

Architecture Program Report

Kendall College of Art and
Design of Ferris State
University

September 7, 2021



National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	<u>Kendall College of Art and Design of Ferris State University</u>
Name of Academic Unit	Master of Architecture Program
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	☐ <u>Bachelor of Architecture</u> Track: ☒ <u>Master of Architecture</u> Track I: Undergraduate degree with architecture major + 60-66 graduate semester credit hours Track II: Undergraduate degree with non-architecture major + 90-96 graduate semester credit hours ☐ <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	First Term of Continuing Accreditation
Year of Previous Visit	2018
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Initial Accreditation (Three-Year Term)
Program Administrator	Michael (Mick) McCulloch, Ph.D., AIA (Program Chair)
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Stephen Halko, MFA (Dean of Academic Affairs)
Chief Academic Officer of the Institution	Stephen Halko, MFA (Dean of Academic Affairs)
President of the Institution	Tara McCrackin, M.Ed. (President)
Individual submitting the APR	Michael (Mick) McCulloch, Ph.D., AIA
Name and email address of individual to whom questions should be directed	Michael (Mick) McCulloch, Ph.D., AIA (michaelmcculloch@ferris.edu)



Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

The KCAD Master of Architecture program appreciates the feedback received following its successful 2018 Initial Accreditation visit. Program faculty and the college administration have used the resulting Visiting Team Report to help guide the program's continued growth and development over the past three years. The visiting team identified two Conditions Not Met (Condition 1.2.3 Financial Resources and Student Performance Criterion B.10 Financial Considerations), as quoted below *in italics*. Each is followed by a description of the actions taken since the previous visit to address these.

***"1.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.*

[X] Not Demonstrated

2018 Team Assessment:

The program is underfunded in its current structure, and the team is not certain that measures are in place to ensure continued success. Specifically, the team has serious concerns that present funding levels are insufficient to support the full complement of faculty required to support student learning and achievement over the long term.

School and program leadership is planning on future increased enrollment to result in tuition revenue increases, which will in turn directly support an enlarged budget for faculty lines and other program-specific expenses. However, this is speculative, and the team understands its task is to assess conditions as they are today.

Resources provided by funding at the school level include use of facilities and studio space sufficient for enrollment of 30 students (currently 15), library and information resources, human resources, admissions, general administration, shared labs and workshops, and professional development.

The team understands that the budget attributed to the program as presented in the APR includes lines for dedicated faculty and administrative salaries, and a small discretionary budget for supplies, and equipment.

Currently the program has one full-time faculty member and one full-time administrator who also has significant teaching responsibilities.

The remainder of instruction is taught by adjunct faculty, and part-time commitments from faculty in the FSU undergraduate programs (Bachelor of Science in Architecture and Sustainability and Bachelor of Science in Facility Management) and the KCAD



Interior Design and other departments. Program leadership has expressed a desire to convert certain adjunct positions into assistant professorships, either term or tenure track. This request is under consideration, and as a tuition-driven institution, is largely based on financial factors.

As of the date of the visit, the team understands that the continued or expanded use of FSU faculty to provide instruction for the graduate program is not ensured. However, it is evident that this arrangement has been successful in improving the ability of student work to fulfill SPC requirements. Therefore the inability of the program to commit to this arrangement is a serious cause of concern.”

The KCAD Master of Architecture program’s Financial Resources allocation has been improved since the 2018 Initial Accreditation visit. This has been achieved, as described further in section 5.7 below, through the introduction of a new term-appointment Assistant Professor position, for which Charlie O’Geen has been hired. With two full time faculty members, both of whom have wide-ranging and distinct areas of teaching expertise, the program can now offer more courses taught by full-time faculty, and will be enlivened by more full-time faculty research and creative activity. This hire followed the retirement of the program’s Founding Director Brian Craig in 2020. The program, in other words, has transitioned from 1 full-time faculty member + 1 administrator teaching a partial load on an adjunct basis, to 2 full-time faculty members, one of whom also serves as the Program Chair. This aligns the Master of Architecture with the rest of the College’s programs, which are all lead by full-time faculty Chairs, and puts the program in a stronger position for the next phase of its growth and development. The administration granted tenure to Program Chair Mick McCulloch to begin in Fall 2021, strengthening the program’s position within the college.

KCAD’s administration has continued to give significant financial support to the program in the form of scholarships for admitted students, which helps to make the program more affordable and supports enrollment. It continues to increase the annual financial support provided to faculty for research and development. The Dean of Academic Affairs has also recently supported the program as it explores a potential articulation agreement with the Bachelor of Science in Engineering program at Grand Valley State University, which could be a model for future efforts to create stronger undergraduate pathways into the Master of Architecture program. Faculty in the KCAD Interior Design, Furniture Design and Collaborative Design undergraduate programs have been increasingly important partners with the Master of Architecture program, supporting shared activities such as a forthcoming Fall semester bus trip to experience Chicago’s NeoCon Conference and Architecture Biennial, and allowing. These relationships have helped students from the B.A. in Interior Design to successfully move into the 3-year track of the M.Arch program—a trend to build upon moving forward.

The KCAD administration has made an important facilities investment in the Master of Architecture since 2018, supporting the program’s move to a set of more strategically-located spaces, as further described in section 5.6. In 2018 the program was distributed across three different buildings, and now has a set of contiguous spaces within the main Kendall Building. This change will create a stronger sense of community and identity for the program, and put it in close proximity to undergraduate programs in the peer

disciplines of Interior Design and Furniture Design, supporting its interdisciplinary ethos. A stronger sense of community and identity will ultimately promote enrollment growth.

The 2018 VTR discusses the potential for resource sharing between the KCAD Master of Architecture program and the Ferris College of Engineering's Bachelor of Science in Architecture and Sustainability program. The two programs continue to seek such opportunities. The faculty continue to collaborate in an informal way, helping one another with admissions recruiting as opportunities arise, and have also had success in developing a formal joint KCAD/Ferris Architecture Lecture Series. This is a way that the programs can share financial resources related to speaker fees, but also cultural resources in the sense that together they create a larger and more diverse community around shared interest in discourse on architecture and urbanism. Sharing faculty teaching responsibilities between the programs remains an intriguing possibility, though this is complicated by the fact that the two Colleges' faculty work on different contracts. Because the KCAD Master of Architecture program has recruited some excellent new adjunct faculty members to teach in the area of Systems Integration since 2018, the lecture series has turned out to be a better fit at this time in terms of resource sharing between the programs.

"2014 Student Performance Criterion B.10, Financial Considerations:

Understanding of the fundamentals of building costs, which must include project financial methods and feasibility, construction cost estimating, construction scheduling, operational costs, and lifecycle costs.

Previous Team Report (2016): 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.

2018 Visiting Team Assessment:

NOT MET: *The team found that while notable progress has been made in demonstrating understanding of cost estimating in KGAR 613 - Critical Practice of the Profession through student assignments, the balance of other topics within this criterion remain not met.*

Specifically:

- *Life cycle analysis (LCA) exercises in KGAR 541 - Immersion 4: Building Systems Integration demonstrated an ample understanding of environmental impacts of design decisions, but did not incorporate cost factors. Some student work referenced analysis of initial cost vs operational, cost but this was not included in the work of all students.*
- *The team did not find evidence of finance and feasibility topics.*
- *The team found some references to durable materials and relative energy usage in several courses in studio work, but not specifically regarding operational costs.*
- *Construction scheduling was referenced in case study exercises in KGAR 613, but did not sufficiently demonstrate understanding."*



The courses KGAR 541 Building Systems Integration and KGAR 613 Critical Practice of the Profession have put a greater emphasis on Financial Considerations since the 2018 visit.

Building Systems Integration now includes lectures focused on life cycle cost analysis, construction sequencing and scheduling, and project finances. An energy modelling assignment has been introduced in the class, which requires students to consider energy cost as part of the analysis. Assignment 6, which addresses photovoltaic systems, calls for assessment of the life cycle cost of photovoltaics. Assignments 8 and 11, which address building envelope and structural systems respectively, requires comparative decision matrixes that consider system cost among other factors. In addition to the lecture noted above, Assignment 12 addresses construction sequencing.

In Critical Practice, private and public financing methods, cost estimating, project scheduling and life cycle cost analysis are now addressed in the week 9 lecture “Project Conception and Conceptual Estimating” (“Project Conception and Finances”), the accompanying assignment worksheet Cost Estimating and Project Scheduling Question and Answer, and a final exam question on project financing. Detailed construction cost estimates are provided to and scrutinized with the students. Relationships between construction cost and quality and fees are addressed in the Project Management lecture.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The Master of Architecture program achieved initial accreditation following a successful Fall 2018 visit, which was held under the 2014 Conditions for Accreditation. During the following 2019-2020 academic year the program continued to operate under the 2014 Conditions, anticipating a Continuing Accreditation visit under those same conditions in Spring 2021. Disruptions caused by the onset of the coronavirus led NAAB, in Summer 2020, to encourage programs with Spring 2021 visits to postpone those visits until Spring 2022. The KCAD Master of Architecture agreed to postpone its visit until Spring 2022, understanding that this would require a shift to the 2020 Conditions for Accreditation.

In order to shift from the 2014 to the 2020 Conditions, the program’s faculty studied its SPC Matrix from the former and developed a new draft PC/SC matrix for the latter. Finding the 2014 and 2020 conditions to be compatible (the latter composed of fewer and more encompassing criteria) the faculty determined that the change did not require major curriculum shifts to meet. Instead, they worked from the new PC/SC matrix and the new language for the criteria that their courses demonstrate as they refined their course design and delivery in AY 2020-21. When faculty and outside critics performed their twice-annual assessments of Master of Architecture courses, they have assessed the Spring 2020 and Fall 2021 work in terms of the new (2020) Criteria, creating a forum to think critically about how the courses can better navigate the translation in criteria, resulting in “summary and plan of action” that are shared with all faculty to assist in their course development. The assessment team retained the old SPC B.10 Financial



Considerations in its assessment of Spring 2020 courses because cost-related factors are less explicitly addressed in the new criteria, and the team wants to make sure that this criterion, which was found to be “not met” in the 2018 visit, remained a focus for continuous improvement.



NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Kendall College of Art and Design (KCAD) emerged from the creative environment of the Grand Rapids furniture industry in the 1920s, and today plays a leading role in the art-and-design-focused culture of “Furniture City” from its downtown location. In 2001, KCAD merged with Ferris State University, a public institution located fifty minutes’ drive north of Grand Rapids in Big Rapids, Michigan. KCAD serves about 600 students and Ferris State about 10,000. KCAD’s offerings include Bachelor’s programs in Art History, Collaborative Design, Digital Art and Design, Drawing, Fashion Studies, Graphic Design, Illustration, Interior Design, Life Sciences Illustration, Painting, Photography, Printmaking, Product Design, and Sculpture and Functional Art. Graduate programs include the Master of Architecture and also the Master of Arts in Design, Master of Arts or Certificate in Visual and Critical Studies, Master of Fine Arts Painting, and the Advanced Studies in Design and Innovation Management Certificate.

The mission of Ferris State University and Kendall College of Art and Design are foundational to the Master of Architecture program:

Ferris State 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.

KCAD Mission:

As a college within Ferris State University, Kendall College of Art and Design prepares students for leadership in design, the visual arts, and art history; 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.

Building on these principles, the Master of Architecture program believes that architectural education should be place-based and community-engaged:

Master of Architecture Program Vision:

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



Over the past seven years, the program has developed a unique identity and set of practices that reflect this vision, and the opportunities afforded by the institutional and urban context described above. Its differentiators include:

- An urban context that supports engagement with community stakeholders, including local residents and institutions as well as the west Michigan architecture practice community.
- An interdisciplinary art-and-design context, where architecture students engage in dialogue with a diversity of designers and fine artists
- A curriculum that builds connections between different realms of architectural education, pairing immersive seminars with design studios and encouraging students to connect their design work with their study of culture, society, and building systems

A Note Regarding Delivery Methods: With the exception of Spring 2020, when COVID-19 caused the college to move to fully remote delivery, the Master of Architecture program uses an on-campus in-person delivery method for the vast majority of its classes, though it has begun to experiment with zoom-based synchronous delivery for two courses that lend themselves toward that method: Intro to Structures and Thesis Proseminar.

