semester of the second year. Some may be asked to complete the summer intensive course, Design and Building Science Studio, prior to their first fall semester. Placement is based upon review of the transcript and portfolio, with a follow-up applicant interview as needed. Students admitted to the two-year, 60 credit, MArch are expected to fully follow the stated curriculum.

Students admitted to the three-year, 90-96 credit sequence come from a wide variety of backgrounds, currently ranging from a BS in Aeronautics to BA in Interior Design. With their advisor, an individual course of study is developed. Students with substantial relevant academic or professional prior experience may place out of certain courses in year one only of the three-year MArch.

Those who are admitted to the program are assigned an academic advisor from among the architecture faculty. This faculty advisor meets with the student prior to initial enrollment to discuss program expectations for engagement, standards for graduate-level academic achievement, the opportunities for developing special interests through electives and co-curricular activities, and the student's own expectations for intellectual and professional development. At the end of each semester, the student and faculty advisor meet to discuss the student's progress, to surface concerns about the program or about the student's engagement in it, and to develop and revise the student's academic plan in support of her/his individual interests and goals. A record of each semester's advising session is placed in the student's advising dossier so that the overall arc of the student's education may be tracked.

All SPCs are met in the final two years of the graduate program, so there is no evaluation of SPCs met through course work at prior institutions. A fuller discussion of the KCAD MArch approach to SPCs is found in Section II.1.1, Student Performance Criteria, and the design of the degree is laid out in Section II.2.2, Professional Degrees and Curriculum.

II.4 Public Information

Full online access to information about the KCAD MArch is available on our website at

<https://www.kcad.edu/programs/graduate/m-arch/>.

This website provides information about the program, our curriculum, and links to the application for admission, as well as links to numerous other information resources.

Specific URLs to required public information are as follow:

II.4.1 Statement on NAAB-Accredited Degrees

<http://www.kcad.edu/programs/graduate/m-arch/public-information/>

II.4.2 Access to NAAB Conditions and Procedures

<http://www.kcad.edu/programs/graduate/m-arch/public-information/>

II.4.3 Access to Career Development Information

<http://www.kcad.edu/programs/graduate/m-arch/public-information/>

II.4.4 Public Access to APR's and VTR's

<http://www.kcad.edu/programs/graduate/m-arch/public-information/>

II.4.5 ARE Pass Rates

As of this writing, three KCAD MArch graduates have begun the ARE. Their pass rate on sections taken is 100 percent!

II.4.6 Admissions and Advising

Application

<http://www.kcad.edu/admissions/how-to-apply-graduate/>

Admissions Policy and Procedures

The application for the KCAD MArch can be found at:

<http://www.kcad.edu/admissions/how-to-apply-graduate/>

The KCAD MArch Admissions Policy and our approach to admissions are reflected throughout the responses to Frequently Asked Questions (FAQ):

<http://www.kcad.edu/programs/graduate/m-arch/faq/>

Our policy regarding admissions, advanced standing, and advising is shown in a document that is linked in the response to the FAQ *How can I apply?*

http://www.kcad.edu/uploads/docs/KCAD_MArch_Admissions_Policy_18.pdf

Financial Aid

<http://www.kcad.edu/admissions/funding-your-education/financial-aid-application-process/>

Student Diversity initiatives

<http://www.kcad.edu/about/strategicplan/priority-diversityinclusion/>

II.4.7 Student Financial Information

<http://www.kcad.edu/cost-of-attendance/>

<http://www.kcad.edu/programs/graduate/m-arch/technology-requirements/>

http://www.kcad.edu/uploads/docs/2017-18_cost_of_attendance.pdf

<http://www.kcad.edu/programs/graduate/m-arch/scholarships/>

III.1.1 Annual Statistical Reports

To date, three Annual Statistical Report (ARS) have been submitted, commencing in fall 2015. A letter from University Director of Institutional Research Mitzi Day follows.

III.1.2 Interim Progress Reports

Interim Progress Reports are not currently required of the KCAD MArch.



FERRIS STATE UNIVERSITY

ENROLLMENT SERVICES

ADMISSIONS | FINANCIAL AID | REGISTRAR

January 25, 2018

The following is verification that all data submitted by the Ferris State Office of Institutional Research in regards to the NAAB accreditation of the KCAD Master of Architecture Program is accurate and consistent with any other reports sent internal or external to the institution, including and not limited to the State and Federal Government Agencies.

Thank you.

Mitzi Day

Mitzi Day

Director of Institutional Research

1201 S State Street, CSS 201

Big Rapids, MI 49307-7747

1201 S. State St., CSS 201
Big Rapids, MI 49307-2747

Phone: (231) 591-2100
(800) 433-7747

Web: www.ferris.edu

Section 4. Supplemental Material

The material for this section is provided in a folder on Google Drive. An invitation to join the Google Drive folder will be provided to NAAB staff and visiting team members on request.

4.1 Course Descriptions

4.2 Faculty Resumes

4.3 Studio Culture Policy (draft)

4.4 Self-Assessment Policy

KCAD annual program review policy.

4.5 Academic Integrity Policy

The college policy on academic integrity is contained within the Code of Student Community Standards, which can be found online here:

http://www.kcad.edu/uploads/docs/17156_KN_Code_of_Community_Standards_FINAL.pdf

This policy is also included in full in the Section 4 Google Docs folder.

In addition, by MArch program standards, program and course expectations for academic integrity are clearly stated in each course syllabus. Students are expected to sign the Academic Honesty Policy (also included here) acknowledging their understanding and adherence.

4.6 Information Resource Collection Development Policy

4.7 EEO/AA Policies and Procedures

These policies are available directly on line at

<http://www.ferris.edu/htmls/administration/trustees/boardpolicy/7.htm>

They are also included in the folder.

4.8 Human Resource Development Policies

Ferris and Kendall personnel policies are found at

<http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/6.htm>

They are not copied to the folder.

Subparts 6-0 through 6-14 apply to Ferris State University as a whole. Subpart 6-15 modifies university policies as applicable to Kendall College of Art and Design.

4.9 Policies, procedures and criteria for faculty appointment, promotion, and tenure

Faculty appointment, promotion and tenure are governed by the terms of the contract between the Kendall Faculty Association and Kendall College of Art and Design of Ferris State University. The relevant contract sections are excerpted and included in this folder.

4.10 Offsite Program Questionnaire

This questionnaire is not applicable to the KCAD MArch.

4.11 Previous Visiting Team Reports (VTR)

The VTR's from the November 2014 KCAD MArch Initial Candidacy and November 2016 Continuation of Candidacy visits are included in the folder.

4.12 The Plan for Achieving Initial Accreditation (PAIA)

The PAIA from September 2013 is included in the folder.

4.13 Eligibility Memorandum

The Eligibility Memorandum from 2014 is included in the folder.