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Kendall College of Art and Design is a unit within Ferris State University that is self-governing, maintaining its own academic programs and independent academic structure. The Master of Architecture program is one of twenty-one academic programs within KCAD, each of which is lead and supported by the office of the KCAD Dean of Academic Affairs. Its two full-time and five adjunct faculty benefit from the support of several college- and university-wide offices on matters such as to admissions, scholarships, student employment, academic records, and financial aid and communications. The college funds three Graduate Assistant positions that provide student employment and support for the program.

Mutually supportive relationships with faculty from other programs is a strength of the Master of Architecture program, leading to interdisciplinary elective courses and review juries. As mentioned above under "Progress since the Previous Visit," the faculty of the Ferris State B.S. in Architecture and Sustainability program collaborate with the KCAD M.Arch on a joint lecture series. Master of Architecture faculty in turn support other programs and serve on college and university committees, taking part in shared governance of the institution.



The architecture practice community has been instrumental in the development of the program since its founding in 2014. Its members serve on the program's advisory board, provide internships for students, serve as visiting critics, teach as adjunct faculty members, and support the students with mentorship and scholarships and other financial support through the AIA Grand Rapids chapter and the Michigan Architectural Foundation.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The Master of Architecture program emphasizes connections across disciplines through collaboration, engaging with students and faculty from throughout the college in formal and informal ways. Architecture faculty invite design and fine arts colleagues from across the college to be guest critics, and reciprocate by serving as critics across the college themselves. Through elective courses, Master of Architecture students have explored painting, drawing, furniture design and interior design for example, often seeking to explore the intersection of architecture and these disciplines.

The curriculum of the Master of Architecture program seeks to break down traditional silos within architectural education through its series of paired seminars and studios. Students take the history and theory course Critique of Architecture at the same time as Studio III for example, and the seminar requires critical engagement with the studio project that the class is concurrently developing. Similarly, Critical Travel directly precedes the Urban Collaborative Studio, and faculty make intentional connections between the cultural analysis done during travel and the lessons it holds for public space design and community engagement in Grand Rapids through the studio. This unique degree of cross-course coordination is supported by the relatively small size and collaborative culture of the program's faculty group.

Field trips and travel are essential to a program that emphasizes the critical study of culture and place. Prior to COVID-19, the program organized studio-related trips to Chicago, Detroit and Muskegon, MI, and extracurricular tours such as a construction tour of the adaptive reuse project at 50 Monroe in downtown Grand Rapids and a tour to study the innovative workplace designs on display at the Steelcase headquarters. Each student (with the exception of Summer 2020) participates in a travel course Critical Travel in the Summer semester between the second and third years of the program, as mentioned above, and these have taken Master of Architecture students to northern Italy and the Italian city of Volterra in recent years. For Critical travel 2021, the program took students to Detroit for three weeks of intensive study.

The Master of Architecture program's faculty and students are actively engaged within the community, most explicitly through the Fall semester Urban Collaborative Studio. Since the 2018 APR, this studio has become increasingly visible and impactful within Grand Rapids, as is described in Sections 2 and 3. Also, the students of the M.Arch program have a community-engaged AIAS chapter that is supported by the college's student success staff and a faculty advisor. It provides a forum for hosting career-oriented events, service projects, and social gatherings. The leadership of the KCAD



AIAS chapter has often participated in the Board of Directors of the AIA Grand Rapids, providing an exceptional learning opportunity and a means to coordinate the activities of these student and professional organizations. Students have made an impact in the community through their AIAS volunteer activities, supporting AIA Grand Rapids and the nonprofit Our Kitchen Table, which focuses on health equity by increasing access to fresh food in underserved communities.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Located in the center of a growing mid-sized city, and within the dynamic context of a college of art and design, the KCAD Master of Architecture program thrives on the connections it builds inside and outside of the university. Its paired seminar and studio courses encourage students to create bridges between their humanities and building science learning and their concurrent design projects. Through electives and grant-funded research projects, students work with faculty and peers from across KCAD's fine arts and design programs according to their interests and values. The program reaches beyond the walls the college, engaging a diversity of stakeholders in their studio projects and service work. In these efforts, Master of Architecture students create mutually-beneficial relationships. They learn from the city's residents and institutions, and in turn contribute design-build projects, visions for the future of public space, and presentations and exhibitions that influence culture locally and beyond. M.Arch students and faculty also gain much, and contribute much, in their engagement with the local practice community. The AIA Grand Rapids holds lectures and events at KCAD, and collaborates with the KCAD AIAS leadership team. Local practitioners teach in the Master of Architecture program, and give their time and insights as guest reviewers and advisory board members. In turn, students and graduates of the program contribute to the local practice community as interns and emerging professionals, bringing the distinctively critical and creative sensibility of a KCAD student to their work.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The KCAD Master of Architecture program celebrates design as a context-rich and expansive practice. In its studios, which are central to the curriculum, design challenges seldom focus on an object or building and its internal form and organization alone. Instead, external inputs are brought to bear in order to make the design problem more complex and meaningful. Readings, site visits, and engagements with real-world stakeholders bring questions of ecology and human culture into the conversation—questions that students can productively grapple with through the design of the built environment. The paired seminars that accompany

Studios III through VI provide a forum for further exploring the context of the studio design challenge. In Studio III, for example, the study of polemic from Critique of Architecture's history and theory content informs the studio work, while in Studio IV, the testing and comparison of systems' performance in the Building Systems Integration seminar informs the parallel studio design. Existing buildings and cityscapes are a frequently engaged in the design studio, allowing students to grapple with questions of adaptive reuse and of the ways that new cultural ideas can meaningfully build on those of the past.

In the exploratory and interdisciplinary spirit of an art and design school, the program seeks a design culture that is not narrow and dogmatic, but instead one that is welcoming of students' diverse approaches and interpretations. There is not one style or representational approach that dominates, but instead students are guided as they develop an approach that follows from their own considered values. Nowhere is this more evident than in the Thesis sequence, in which students' topics grow from a taxonomy of ideas that they develop based on their studies and their life experiences. Rather than being organized around a shared theme, what defines these projects is the idiosyncrasy of many highly personal explorations of architecture, pursued with rigor.

The interdisciplinary opportunities pursued in electives and extra-curricular endeavors that provide further support for the program's expansive design culture. An M.Arch student, for example, was part of a Wege-Prize award winning team for their innovative furniture line "Considered Furniture," and another is currently at work on a grant-funded multi-disciplinary team researching future models for the small-town pharmacy, which they frame as a crucial element within the U.S. rural healthcare infrastructure.

As the program continues to grow and develop, and to pursue the goals outlined in section 5.2, one of the opportunities ahead is to make its Thesis exhibitions more public-facing. This has the potential to make our context-rich design culture more responsive to debate and discussion in real time within the community where we work. Continuing to cultivate and celebrate interdisciplinary projects, including more collaborative courses, field trips and other initiatives, will strengthen the program's open and exploratory approach to design.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

Environmental stewardship and professional responsibility are foundational to the KCAD Master of Architecture program, and are reflected in its curriculum. Architecture's relationship to modernization, for example, is scrutinized in the course KGAR 531 Critique of Architecture, where students grapple with the architect's prominent role in shaping environmental, ecological, and social conditions, for worse or for better. In KGAR 613 Critical Practice of the Profession, students examine current understandings of the ethics of professional practice, including the responsibility to be stewards of the environment. The course sequence KGAR 541



Systems integration and KGAR 542 Studio IV explore the design of both natural and human-made systems and their integration in architecture. In KGAR 541 and in KGAR 612 Urban Collaborative Studio, students engage in questions of universal design and social equity as part of the contemporary architect's constellation of professional responsibilities.

The program is fortunate to be part of a professional community that emphasizes environmental stewardship. The AIA Grand Rapids Committee on the Environment (COTE) is exceptionally active, and KCAD students, faculty, and alumni participate in their webinars and in-person events, which are often held at KCAD's Boyer Hall. The AIAGR COTE hosted a particularly popular event in Spring 2019, when author David Orr gave a lecture titled "Design, Democracy and Climate Change" at KCAD. More recently, in January 2021, the group hosted a webinar on the AIA 2030 Challenge that explored both the principles and best practices for integrative design in order to increase building performance—well timed as the Master of Architecture program's Systems Integration and Studio IV courses were just launching their own integrative design projects at that time.

Continuing its efforts to grow in this area, the faculty would like to cultivate relationships with outside professionals from the sciences such as ecologists (from Ferris or Grand Valley State University), who could add context to the program's culture of environmental stewardship that goes beyond its in-discipline discussion. It is crucial that our environmental discourse continue to be ambitious—well beyond green roofs and photovoltaics—and toward an increasingly holistic understanding of architecture's participation in the environment. The contributions of new faculty member Charlie O'Geen, who explores site-based material responses that stress economy of means and re-use as opposed to throw-away culture, will support this goal.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

As the first major seminar in the last two years of the program—the entry point for Track I students—the course Critique of Architecture is designed to establish questions of DEI, broadly defined, as a high-stakes opportunity for the discipline of architecture. The course presents the discipline's modern history as a series of social dilemmas, from its participation in the violence of colonialism and war to its top-down and bottom-up projects of social reform. The instructors work to present a global history and to critically reflect on the western-centrism that has traditionally structured history and theory courses. Critique presents artifacts from the past as lenses through which to reflect on pressing contemporary questions of race, gender and social equity.

The course KGAR 611 Critical Travel aims to extend students DEI thinking by encouraging empathetic engagement with an unfamiliar culture. This is especially

significant given that some of the program's students have seldom left the upper Midwest and never left the United States. As mentioned in Section 1, students traveled to northern Italy and Tuscany for this course in 2019, and in 2021 are traveling to Detroit. Through reading, sketching, and the development of research projects, they gain an ability to see that there are many different ways to live in the city, and that the familiar spatial and social conditions of Grand Rapids are not inevitable but very much culturally constructed, and therefore mutable and open to reimagination.

The tone set in Critique and Critical Travel resonates in other student activities. In Spring 2021, for example, the KCAD AIAS group-built garden beds on a volunteer basis to support equitable fresh food access in partnership with Our Kitchen Table, beds that were then provided to families with children attending Martin Luther King Leadership Academy in Grand Rapids. In the Thesis sequence, students have frequently taken up challenging social questions. In the last two years, for example, students' self-defined projects have explored issues such as mass incarceration, the experience of migrant laborers, and prospects for building a more empathetic culture through public space design.

Program Chair Mick McCulloch serves as co-chair of the KCAD DEI Committee, and the M.Arch faculty are interested in continuing to build on the program's culture of DEI work. Reflecting this, one of the program's goals discussed in 5.2 is the deepening of community engagement through collaboration with Grand Rapids youth from underserved communities—another way that we aim to extend the program's DEI impact right in the city where we live and study.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

The Master of Architecture program emphasizes the practice of research as an opportunity to develop new knowledge that builds on serious engagement with existing knowledge. In the 2020 iteration of the Building Systems Integration course, for example, students explored emerging technologies for cross-laminated timber construction and in several cases experimented with its application in their concurrent Studio IV projects. In the 2021 iteration, they engaged with emerging tools for lighting and energy modeling. In Critique of Architecture and Thesis Preparatory Seminar, students scrutinize existing histories and theories of architecture and urbanism in order to situate their own research in dialogue with those. In short, the program sees the pursuit of knowledge and innovation as entering a conversation and bringing something to the table--applying, extending, and critiquing selected aspects of existing discourse in new ways.

Among the program's proudest moments are those when its students and faculty disseminate their research findings to public and scholarly audiences. As discussed in 5.4.3 below, three M.Arch faculty members presented research papers at the Summer 2021 EDRA Conference "Just Environments," and two of those were presentations of KCAD student work (from the courses Critical Sustainable Urbanism

and the Urban Collaborative Studio). As mentioned below regarding PC.3, two students from the Fall 2020 iteration of the Urban Collaborative Studio made public presentations of their research and design work in separate forums, extending the program's discursive reach. The KCAD/Ferris Architecture Lecture Series further reflects the program's culture of knowledge-seeking, recently featuring innovative scholars and practitioners such as the urban historian Faiza Moatasim, who presented her new work on spaces of informal commerce in Islamabad, and artist and planner James Rojas, who discussed his research on Latin-American spatial cultures in the United States.

Among the program's goals, articulated in 5.2, are continued efforts to grow and develop its culture of knowledge and innovation through more visible public projects, and greater emphasis on public-facing gallery exhibitions, creating more opportunities for students and faculty to share their innovative ideas in culture and discourse.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

As discussed in Section 1, the KCAD Master of Architecture program sees its urban location as an asset. This is because of the collaborations that proximity makes possible, from work with neighborhood groups and nonprofit institutions to shared lectures and events with the AIA Grand Rapids. The program engages with the community in highly visible ways through the work of the Urban Collaborative Studio, and the service projects and professional-practice engagements of the AIAS group. The interdisciplinary pharmacy-research and Wege-prize competition projects described above with regard to Design exemplify the kinds of impacts that the program can achieve in the collaborative context of KCAD. Such efforts reflect and help to shape a culture of collaboration that runs through the program's courses as well.

Students worked together to design and run a community charrette in Fall 2019, and to design and build a parklet in Fall 2020. In the Fall 2019 iteration of Critique of Architecture, students worked in small groups to develop their semester projects, which included research, writing, and the development of visual polemics. In these kinds of group projects, students develop leadership skills such as consensus building—how do we decide which of the parklet design options to actually build?—and the delegation of tasks. Such projects create space for students to respectfully negotiate their different views on large and small matters, learning to work through these in ways that re-affirm their shared commitment for achieving a successful group outcome.

The program's Admissions Committee asks each applicant a version of the following question in its admissions interviews: "what role would you play in the studio culture of the Master of Architecture program—one in which each student has a critical role to play in the success of that culture?" Moving forward, as the program pursues its goal to increase the impact of its interdisciplinary and community-engaged activities, it will continue to see this goal as grounded in a learning culture where each student

can be a leader according to their particular skills and interest, and each has the ability to see their individual work in the context of larger shared goals.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline’s body of knowledge, histories and theories, and architecture’s role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

In his faculty address at the Spring 2019 KCAD Commencement ceremony, Master of Architecture Program Chair Mick McCulloch described the work of an undergraduate or graduate degree as just the beginning of a “lifelong project,” the shape of which may still be difficult to discern at the moment of graduation. The seeds of students’ “lifelong projects” are planted and cultivated throughout the Master of Architecture program. The curriculum sequence aims to allow, for example, a student to take a principled position on a thorny question in the seminar Critique of Architecture, and one year later to articulate a Thesis that allows them to further clarify and contextualize that position, and to experiment with its application in a design project. It allows a student whose concept of urban life is turned upside down through the Critical Travel experience to then bring those insights to the reimagining of the urban spaces of Grand Rapids in the subsequent Urban Collaborative Studio. Having explored the issues they are passionate about in an iterative way, over two years of graduate education, students are primed to carry their “projects” forward into their professional careers and post-graduation lives.

The Master of Architecture faculty are active in research and practice, and explicitly and implicitly tell the stories of their own “lifelong projects” to students, showing them what lifelong learning can look like and continuously reaffirming its value. They share texts and projects authored by colleagues and friends from around the country with students, and invite that extended group of connections to join in KCAD reviews as guest critics. The KCAD/Ferris Architecture lecture series and the AIA Grand Rapids’ COTE and lunch-and-learn lecture series extend the network further. Through these experiences, students are exposed to a diversity of ambitious architect-learners who are making an impact in the world.

The culture of knowledge and innovation in the program, described above, is one that encourages students to not only appreciate the ambitious culture-producers that they encounter through the program, but to join in the conversation in critical and creative ways. As the program continues to grow and develop its culture of lifelong learning, and as its cohort of alumni grows, it aims to give a stronger voice for alumni in the program as guest critics, featured speakers, and faculty members, to continue to make more visible and diverse the paths of lifelong learning that can begin with a KCAD Master of Architecture degree.



3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

Program Response:

The Master of Architecture program emphasizes the value of professional licensure and seeks to demystify the process of becoming an architect for students. Grand Rapids is especially well served with NCARB Licensing Advisors as mentioned in section 5.4.2. Program Chair Michael McCulloch serves in this role, as does the practitioner Ashley Dunneback, who works down the street from KCAD at TowerPinkster. Both Michael and Ashley are licensed architects themselves, and the latter has made annual lunch-and-learn presentations to the KCAD M.Arch students for the past several years. These involve a formal presentation of the latest NCARB rules and processes, and a more informal q+a that gives the students a chance to hear about Ashley’s personal experience of the path to licensure. In Spring 2020, the program hosted an additional (online) NCARB training session hosted by NCARB’s Manager for Examination, Nick Respecki.

As a professional program in the midst of a school of art and design, the M.Arch’s curriculum encourages students to explore non-traditional modes of practice with their elective courses. Students have used these to explore Interior Design, Furniture Design, and Drawing, for example, pursuing work that has allowed them to see and explore other outlets for their skills and knowledge. In the Critical Practice of the Profession course, the many career paths available to architecture students are emphasized in a session titled “Non-Traditional Practice,” where alternative careers in government, law, academia, and product design and film/virtual reality are discussed. Students examine an alternative career case study and respond to assigned questions regarding alternative careers. Performance on this PC in Spring 2020 courses and extracurricular activities was evaluated in Fall 2020 during one of the program’s twice-annual assessment sessions. The team found the criterion to be well met, though one outside critic suggested greater discussion in NCARB sessions and/or Critical Practice of why licensure makes a difference: “what are the salary gaps? What are the practice gaps? What doors get opened more readily?” This was added to the Summary and Plan of Action document for the Spring 2020 assessment, which faculty use to guide their continuous improvement.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

As mentioned above in Section 2, the program celebrates design as a context-rich practice, in which external inputs are brought to bear in order to make the design problem more complex and meaningful. In Fall 2020, for example, Studio III challenged students to engage in the traditional downtown environment of the small waterfront town of Muskegon, MI, and to consider an existing building and building type: a Carnegie library. Iteratively developing an adaptive reuse proposal for Muskegon's library that considers its immediate and urban-scale spatial and cultural contexts makes for an intellectually challenging design process. That the concurrent seminar Critique of Architecture has a coordinated relationship with Studio III adds further dimensions of significance to the design challenge, including readings that resonate in both courses and a section of the Critique Semester Project in which students develop a visual and textual polemic for their studio project. Performance in Studio III was evaluated in Summer 2021 during one of the program's twice-annual assessment sessions. The team appreciated the connection made with Critique of Architecture, and found that the series of four charrettes that begins the studio did a good job of focusing students' efforts on four important design factors: program, site, tectonic and sustainability. Reviewers noted that in the final design projects, program and site were more emphasized than tectonics and sustainability, and encouraged the instructor for 2021 to use the requirements for the final project to re-emphasize the design factors being emphasized in the course.

In the Thesis Preparatory Seminar, students are encouraged to think about site and program early in the design process. "Site" is first introduced as a multi-scalar set of possibilities: how is their project situated in relation to a larger network, city or region? What typology of site do they wish to engage with? What kinds of contextual factors are of interest to them? Thinking through these questions early lets the students eventually focus on a specific site which addresses larger conceptual issues of the Thesis project. "Program" is initially (in Thesis Prep), introduced as a combination of function and circulation: what kinds of activities do they wish to accommodate? What kinds of users moves through the space, how, and why? The aim is to build a thesis project which allows for conceptual depth.

In Thesis Studio, these abstract approaches to Program and Site, along with the other research done in Thesis Prep, are combined with a design proposal. Students work iteratively through the design process, incorporating feedback from instructors, as appropriate to the aims and goals of their individual Thesis Project. This might take the form of a proposal for a building, a series of form-finding experiments, a representational project, or other project formats, but in each case, the project is clearly developed along a research trajectory, defined by the student in conversation with the instructor, and as articulated through the thesis statement. This includes defining the goals / purpose of the work, the structure for its development, and identification of where the work has succeeded / fallen short in achieving these. It also includes an articulation of the critical / discursive context that the work is responding to, such as precedents and key issues.

Performance on PC.2 in the Spring 2020 Thesis courses was evaluated in Fall 2020. The review team found this criterion to be met. They noted particular strengths are the way the design process encouraged students to engage with politics and social

structures, the clear sequence of check-in points through the design process with expectations/guidelines provided, and the Proseminar course in particular was praised for the way that it contributed to the projects' development. Among the reviewers' suggestions, which were added to the Summary and Plan of Action document for the Spring 2020 assessment and shared with faculty, was the suggestion that the programming aspect of the design process could be better attuned to the human factors/needs of particular populations that the project engages with, including a diversity of needs with the aim of creating more inclusive designs.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

KGAR 541 Systems Integration seeks to develop intuitive inference of how the built environment engages with the surrounding natural environment. One teaching method that is employed in the course for doing so is with the introduction of building performance analysis techniques. These require students to draw rapid and hard metrics between design decisions and projected impacts that quantify operational energy, embodied energy and carbon emissions of proposed designs. Students learn how environmental analysis can participate in the dynamic process of design, while providing significant validation of environmental soundness in design decision making. Preparing Life Cycle Analysis of comparative building envelope and structural systems is one example. Preparing energy models analyzing various building massing is another. The intent is that students can begin to develop instinctual assumptions that can be utilized holistically in design practice for preserving environmental conditions.

Additionally, students are provided with frameworks (lectures, readings, demonstrations and assignments), that succinctly convey how localized passive resources of natural light, winds, solar exposure and precipitation can be analyzed and made purposeful in the design of the built environment. In this sense, students are exposed to the discourse of dynamic environmental forces acting as core generators of a design impetuous that seeks to reduce climate change, create greater local resiliency with a firm understanding of the relationship between climatology and building form, and develop a symbiotic relationship with ecological systems. Students are expected to identify how design work can productively contribute to the natural world and take stake in occupying a participatory role of symbiosis with the natural environment. Examination of ecological systems and low impact development strategies are a few topics in Systems Integration that aid with this aim. While also aiming to provide students, through required design application, agency to act to response to these prevailing issues of human habitation.

Performance on this PC in the Spring 2020 Studio IV and Systems Integration courses was evaluated in Fall 2020 during one of the program's twice-annual assessment sessions. They found the criteria to be met and noted the positive interrelationship between the seminar and studio, offering suggestions for improvement that were added to the Summary and Plan of Action document for the

Spring 2020 assessment and shared with faculty. They suggested that while ecology-related features such as green roofs were frequently employed and welcome, that consideration of biophilia and the encounter with ecology could be further explored, particularly within interior spaces. One reviewer suggested a shift in mindset in terms of building and environment relationships: to push the students' thinking beyond architectural responses to a (separate) environment and explore "how the environmental 'outputs' of the building and human habitation create newly founded altered relationships with the surrounding natural environments."

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

The program puts an emphasis on history and theory with the six-credit intensive seminar Critique of Architecture, which is positioned at the beginning of the Track I sequence to set a tone that values critical thinking, and interpreting architecture's meaning in terms of the social, cultural, economic and political forces that it shapes and is shaped by. The course engages architecture and urbanism from the 19th and 20th centuries and in various global sites. It considers social questions such as class and race, for example, in the promises and problems of modernist housing discourse and public policy. It considers the dynamics of cultural change, for example, in the way that Chinese architects and architectural historians navigated their desire for cultural preservation in the face of communist modernization. The politics and economics of colonial and post-colonial development are explored in North American, North African and Indian cases, which allow students to grapple with questions of "who decides?" and "who benefits?" from these processes of modernization. An emphasis on the critics and defenders of postwar global capitalism are explored in sessions on postmodernism and radical postwar architecture practices, which lead to discussions of globalization and ongoing debates about culture and politics (including through housing) in the contemporary moment.

In Critique, students read extensively, debate course themes in a seminar format, and respond to essay-style exam questions in order to synthesize their learning. They also develop semester projects that allow them to scrutinize contemporary architects' theories and polemics as advanced through their books and their buildings. These inevitably build on and engage with historical and theoretical precursors, and by scrutinizing them students gain practice in the ways that contemporary buildings and books situate themselves relative to ideas from and about the past, including ideas about modernism, capitalism, and local and global notions of identity in a thoroughly connected world.

Performance on this PC in Fall 2020 was evaluated in Summer 2021 during one of the program's twice-annual assessment session. The reviewers noted the depth of study in U.S. and global architectural history achieved through readings, lectures, and assignments, though pointed out that the students' analyses of buildings in the semester project tended to favor formal and material aspects more than economic and political aspects. They recommend tailoring the semester project to require students to analyze the building and book within its economic and political context.



As a result of faculty discussion surrounding the development of the APR, the program decided in early September 2021 to begin citing the course KGAR 621 Thesis Preparatory Seminar as contributing to NAAB criterion PC.4 as well. In Thesis Prep, students explore the relationship of their emerging research topic to disciplinary discourse and social/cultural/historical contexts, a valuable dimension of students' historical and theoretical work within the program.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

In the Thesis Preparatory Seminar, students are introduced to a range of research methods from the social sciences, applied technology, arts research, and architectural practice, in an effort to find the model that is most applicable to their intended thesis project. By discussing the relative merits of each research method, the aim is to ensure rigor in the work, but rigor that is appropriate to the form of research which will be conducted in their individual thesis research.

Both courses include the discussion of material from publications and conferences that disseminate knowledge in the fields of architecture and urbanism, including the Journal of Architectural Education, The Journal of the Society of Architectural Historians, Technology | Architecture + Design, the ACADIA Conference, Grey Room, Log, and Architectural Design. Students are encouraged to review recent issues of these publications / platforms, to understand how architectural research moves back and forth between practice and the academy. Students are asked not just to read / review work from these sources, but also to engage in critical conversation, both with the instructor and each other, to encourage familiarity and comfort with discussion of key issues, and to foster critical, contemporary dialogue amongst the studio cohort.

The study away course Critical Travel introduces another set of research methods. It emphasizes first-person observation of urban environments in cultural contexts that are different from those of Grand Rapids. While observing, students use sketching, writing, and photography to analyze and interpret what they are seeing, engage with literature and/or precedents related to the phenomena observed, and develop research projects that disseminate their findings and suggest their significance for future innovations in architecture and urban design. In Summer 2019 the students did this work through travel in northern Italy and extended study in the ancient Tuscan hilltop town of Volterra. In 2020 in-person classes were impossible due to COVID-19, and this course was offered in an alternative form: KGAR 503 Critical Sustainable Urbanism, which used case study research of urban designs from around the world and speculative design proposals to pursue the same aim of learning from unfamiliar urban cultures and positing innovative conclusions about the future of the city. Performance on the travel version of this course was evaluated in Summer 2019 during one of the program's twice-annual assessment sessions, and the reviewers found the course to be stronger in terms of research than it had been in 2018. They did suggest a more iterative process of research paper development to help students strengthen their argumentation, mechanics, and engagement with literature, and this feedback has been shared with faculty to inform the 2021 Critical Travel course in Detroit.

KGAR 541 Systems Integration engages with other dimensions of research, focused on the performance of buildings and their components. In 2020, for example, explored cross-laminated timber construction as a sustainable alternative to steel- or concrete-based structural and enclosures systems, comparing their performance and in some cases testing the timber system in their concurrent Design IV projects. This iteration of the course was assessed in Fall 2020, and despite its success the reviewers suggested incorporating innovative digital modelling tools as a way to make systems comparisons more rigorous and dynamic. This was done in 2021, when students developed comparative energy and lighting models to assess alternative enclosure systems.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Leadership and Collaboration are emphases of the Urban Collaborative Studio, as discussed in Section 2. Group work is an important part of the studio's structure: in Fall 2019 the students collaborated to design and run a community design charrette, and in Fall 2020 they worked together to design and build a pop-up parklet. In both cases, students develop leadership skills around consensus-building, defining diverse roles, and meeting and often going beyond the commitment that each member makes to the larger team. This kind of internal collaboration is then scaffolded upon to in the students' engagement with community partners, where their ability to listen well, to speak and draw clearly and for a diverse audience, and to reconcile divergent points of view toward a larger good are further put to the text. In 2020, for example, the students collaborated with the planning and urban design organization Team Better Block in their work on the parklet, and then engaged with a racially diverse team of community leaders and business owners, planners and architects, and representatives of the disability community to receive feedback and improve their individual speculative design proposals for the Burton Heights business district. This group challenged the students in ways that an inward-facing studio seldom does: asking them, for example, to consider how racial bias has shaped the present condition of the district, and challenging each student to consider how their proposals could be more accessible to wheelchair users. Through iterative reviews with this community panel, students learned how to be clearer and more persuasive, and made decisions about which of the priorities and suggestions they encountered would guide their work, toward the ultimate goal of a more dynamic and inclusive Burton Heights.

Performance on this PC in the Fall 2020 iteration of the Urban Collaborative was evaluated in Summer 2021 during one of the program's twice-annual assessment sessions. The team praised the engagement of a diversity of stakeholders in the design process and the student collaboration in the parklet design-build, but noted that the evidence presented did not do justice to these strengths. They recommend including minutes/videos from stakeholder meetings, photographs of student collaboration, and other direct evidence of the ways that students navigated leadership and collaboration.

In lecture material and an exam question, Critical Practice students engage with the AIA Code of Ethics and Professional Conduct, gaining an understanding of the professional architect's responsibilities, to clients and colleagues, society and the environment, and how their responsibility-taking positions them as a leader. This course also explores various structures for the professional office, illustrating the different kinds of leadership provided by principals, project managers, project architects and technical staff, for example, each in their own way contributing to a project's success. The ways that architects collaborate with consultants, contractors and owners are also studied, including in terms of the various firm types and project delivery types that organize their relationships. Performance on this PC in the Spring 2020 iteration of the Critical Practice was evaluated in Fall 2020. The review team found that the course successfully addresses leadership and collaboration and within the context of the professional office and within project teams, and noted that Urban Collaborative provided a complementary focus on collaboration with a diversity of community stakeholders.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

To that end it holds “Studio Culture Charrettes,” every 1-2 years, where students and faculty, including the Program Chair, collaborate to develop an agenda for the culture that identifies strengths and areas for improvement, framing these in terms of best practices for maintaining a positive studio culture. These are re-visited at the beginning of the academic year as part of a kick-off studio conversation, which ranges from the philosophical to practical matters such as how to get your fob for keyless entry to the studio. The most recent charrette was held in January 2021, with both remote and in-person participants, and the conversation resulted in ideas for practices that support a positive studio culture “during studio time,” “outside of studio time,” and “through the use of studio space.” Among the ideas raised by students in this process were two related to physical spaces that support collaboration: shared studio space across all three years of the program and the development of an informal space for student gathering and reading. We’re excited that the program’s move to the 5th floor will allow us to pursue both of these in Fall 2021, with shared studio space in 502 and a lounge in 520, complete with a whiteboard for brainstorming and a Le Corbusier couch. Another thread of student commentary expressed a desire that students have a voice in critiques alongside faculty and invited critics—something that the faculty began to respond to in Spring 2021 but will continue to discuss and to work on. Performance on this PC was evaluated in Summer 2021 during one of the program’s twice-annual assessment sessions. The team suggested that the next charrette expand the frame of the conversation more explicitly, from “studio culture” to “teaching and learning culture” in a broader sense, to develop dialogue about cultural best practices for the seminar, travel, advising and other venues.

As the first studio of the final two years of the program, and the Track I entry point, Studio III aims to introduce defining themes into the program culture. It As described with regard to PC.2 above, Studio III emphasizes place-based and culturally-rich

architectural challenges, most recently through the expansion of a Carnegie library in Muskegon, MI. With the exception of “the COVID-19 year” in 2020, the studio typically involves a field trip to the site or to visit a related precedent, which has brought the students to studio to Chicago, Detroit, and Muskegon in recent years. These experiences emphasize the value of a place’s cultural particularity, while also building the collaborative group rapport that group study travel helps to build. The studio also emphasizes the program’s culture of connections across the curriculum, reaching out to the concurrent Critique of Architecture course with lectures and readings that support both courses and with Critique’s Semester Project Part 3, in which students advance a polemic related to their studio project. In this way Studio III helps to establish an intellectual culture in which studies in design and the humanities are mutually supportive toward a more meaningful future built environment. It creates two forums—studio and seminar—in which students can practice giving and receiving constructive feedback about one another’s developing ideas. Performance in the Fall 2020 iteration of this course was evaluated in Summer 2021, and the team suggested that in addition to syllabi and other course materials it would be useful to have videos that show the cultural life of Studio III and Critique in action.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

As discussed in Section 2 above, the courses Critique of Architecture and Critical Travel introduce students to a diversity of global cultures and built environments, through historical/theoretical study on the one hand and through contemporary travel study on the other. The places studied in these courses are not presented as physical conditions only, but as socially-constructed conditions that have shaped and been shaped by politics. They challenge students to perceive how policies and practices have historically made environments inequitable and exclusionary, and to consider a range of utopian and pragmatic efforts to do better.

These critical studies implicitly inform the students’ design work throughout the program, and the Urban Collaborative Studio explicitly challenges students to translate their views on social questions into design work through design work in complex and contested urban neighborhoods. As mentioned in Section 2 and Section 3 PC.6, the Urban Collaborative Studio engages in local neighborhoods, and with “real world” community stakeholders who operate in those places. In the class, interviews with community members and site analysis “from the ground, up” illuminate the historically-constructed inequities that operate in these environments, as evident in racial segregation, the displacement of the unhoused, and the difficult-to-navigate environments that people with disabilities encounter. In subsequent design projects, students frame design responses to these challenges. They receive iterative feedback on their proposals from community members, and in this way become accountable to respond to the concerns raised by people from different walks of life—concerns that otherwise might be absent from the design process, such as: “I think your theater design is too “hipster” for the working-class Hispanic culture of this neighborhood,” or “if you arrange the pharmacy like that, a wheelchair-

user like me won't be able to work there, because I won't be able to reach the items on the shelves."

Building on their coursework, KCAD students have an impact in local discussions regarding social equity and inclusion. A student from the 2020 Urban Collaborative Studio, for example, presented his speculative and polemical design for a "museum of shelter," which responded to the politics of the unhoused in the Burton Heights district, was a panelist for the March 2021 public event "Bridging the Gap from Unhoused to Permanency," hosted by the Division-Grandville Corridor Improvement Authority. Another student from the same course made a public presentation about it as a panelist for the well-attended West Michigan Center for Arts and Technology (WMCAT) lecture series (a session titled "Urbanism for All") in December 2020.

Performance in the Fall 2020 iteration of these courses was evaluated in Summer 2021. The team pointed out that one of the challenges of the Urban Collaborative's efforts toward studying equity and inclusion through design is the fact that designed interventions of the kind proposed could drive gentrification. They suggested engaging with this issue in the future, which will raise important questions about property ownership as relates to equity and inclusion. The team also suggested that the course's emphasis on cities seems to leave rural questions of equity and inclusion unconsidered, and offered the provocative suggestion that this urban studio might consider rural conditions or rural-to-urban connections in a future iteration.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

In Studio IV, students analyze relevant construction codes and the zoning ordinance in the Code Analysis assignment, and respond to these through the design of their projects throughout the semester. They also study and apply ADA design guidelines in the design process. Students' final Studio IV projects respond to the requirements of construction codes, accessibility imperatives, and the zoning ordinance, and these responses are documented with diagrams and notes within the final submission of drawings. The course Critical Practice furthers the understanding of architects' responsibility for health, safety and welfare through a lecture on the ethics of practice and readings including the AIA Code of Ethics and Professional Conduct. Students weekly reading response on this topic require them to consider the ethics of case study situations arising in the reading, and a midterm exam question addresses the AIA Code. Importantly, the Code frames architects' responsibility for health, safety and welfare in an expansive way, going well beyond the base requirements of the construction codes to include for example the charge to pursue socially and environmentally responsible architecture. The latter, a crucial element of the expanded field of HSW, is furthered in the course Systems Integration as discussed in PC.3 above. In a lecture and Assignment 1, students study energy performance

standards from ASHRAE and LEED to more advanced standards, and put their responsibility for HSW through environmentally-responsive design into practice in that course through the measured analysis of storm water, daylighting, and envelope performance in conjunction with the Studio IV design process.

This criterion was assessed in Fall 2020, and the review team encouraged the continuation of the Studio IV Code Analysis assignment and the engagement with the AIA Code of Ethics. They encouraged the Studio IV discourse on HSW to be more expansive, however, noting that the code itself was quite a limited definition of the human need for health, safety and welfare. In Spring 2021, Studio IV introduced an in-class assignment in conjunction with Code Analysis that requires students to articulate a vision for their project in terms of Maslow's Hierarchy, which addresses issues of fundamental bodily safety but also higher-order human social and psychological needs.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

During Critical Practice of the Profession, students are exposed to and learn many facets of architectural practice. The main goal of the course is to investigate the role of design, collaboration, project delivery, client relationships and ethical behavior in building and maintaining a sustainable professional practice.

Professional practice in architecture is a complex enterprise encompassing a broad scope of knowledge and skills. Some practitioners may concentrate on the art or technology of design, others may enjoy managing the creative process, and still others may find interest in building a business. Whether viewed primarily as a means of livelihood or a way of life, professional practice offers a range of opportunities suited to a variety of personal views, convictions, and goals. Most importantly, however, professional practice is a design problem like any complex problem of building and construction.

In the initial weeks of instruction, students are introduced to and review the code of ethics set forth by the American Institute of Architects. This provides a common language for us to engage in dialogue of the various case studies that students will read and discuss in the course. Each of the case studies offers a chance to discuss the realm of ethics. Fundamental business practices like finances, legal considerations, risk, marketing, practice organization and business models are explored over the course of several weeks to give students a basic working knowledge of how to start and run a practice. Case studies, lectures, readings, and case study questions provide documentation of students basic understanding of each of these topics. Course projects also seek to help students learn about the practice of architecture. From an interview of an architect, researching a firm and interviewing a practice to write a term paper, students explore and test the many theories of how a practice is formed, what forces influence it and the many opportunities for change that years of practice provide.



In Studio IV and Systems Integration, as discussed above with regard to SC.1, the theme of regulatory requirements is addressed through students' analysis of construction code, accessibility, zoning ordinance, and energy performance requirements.

This criterion was reviewed in Fall 2020, and the reviewers scored the aspects of professional ethics and fundamental business processes higher than “forces influencing change” in practice. In response, for Spring 2021, Critical Practice introduced a week dedicated to New Modes of Service and Project Delivery, with associated readings, a reading response assignment, and a Final Exam question regarding to the way that new technologies allow for practices to operate virtually. This new content allows students to recognize that practice is not just a fixed set of conventions to learn, but instead is full of opportunity for positive change, and capable of being resilient amid a changing world.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

As discussed in SC.1 above, students analyze relevant construction codes and the zoning ordinance in the Studio IV Code Analysis assignment, and respond to these through the design of their projects throughout the semester. In class discussion and through their work on these projects, students gain an understanding of the importance of egress system design in protecting a building's occupants in case of a fire or other emergency. Accessibility is emphasized as a dimension of HSW, and students scrutinize and apply the dimensional and other requirements outlined in ADA design guidelines. Through zoning analysis, students encounter planning concepts related to density, transit access, and pedestrian experience that speak to the city's agenda for supporting community welfare. Students' final projects respond to the requirements of construction codes, accessibility imperatives, and the zoning ordinance, and these responses are documented with diagrams and notes within the final submission of drawings. In Critical Practice, students consider a further set of principles through study of the ethics of practice and specifically the AIA Code of Ethics and Professional Conduct. Students weekly reading response on this topic require them to consider the ethics of case study situations arising in the reading, and a midterm exam question addresses the AIA Code. In Systems Integration, in the lecture “Energy, Sustainability and Environmental Design,” and in Assignment 1, students engage with energy performance standards, beginning with ASHRAE and extending to innovative standards systems such as the Living Building Challenge.

This criterion was reviewed in Fall 2020, and the reviewers found that principles and regulations related to life safety were well demonstrated in the Code Analysis assignment, but that the follow-through on this in the final projects could be better documented. In response to this, for Spring 2021, Studio IV introduced a requirement for a “Code Compliance Sheet” as part of the final project documentation, including diagrams and notes illustrating the response to code and zoning ordinances. Reviewers also encouraged extending the scrutiny of land use beyond the zoning ordinance and the soil condition to include economic and political factors, a

challenge that the faculty intend to take up in the Spring 2022 iteration of Studio IV and Systems Integration.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

In KGAR 541 Building Systems Integration, through the use of lecture materials and applied assignments, students are exposed to traditional and rapidly emerging structural, construction and environmental systems. This material is presented to the class in a forum that compares and contrasts the differences between modern and conventional building technologies and their connotations on design and construction. A particular emphasis is placed on differences in spatial planning, construction sequencing, performance (durability, energy demands, operational needs) and environmental impact when comparing such systems in lectures and examined case studies. Students are also required to prepare three discrete analyses consisting of structural, building envelope and HVAC system comparisons. Each analysis asks the students to formally evaluate economics, suitability, environmental impact, aesthetics and performance in comparing various options for integration in their concurrent design work in KGAR 542 Studio IV. In making studio design decisions informed by the comparative analysis of systems in the seminar, students are exposed to how architectural judgment becomes enacted in the design of building's shell, structure, and approach to environmental comfort.

Students are also asked to use emergent approaches in reconciling technical issues in the design of architecture. A few examples in the course consist of resolving structural design through topology optimization, opposed to just static determination, and the heavy use of building information modeling for digital prototyping of construction assemblies. Additionally, students are asked to prepare an animation that depicts the process and duration of constructing a building of their design. This assignment provides verification that the ordering of construction systems and activities are understood.

Throughout the duration of the course students are expected to research and interrogate prevailing material systems that reduce material consumption and conserve energy. Along this vein students are also exposed to prevailing processes of construction manufacturing and topics such as modulation, prefabrication and deconstruction.

Performance in the Spring 2020 iteration of this course was evaluated in Fall 2020, and the reviewers scored the understanding of systems and technologies higher than the assessment of those systems and technologies against project objectives. The introduction of comparative analyses of structural, envelope and HVAC alternatives in Spring 2021, described above, was a response to this observation.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible

design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Design Synthesis is emphasized in the paired courses Building Systems Integration and Studio IV. Students are given a general project description in Studio IV, and they build on that to develop a program document in Systems Integration, articulating user requirements with an emphasis on user experience. The findings of this programming work are then pursued through the development of the Studio IV design. Students scrutinize site conditions in the Studio IV Site Analysis assignment, and their final design projects include representations of site response concepts that most influenced the design. As discussed in SC.3 above, the Studio IV Code Analysis assignment challenges students to determine the construction code and zoning ordinance requirements that must be addressed in the project design. Students also study the dimensional requirements for accessibility in Studio IV, and are required in the Systems Integration programming assignment to extend their consideration beyond the requirements of the ADA to reflect on how their designs could pursue the ideal of Universal Design.

This SC was reviewed in Fall 2020, and the reviewers found that an area for improvement was in the “consideration of measurable environmental impacts” in design decisions. In response to this, for Spring 2021, the course Systems Integration introduced building performance analysis techniques, using modeling software to compare the performance of multiple structural and envelope systems and multiple approaches to building massing in terms of environmental impact and other factors, empowering students to make more informed design choices in Studio IV.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Building Integration is emphasized in the paired courses Building Systems Integration and Studio IV. Students study and compare envelope, structural and HVAC systems in the course Systems Integration and apply their understanding of these in their Studio IV projects, weighing concerns such as environmental impact, cost, aesthetics, user needs and the design approach to the site to determine the most appropriate set of systems. In Studio IV, the building code is scrutinized and integrated with overall building planning and design, including requirements for fire suppression systems and appropriate egress systems, while keeping in mind program and design intents. Students begin with initial comparisons of massing and envelope options, working back and forth between studio and seminar, and after making initial decisions proceed through an iterative process of Studio IV reviews, increasing the level of detail at which they articulate structural, HVAC, life safety, and envelope systems and assemblies.



In Spring 2020, Systems Integration required a series of decision matrixes to facilitate design decision making through the integration of systems. As mentioned above in SC.5, the faculty sought to put a greater emphasis on measurable outcomes in Spring 2021 following its Fall 2020 assessment of SC.6. In addition to matrixes, Systems Integration students in Spring 2021 used building modelling techniques to compare the performance of massing, structural and envelope systems in a measurable way, allowing them to make more informed decisions in their developing Studio IV projects.

The KCAD Master of Architecture's Program and Student Criteria Matrix, which illustrates at-a-glance where the preceding PC and SC are best demonstrated is as follows on the next page:

PROGRAM AND STUDENT CRITERIA MATRIX

		Preparatory Education	Year 1								Year 2								Year 3								N/C	
			Fall				Spring				Fall				Spring				Su	Fall		Spring						
			KGAR 503	KGAR 503	KGAR 512	KGAR 513	KGAR 503	KGAR 503	KGAR 522	KGAR 523	KGAR 531	KGAR 532		KGAR 541	KGAR 542		KGAR 611	KGAR 612	KGAR 621	KGAR 613	KGAR 622	KGAR 623		NCARB Path to Licensure Training Sessions	Studio Culture Charettes			
			Seeing Architecture*								Critique of Architecture								Critical Travel									
			Intro to Environmental Systems**								Studio III: Site : Tectonics : Sustainability								Studio V: Urban Collaborative									
			Studio 1: Principles & Processes: Objects								Elective 1								Thesis Preparatory Seinar									
			Design Communication 1								Building Systems Integration								Thesis Preparatory Seinar									
											Studio IV: Systems Thinking for Sust. Arch.																	
			Global History of Architecture*								Elective 2																	
			Intro to Structures**																									
			Studio II: Making & Meaning: Systems																									
			Design Communication 2																									

*KGAR 511 Immersion I: Seeing Architecture (6-credits) is now taught as two 3-credit courses: KGAR 503 Seeing Architecture in fall and KGAR 503 Global History of Architecture in spring

**KGAR 521 Immersion II: How Things Work (6-credits) is now taught as two 3-credit courses: KGAR 503 Intro to Environmental Systems in fall and KGAR 503 Intro to Structures in spring



4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Copies of the Higher Learning Commission's (HLC) re-affirmation of Ferris State University's accreditation in 2021, and the National Association of Schools of Art and Design's continuation of Kendall College of Art and Design's accreditation in 2011 are attached on the following two pages:



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | [hlcommission.org](https://www.hlcommission.org)

January 29, 2021

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

Dear President Eisler:

This letter serves as formal notification and official record of action taken concerning Ferris State University by the Institutional Actions Council of the Higher Learning Commission at its meeting on January 26, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Ferris State University with the next reaffirmation of Accreditation in 2030-31.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

Please note: Revisions to HLC's Criteria for Accreditation will go into effect on September 1, 2020. Institutions will be evaluated against the revised Criteria for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted after September 1, 2020, that reference the Criteria should be written to the revised version. More information about the revised Criteria, including a crosswalk between the current and revised versions, is available on HLC's website at <https://www.hlcommission.org/criteria>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Gigi Fansler. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

National
Association of
Schools of
Art and
Design

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

11250 Roger Bacon Drive
Suite 21
Reston, Virginia 20190
Tel. 703 437 0700
Fax 703 437 6312

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4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Master of Architecture program's professional studies used to satisfy Condition 3 occur in the second and third years of the curriculum sequence (see 4.2.5 below), and are required for all students. The curriculum sequence and course descriptions are available here:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/curriculum.html>
https://kcad.ferris.edu/uploads/docs/MArch_Curriculum_all_042314.pdf?_ga=2.187055912.105060679.1624569179-1329656187.1618433635

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

KCAD undergraduate degrees require 30 credits of general studies, which is consistent with the guideline provided by the Higher Learning Commission (<https://www.hlcommission.org/Policies/assumed-practices.html>). As a graduate program, the KCAD Master of Architecture assesses each applicant's undergraduate transcript as part of the evaluation process described in 4.3 below. During this process the admissions committee confirms that the applicant's undergraduate degree meets the general education requirement and whether the student is prepared to enter the Track I (2-year) Master of Architecture program, the Track II (3-



year) Master of Architecture program, or something in-between, where a portion of the design and general studies courses offered in the first of the three years of Track II are taken in preparation for the subsequent two years of professional education.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

All students within the KCAD Master of Architecture program take 9 credits of elective coursework. In recent semesters the program has offered electives such as KGAR 503 Introduction to Historic Preservation and KGAR 503 Analog, Digital, Virtual, Real: Parametric Design in Mixed Realities. Students have also done independent study work with these electives, often advised by faculty from other departments including Interior Design, Furniture Design, Drawing and Painting. Another popular option is to take seminar courses in the Masters of Visual and Critical Studies (MAVCS) program such as KGVC 520 Semiotics, Poststructuralism & Deconstruction and in the Graduate Certificate program in Design and Innovation Management such as KDES 750 Sustainable Design—Systems.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Master of Architecture is the only architecture degree offered at KCAD. The College of Engineering Technology, a separate unit of Ferris State University located in Big Rapids, MI, offers a pre-professional Bachelor of Science in Architecture and Sustainability degree.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course



numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The degree offered is a Master of Architecture

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:

- Three-Year Master of Architecture" (Track II): For students with a baccalaureate degree that is other than a preprofessional degree in architecture, the curriculum is 90-96 credits.
- Two-Year Master of Architecture" (Track I): 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 M.Arch. NAAB criteria 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 their individual bachelor's degree record.

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

List of Courses and Their Credit Hours:

Year 1

Entry point for students with any accredited baccalaureate degree or international equivalent. (NAAB Criteria are not demonstrated in Year 1).
30–36 Credit Hours

Fall

KGAR 511 I-1 *Seeing Architecture (6 credits)

KGAR 512 S-1 Principles and Processes: Objects (6 credits)



KGAR 513 Design Communication 1 (3 credits)

Spring

KGAR 521 I-2 *How Things Work (6 credits)

KGAR 522 S-2 Making and Meaning: Systems (6 credits)

KGAR 523 Design Communication 2 (3 credits)

*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 Introduction to Environmental Systems.

As the program develops, these changes from the original curriculum design may be formalized.

Summer

KCAR 551 Summer Studio: Design and Building Science (6 credits)

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.

*Note: This course is part of the original curriculum design but has never been offered, and therefore it does not appear on the PC/SC matrix.

Year 2

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

36 Credit Hours

Fall

KGAR 531 I-3 Critique of Architecture (6 credits; professional studies)

KGAR 532 S-3 Site : Tectonics : Sustainability (6 credits; professional studies)

XXXX Elective 1 (3 credits)

Spring

KGAR 541 I-4 Building Systems Integration (6 credits; professional studies)

KGAR 542 S-4 Systems Thinking for Sustainable Architecture (6 credits; professional studies)

XXXX Elective 2 (6 credits)

Summer

KGAR 611 I-5 Critical Travel (6 credits; professional studies)

Year 3

24 Credit Hours

Fall



KGAR 612 S-5 Urban Collaborative (6 credits; professional studies)
KGAR 621 Thesis Preparatory Seminar (3 credits; professional studies)

Spring

KGAR 623 Thesis Proseminar (3 credits; professional studies)
KGAR 622 Thesis Studio (6 credits; professional studies)
KGAR 613 Critical Practice of the Profession (3 credits; professional studies)
XXXX Elective 3 (3 credits)

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

The 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.

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 Master of Architecture 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, in a digital format:

- Application to the program



- Official transcripts
- 500-700 word statement of purpose
- Resume
- Portfolio
- 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 program's rigorous course of graduate study. 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 they are reviewed by the program's Admissions Committee, which is composed of the program's full-time faculty and KCAD colleagues from peer disciplines such as Interior Design or Furniture Design. The committee invites each applicant for a 45-minute interview, which gives its members the opportunity to learn more about the applicant, and for the applicant to have their questions of the program answered.

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 applicants who are accepted into the program are automatically considered for merit-based financial aid. The Master of Architecture 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.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

Applicants who have completed a pre-professional program in architecture or a closely related environmental design field may be admitted into the two-year (60-66 credit) Track I of the Master of Architecture program. 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. Students admitted to the two-year Track I of the Master of Architecture program are expected to fully follow the stated curriculum.

Students admitted to the three-year (90-96 credit) Track II sequence come from a wide variety of backgrounds, with backgrounds 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 of three only.

All NAAB PCs and SCs are met in the courses of the final two years of the graduate program, so there is no evaluation of NAAB Criteria met through course work at prior institutions.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

As also discussed below in section 6.5, public information related to admissions process, including the evaluation of undergraduate degree content, are articulated here:

<https://kcad.ferris.edu/admissions/how-to-apply-graduate.html>

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/faq.html/>

https://kcad.ferris.edu/uploads/docs/KCAD_MArch_Admissions_Policy_18.pdf

When making their online application prospective students self-identify whether they are applying to the 2-year (Track 1) or 3-year (Track II) of the Master of Architecture degree, based on whether they have a pre-professional bachelor's degree. Upon admission to the program, students' admission decision letters reconfirm the duration of the track they have been admitted to (2- or 3-year).

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

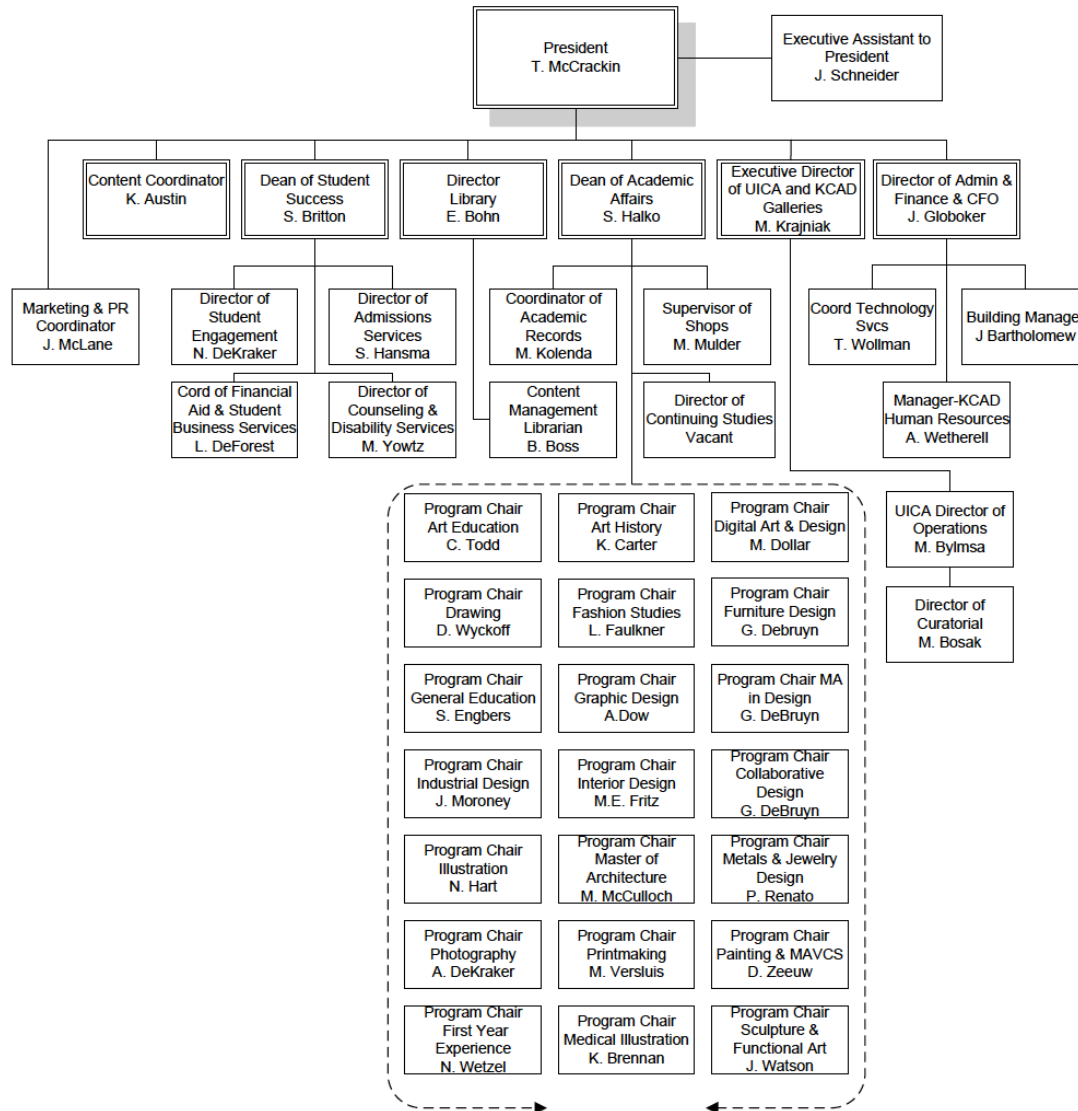
5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

KCAD is a unit within Ferris State University, with its own system of academic governance and an independently-developed budget that is approved by the Ferris State University Board of Trustees. KCAD's President, Tara McCrackin, reports to David Eisler, the President of Ferris State University. President McCrackin's leadership team includes Stephen Halko, KCAD's Dean of Academic Affairs, and John Globoker, the College's Director of Administration and Finance and Chief Financial Officer. Each academic program at KCAD is led by a Program Chair who is also a full-time faculty member. As the Master of Architecture Program Chair, Mick McCulloch reports to Dean Halko on matters related to academics. On matters related to the program budget, he reports to both Dean Halko and Director John

Globoker. In their capacity as full-time faculty members, Mick McCulloch and Charlie O'Geen report to Dean Halko. Mick McCulloch, as Program Chair, provides support and mentorship to Charlie O'Geen and to the program's adjunct faculty. An illustration of KCAD's administrative structure from the *Ferris State University Fact Book 2020-2021* is provided below:

FERRIS STATE UNIVERSITY KENDALL COLLEGE OF ART & DESIGN



Ferris State University

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5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Within the program, faculty make decisions through formal and informal meetings and consensus-building. Adjunct faculty are not by contract required to participate in faculty meetings, but many do as their schedules allow. Students help to shape the program's policies and practices through the formal and informal feedback that they provide to the faculty, including in advising sessions, course evaluations, and the program's studio culture charrettes. At the College level, the Master of Architecture program is represented in governance through the Chair's standing position on the Dean's Council and President's Council, and through its faculty representative on the College Senate. All faculty are welcome to attend and to participate in these three institutional forums. Additionally, the program's full-time faculty are eligible to be elected to the College's Senate Committees, and currently have representation on the Diversity, Equity and Inclusion Committee, the Graduate Studies Committee, and the Ad Hoc Committee on Assessment. At the University-level, the interests of the program are represented by President McCrackin and Dean Halko, who have active roles in University-Wide governance, and by the Program Chair's position on the Ferris Academic Leadership Council.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

KCAD and the Master of Architecture program are participants in Ferris State University's Strategic Plan "Ferris Forward" which guides the institution for the period 2019-2024 (<https://www.ferris.edu/strategic-plan>). The Master of Architecture program develops its goals and plans for achieving them through discussion among faculty, who take feedback from students, alumni and the advisory board into account. Goal-setting is also informed by the twice-annual NAAB assessment work that the faculty undertake along with guest critics from outside the program. Regular assessment allows the faculty to identify opportunities at the level of course planning and at the level of program goal-setting, and to improve its practices in terms of the NAAB PC and SC. The program chair articulates the program's goals to the KCAD administration through their annual program report, which is followed by discussion and feedback from the Dean for Academic Affairs. The program's current goals for the next 3-5 years are to:

- **Grow the program's enrollment** (including through the development of articulation agreements that can encourage undergraduate pathways into the Master of Architecture, and faculty engagement with undergraduate students, serving as guest critics for example)

- **Expand and deepen the impact of the program's community engagement** (with more visible public projects, greater emphasis on public-facing gallery exhibitions, and by seeking opportunities to work with Grand Rapids youth from underserved communities)
- **Increase opportunities for interdisciplinary engagement within KCAD** (by encouraging and celebrating interdisciplinary elective courses, participating in grant-funded interdisciplinary projects, and encouraging interaction across student organizations)
- **Increase collaboration between the FSU and KCAD architecture programs** (continuing and growing the shared lecture series, seeking additional collaborative opportunities such as guest critic invitations and shared field trips)
- **Update the program's external advisory board** (transitioning from the founding Board of Formation to a new advisory board, to include members of the former group but also alumni and new members, with a time-limited terms of service)

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The Master of Architecture program assesses its performance through twice-annual assessments of its performance in terms of NAAB PC and SC, gathering quantitative scores on a 1-5 scale and quantitative comments which support planning and continuous improvement.

As a relatively new program seeking to grow, the number of students enrolled in the program each semester is another highly important metric that the faculty and administration track.

Another performance indicator of significance is the diversity of the faculty and student body, which is quantitatively measured in terms of race and gender, and is qualitatively observed in terms of the varied backgrounds of incoming students and faculty. Additionally, student job placement is tracked through the advising process, and alumni job success and achievement of licensure is observed through faculty correspondence with graduates, and celebrated in the program's social media.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

The goal-setting and planning process described in 5.2.1 above has been crucial as the program has established itself over the past seven years. Most recently, the program used this process to successfully meet its goal to increase the full-time faculty from one to two members, broadening the full-time faculty expertise with the hire of Charlie O'Geen, who brings knowledge of material, construction and systems integration. It has also achieved its goal of making a successful leadership transition: Mick McCulloch was elevated to the position of Program Chair in Spring 2020 and was granted tenure to begin in Fall 2021. His predecessor Brian Craig has generously provided advice and support throughout the transition and continues to.

Progress on the program's enrollment growth goal is uneven at the moment. Growth was slowly but steadily made over recent years, and the program reached a high of 17 students (including 1 part-time) in the AY 20-21 academic year. Enrollment is down to 11 students (including 2 part-time) for AY 21-22. This is not where we'd like to be, but two contextual factors are important to note. First, the impacts of the COVID-19 pandemic have been significant, causing one student to disenroll for health reasons, and likely contributing to the reduced number of applications received for AY 2021-22. One admitted international applicant reported that he was having difficulty obtaining a visa due to the virus and has therefore not enrolled. Secondly, the program happens to have just graduated its largest cohort to date (8 students). Given the graduation of a larger-than-usual group, it would have been a stretch to maintain the program's AY 20-21 size for AY 21-22, even without the COVID-19 headwinds. The prospect for growing again in AY 22-23 is excellent.

The program is making progress toward other current goals: it has continued to expand its impact in the community through the Urban Collaborative Studio and the service work of the AIAS, and had a successful first year of offering a shared lecture series with the Ferris State B.S. in Architecture and Sustainability program. In the realm of interdisciplinary work, one recent highlight (mentioned in Section 2) has been the participation of an M.Arch student in a grant-funded multidisciplinary research project exploring the future of the small-town pharmacy. Another student and faculty member are collaborating on grant-funded studies of material re-use with the Michigan State University Domicology research center.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

The program's twice-annual assessment practice, developed following the 2016 NAAB visit, has been a strength that has allowed the faculty to focus on continuous improvement, especially in the realm of systems integration. The improved evidence presented for systems-related SPCs in 2018 was a testament to its potential, and it has been continued since then. Also, since the 2018 visit, the program has recruited new adjunct and full-time faculty with expertise in the realm of systems that has begun to strengthen this area yet further.

A challenge and opportunity in terms of learning outcomes has been the program's engagement with the space of the gallery. The context of an art and design school offers KCAD M.Arch students a unique opportunity to be public-facing, presenting their design work in the gallery, at times in interdisciplinary shows side-by-side with fine arts work. The faculty's and gallery staff's criticism of the M.Arch's Thesis gallery shows to date is that they have often been loaded with diagrams and information, in the style of a typical architecture review pin-up, and this makes the work rather difficult for the public to engage with. For AY 21-22, the faculty are considering ways to reconfigure the work of Thesis Proseminar and the larger Thesis course sequence so that the opportunity to design a public-facing exhibition is taken greater advantage of.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The program has received outside input from practitioners and others through its Board of Formation meetings, and will continue to seek this input by constituting the new Advisory Board. Final reviews and student presentations, both in studios and seminars, often involve outside critics including practitioners. These are important opportunities for the faculty to learn how the strengths and weaknesses of students' work is perceived from outside by a diverse range of guests. Inter-disciplinary collaboration has also allowed for the Master of Architecture faculty to receive feedback from their peers in Interior Design, Visual and Critical Studies, Furniture Design etc., on how students are performing in their elective course work in those disciplines.

Importantly, the program's twice-annual assessment work always involves 2-3 critics from outside of the M.Arch faculty, who give their outside perspectives on students' performance relative to NAAB PC and SC. The generous participation of Stephen Vogel, FAIA, of the University of Detroit Mercy, has brought an experienced eye from outside of KCAD to this process. Vogel's consistent participation in the process over several years has meant that he can speak to the trajectory of the program and its response to NAAB criteria over time.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The 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 goals, 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.

As mentioned throughout Section 5 above, the program has adopted a formal process of twice-annual assessments since Fall 2016. These used NAAB's 2014 SPCs as the basis of assessment until Spring 2020. The process was updated to assess the program in terms of the 2020 PCs and SCs beginning with its Spring 2020 assessment, as this is when the program learned that its accreditation visit would be deferred by a year due to COVID-19 and that the visit would be held under the 2020 Conditions and Procedures. The method of assessment has been for a team of 4-5 reviewers, including at least two from outside of the program's faculty, to assess course documents, student work, and



additional evidence related to program activities in terms of the NAAB Criteria and to provide quantitative scoring and qualitative comments. The College supports this effort by providing stipends to outside reviewers for their work on these assessments. In the early years these assessments were done as day-long in-person sessions concluding with a summary conversation, and the program has shifted to doing the assessment work remotely and holding the summary conversation on zoom, which is more convenient for out-of-town reviewers.

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, Chris Cosper, Assistant Professor of Architecture at Ferris State University, and Lee Davis, Professor of Interior Design at KCAD. In response to the reviewers' quantitative and qualitative responses, the program's faculty develop summary findings and plans of action to strengthen each course with regard to NAAB criteria in its next iteration. This process of assessment was praised by the NAAB visiting team in 2018, and the program intends to continue with it into the future.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The program's curricular assessment has 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 recently-accredited program, we have not yet undertaken any major changes to our founding curriculum. The program's curricular framework and course descriptions remain unchanged from the 2016 APR-IC. That said, the program has made an adjustment to its delivery of two first year courses, delivering the content of the two 6-credit courses KGAR 511 Seeing Architecture and KGAR 521 How Things Work as a series of four 3-credit courses, using the special topics course designation KGAR 503. There has also been a change in the timing of the course KGAR 611 Critical Travel, which we've moved from the early weeks of the Fall semester to the preceding Summer.

The program will consider whether to formally adjust its curriculum to reflect these changes in practice following the Spring 2022 NAAB visit, and at that time will be able to respond to any suggestions by the NAAB Visiting Team. We continuously work to refine our delivery of the curriculum, at the same time that we are developing a shared understanding and database of lessons learned to apply to future curriculum development.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

The program's twice-annual course assessment work provides a feedback loop of information about the strengths and weaknesses of each course in terms of the PC



and SC that each course contributes to. The “summary and plan of action” documents that follow these assessments, and are shared with the faculty, suggest concrete ways that the implementation of each course in the curriculum can improve in terms of the NAAB criteria and also in terms of the program’s own values and goals. While the program has maintained its fundamental curricular structure since its 2014 founding, with a few relatively minor exceptions discussed above, the course assessment process has allowed the faculty to make focused improvements to the delivery of courses with each new year’s iteration. This same assessment process will also support reevaluation and potential improvement to the program’s curriculum and course descriptions in the future, as the program continues to grow and mature, and begins to reconsider the curriculum that has guided the development since 2014, with an eye toward deeper student learning and enhancement of the program’s differentiating strengths: community engagement in the urban context and interdisciplinary exploration within an art and design school.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The Master of Architecture program’s curriculum review and revision process and parties are as follows:

Party	Curriculum Assessment and Approval Role	Input Mechanisms
NAAB PC/SC Assessment Teams (including Program Chair, M.Arch 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 PC/SC that each course is intended to demonstrate.	Assessment worksheets, filled out during twice-annual reviews, including quantitative and qualitative assessment of PC/SC 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	Provide written course evaluations. Participate in formal and informal curriculum and program evaluation.	Course evaluations, informal and formal dialogues. Postgraduation surveys and input sessions.
Program Faculty (full-time and adjunct)	Review of course evaluations. Self assessment, formal and informal dialogue regarding curriculum framework, content, and delivery. May propose curriculum revisions.	Informal through ongoing dialogue, faculty meetings, and guest critiques of student work. Propose curriculum changes through KCAD Senate. Propose major curriculum changes or new degrees through Preliminary Curriculum Approval Form (PCAF).
Program Chair	Monitor curriculum and delivery. Compiles potential curriculum changes and curriculum input	Informal through ongoing dialogue and faculty meetings. Propose curriculum changes through KCAD

	data. Leads developing and refining of curriculum in response to both internal and external inputs. NAAB liaison and reporting.	Senate, with faculty concurrence. May originate curriculum revisions and PCAF and/or review and approve faculty-proposed changes.
Academic Records Office	Review and preliminary approval of curriculum changes.	Sign-off on curriculum revisions.
KCAD Senate Curriculum Committee	Reviews proposed curriculum changes prior to Senate.	Report to program and Senate on findings regarding proposed changes.
KCAD Senate	Review and approval of curriculum changes.	Report to Dean and President on findings regarding proposed changes.
KCAD 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.
KCAD 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 program's Board of Formation (and new forthcoming Advisory Board) have the opportunity for periodic informal and formal review and input into the curriculum and program.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The program's two full-time faculty have nine-month appointments. They teach nine credits each in the Fall and Spring semesters, and pursue scholarly and creative activity in the Summer. Additionally, the program has developed a strong pool of adjunct faculty, and 5-6 of them contribute up to 6 credits each during the Fall and Spring semester. The Summer course Critical Travel (or its COVID-19 era equivalent, Critical Sustainable Urbanism) has recently been taught by adjunct



faculty members, and could alternatively be taught by a full-time faculty member as an overload.

Administrative leadership is provided by the Dean of Academic Affairs, and at the program level, by Program Chair Mick McCulloch. The Chair's duties are compensated as an additional assignment beyond the base teaching appointment, and include staffing and scheduling courses, advising faculty in the program, developing the annual budget, and managing (with the assistance of Charlie O'Geen, the other full-time faculty member) the admission of new students and accreditation-related activities such as the program's twice-annual course assessments. McCulloch receives support in this administrative work from Denise Mondor-Gavern, Administrative Assistant for Academic Affairs.

The program's faculty have the support of a range of staff experts in areas such as Information Technology, the Library, Financial Aid, Academic Records, Student Services, and Counseling to name a few, and leverage these resources to help students to thrive at KCAD.

KCAD Master of Architecture faculty resumes are presented on the proceeding pages. Full time faculty members Mick McCulloch and Charlie O'Geen appear first, with adjunct faculty resumes following in alphabetical order:



Name: Michael McCulloch, Ph.D., AIA

Courses Taught (Four semesters prior to current visit):

- KGAR 503 Seeing Architecture
- KGAR 503 Global History of Architecture
- KGAR 531 Critique of Architecture
- KGAR 522 Studio II
- KGAR 542 Studio IV
- KGAR 612 Urban Collaborative Studio

Educational Credentials:

- Ph.D. in Architecture (History/Theory Concentration), University of Michigan, 2015
- M.S. in Architecture and Urban Design, Columbia University, 2003
- Bachelor of Architecture, University of Detroit Mercy, 2002

Teaching Experience:

- Assistant Professor of Architecture, Kendall College of Art and Design, 2016-present
- Postdoctoral Fellow and Lecturer, Taubman College at University of Michigan, 2015-16
- Adjunct Instructor, University of Detroit Mercy, 2012
- Assistant Professor of Architecture, Drury University, 2006-2009

Professional Experience:

- Architectural Development Intern, Albert Kahn Associates, Detroit, 2005-6
- Design Manager, Midfield Project Office of Northwest Airlines, Detroit, 2003-4

Licenses/Registration:

- Licensed Architect in the State of Michigan, 2008-present

Selected Publications and Recent Research:

- Book manuscript (in-process): "Anxious Houses: Building the Modern American Social Contract in Detroit," 2017-present
- Peer-reviewed publication: "Workers' Housing and Houses: Interwar Planning from Dessau to Detroit," *Journal of Planning History*, 2020
- Multi-book review: "Interpreting Abandoned Sites: Administrative, Market and Grassroots Frameworks," *Journal of Urban History*, 2014
- Conference paper presentation: "Users' Stories: Unruly Artifacts of a Community-Engaged Design Studio," EDRA Conference: Just Environments, Detroit (Online), 2021
- Speaker and panelist: Road to Rebellion Series: The History of Segregated Housing in Detroit, Charles H. Wright Museum of African American History, Detroit, MI, 2016
- With Robert Fishman and Julia Reyes Taubman, "A Guide to the Photographs," in Taubman, *Detroit: 138 Square Miles* (Museum of Contemporary Art, Detroit), 2012.

Professional Memberships:

- American Institute of Architects (AIA)
- Society of Architectural Historians (SAH)
- Society of American City and Regional Planning History (SACRPH)



Name: Charlie O'Geen, M.Arch, Assoc. AIA

Courses Taught (Four semesters prior to current visit):

- KGAR 503 Seeing Architecture
- KGAR 532 Studio III

Educational Credentials:

- M.Arch (Master of Architecture) Cranbrook Academy of Art, 2010
- M.Arch (Master of Architecture) SUNY at Buffalo, 2009
- B.S.Arch (Bachelor of Science in Architecture) SUNY at Buffalo, 2007

Teaching Experience:

- Assistant Professor of Architecture, KCAD of Ferris State, 2021-present
- Visiting Instructor of Architecture, Texas Tech University, 2021
- Visiting Assistant Professor of Architecture, University of New Mexico, 2019-20
- College Professor of Architecture, Lawrence Technological University, 2014-17
- Adjunct Instructor of Architecture, Lawrence Technological University, 2013-14
- Lecturer, Penney Stamps School of Art and Design, University of Michigan, 2010
- Instructing Teaching Assistant, SUNY at Buffalo, 2007-08

Professional Experience:

- Founder, Project/Construction Manager, etC Construction Services, Detroit, 2017-present
- Project / Construction Mgr., Power House Productions, Detroit, MI, 2012-present
- Construction Mgr./ Supervisor, Sutherland Studios, Mustique, E.Caribbean, 2012
- Designer / Project Manager, Buro Marsille, Rotterdam, Netherlands, 2012
- Project Mgr. / Site Supervisor, von Staden Architects, Birmingham, MI, 2011-12
- Project Manager / Fabricator, Bill Massie Architecture, Pontiac, MI, 2009-12

Licenses/Registration:

Selected Publications and Recent Research:

- Peer reviewed article (in process): "Poured Earth and Responsive Formwork: Four-Dimensional Wall Systems from Site Based Materials," *Technology | Architecture + Design* (TAD)
- Peer reviewed paper and presentation: "Poured Earth Formwork; Using Fabric to Eliminate Portland Cement," ARCC-EAAE Conference, 2022
- Speaker and panelist: "Modeled City: A Case Study," 52nd annual NCECA (National Council on Education for the Ceramic Artists) conference, 2018
- Peer-reviewed paper and presentation: "Re-Form; Site as Material," Reclaim / Remake Symposium, Catholic University, Washington, DC, 2013

Professional Memberships:

- Associate, American Institute of Architects (Assoc. AIA)
- Construction Association of Michigan (CAM)



Name: Dustin Altschul, AIA, NCARB, LEED AP, BIM CM, CDT

Courses Taught (Four semesters prior to current visit):

- KGAR 503 Introduction to Environmental Systems
- KGAR 541 Building Systems Integration

Educational Credentials:

- M.Arch (Master of Architecture), Lawrence Technological University, 2016
- M.U.D. (Master of Urban Design), Lawrence Technological University, 2016
- B.S. Architectural Engineering Technology, University of Cincinnati, 2012

Teaching Experience:

- Adjunct Instructor of Architecture, Kendall College of Art and Design, 2021-present
- Adjunct Instructor of Interior Design, Kendall College of Art and Design, 2017-present
- Adjunct Instructor of Interior Design, Western Michigan University, 2019-present
- Adjunct Instructor of Interior Design, Grand Rapids Community College, 2018-present
- Adjunct Instructor of Architecture, Lawrence Technological University, 2016-2018

Professional Experience:

- Architect and BIM Manager, Eckert Wordell, Kalamazoo, 2018-Current
- Principal, Hungry Architecture, Grand Rapids, 2016-Current
- Architect, Paradigm Design, Grand Rapids, 2016-2018
- Sustainable Design Education Specialist, San Francisco, 2014-2017
- Designer, Niagara Murano, Detroit, 2014-2016
- Architect Intern, Stephen Brown Architects, 2012-2015

Licenses/Registration:

- Licensed Architect in the State of Michigan, 2017-present

Selected Publications and Recent Research:

- Student-led Faculty-guided grant investigation (in process), *Carbon analysis of 28 reused materials*, 2021
- Student-led Faculty-guided grant publication, "Deconstruction Material Salvage Guide", 2021
- Innovation in Teaching Grant, *Virtual Reality in Interior Design Exploration*, 2019
- Section 2: *Material Reuse and Innovation in Tiny House Design, Pathways for Lifecycle Building Practices: Material Reuse in Tiny Home Construction*, 2019
- Peer-reviewed publication, *Water-born micro-cities: bringing the Great Lakes closer to natural symbiosis with eco-based design*, The Plan Journal, no. 2
- Conference presentation: "The Automated Facade", Early Design Modeling and Performance Assessment session, ASHRAE Building Performance Analysis Conference, traditional presentation, Atlanta GA, 2017

Professional Memberships:

- American Institute of Architects (AIA)
- National Council of Architectural Registration Board (NCARB)
- Green Building Council



Name: Sara Bergakker, PE, LEED AP, WELL AP, CDT

Courses Taught (Four semesters prior to current visit):

- KGAR 503 – Intro to Environmental Systems
- KGAR 541 – Building Systems Integration

Educational Credentials:

- BSME, Grove City College, 2000

Teaching Experience:

- Adjunct Lecturer, Kendall College of Art and Design, 2019-present

Professional Experience:

- Graduate Engineer, Progressive AE, Grand Rapids, MI, 1998-2002
- Mechanical Engineer, Burt Hill Kosar Rittleman Associates, Butler, PA, 2002-2004
- Mechanical Engineer, Erdman Anthony, Rochester, NY, 2004-2012
- Mechanical Team Leader, Facilities Engineering, Cornell University, Ithaca, NY, 2012-2016
- Senior Mechanical Engineer, Technical Leader, Progressive AE, Grand Rapids, MI, 2016-present

Licenses/Registration:

- Licensed Engineer in the State of New York – 2006-present
- Licensed Engineer in the State of Florida – 2009-present
- Licensed Engineer in the Commonwealth of Pennsylvania – 2009-present
- Licensed Engineer in the State of Michigan – 2017-present
- Licensed Engineer in the State of South Dakota – 2018-present
- Licensed Engineer in the Commonwealth of Massachusetts – 2018-present
- Licensed Engineer in the State of Minnesota – 2018-present
- Licensed Engineer in the State of Ohio – 2018-present
- Licensed Engineer in the State of Wisconsin – 2018-present
- Licensed Engineer in the State of Indiana – 2019-present
- Licensed Engineer in the State of North Carolina – 2019-present

Selected Publications and Recent Research:

Professional Memberships:

- American Society of Heating, Refrigeration, and Air-conditioning Engineers (ASHRAE)



Name: Andrew Dancer, CDT, Assoc. AIA

Courses Taught (Four semesters prior to current visit):

- KGAR 513 Design Communication 1

Educational Credentials:

- Bachelor of Fine Art (Human Centered Design Concentration), Northern Michigan University 2015.
- Master of Architecture, Kendall College of Art and Design 2020.

Teaching Experience:

- KCAD Master of Architecture Program 2021-present
- Architecture | Construction | Engineering (ACE) Mentorship Program, Mentor 2020-2021

Professional Experience:

- Graduate Architect, Progressive AE, 2020-Present.
- Architectural Design Intern, Cornerstone Architects, 2017 – 2020.
- Design Intern, Kathleen Wills Design, 2015-2016.

Licenses/Registration:

- Construction Document Technology (CDT)

Selected Publications and Recent Research:

Awards:

- AIA Henry Adams Medal, Kendall College of Art and Design, 2020

Professional Memberships:

- American Institute of Architects (AIA)
- National Council of Architectural Registration Boards (NCARB)
- Construction Specifications Institute (CSI)



Name: Thomas Danckaert, AIA, NCARB, LEED-AP

Courses Taught (Four semesters prior to current visit):

- KGAR 613 Critical Practice of the Profession
- KGAR 503 Seeing Architecture

Educational Credentials:

- M.Arch (Master of Architecture), University of Michigan, 2002
- B.S. in Architecture, Lawrence Technological University, 1999

Teaching Experience:

- Adjunct Instructor, Kendall College of Art and Design, 2005- present

Professional Experience:

- Architect, GMB Architecture and Engineering, Grand Rapids, 2019-present
- Design Architect, Progressive AE, Grand Rapids, 2004-2019
- Graduate Architect, JLP Associates, Inc., 2000-2004

Licenses/Registration:

- Licensed Architect in the State of Michigan, 2009- present

Selected Publications and Recent Research:

Awards:

- Young Architect, AIA Grand Rapids Chapter, 2015
- Young Architect, AIA Michigan, 2016

Professional Memberships:

- American Institute of Architects (AIA)
- National Council of Architectural Registration Board (NCARB)
- LEED Accredited Professional



Name: Elise DeChard, AIA

Courses Taught (Four semesters prior to current visit):

- KGAR 512: Studio I
- KGAR 522: Studio II
- KGAR 532: Studio III
- KGAR 513: Design Communication 1
- KGAR 523: Design Communication 2
- KGAR 611: Critical Travel
- KGAR 503: Critical Sustainable Urbanism

Educational Credentials:

- Master of Architecture, Cranbrook Academy of Art, 2017
- Bachelor of Architecture, Rensselaer Polytechnic Institute, 2009

Teaching Experience:

- Adjunct Faculty, Kendall College of Art and Design, 2018-2021
- CRITPraX Teaching Fellow, Lawrence Technological University, 2017
- Adjunct Faculty, Lawrence Technological University, 2016-17

Professional Experience:

- Owner/Architect, END Studio, Detroit, MI, 2015-present
- Founding Partner, CAMPO Collective, Pontiac, MI, 2017-19
- Architectural Designer, Marvel Architects, New York, NY, 2014-15
- Lead Designer, Marco Sea, New York, NY, 2010-13

Licenses/Registration:

- Licensed Architect in the States of Michigan and New York, 2019-present

Selected Publications and Recent Research:

- Conference paper presentation: 'Imaginary Cities: A Pedagogical Exercise in Speculative World-Editing,' EDRA Conference: Just Environments, 2021
- Conference paper presentation: "SITE SPECTACLE SEED SPROUT," ACSA Conference, Detroit 2017
- Conference paper presentation: "The Glow of Grime," ACSA Conference 2017, Detroit
- Exhibition: "Never Normal" Group Show, Form & Seek / Wasserman Projects, Detroit, MI, 2020
- Exhibition: "ARCADE," solo show as CAMPO Collective, Simone DeSousa EDITION, Detroit, MI, 2019.
- Award: Detroit Notable Women in Design, Crain's Detroit, 2020
- Award: Commerce Design Refresh Grant Award Winner w/ Folk Detroit, Design Core Detroit, 2020

Professional Memberships:

- American Institute of Architects (AIA)



Name: Andrew Gipe-Lazarou, Ph.D.

Courses Taught (four semesters prior to current visit):

- KGAR 503 Introduction to Structures

Educational Credentials:

- Ph.D. in Architectural History and Urban Theory, Nat. Technical Univ. of Athens, 2021
- Master of Architecture, Harvard Graduate School of Design, 2015
- B.S. in Architecture, University of Maryland, 2010

Teaching Experience:

- Visiting Instructor, School of Architecture + Design, Virginia Tech, 2021-present
- Adjunct Lecturer, Kendall College of Art and Design (KCAD), 2021-present
- Project Director, Cultural Outreach Program, The Diakron Institute, 2016-present
- Adjunct Instructor, Arch-Engineering Program, Univ. of the District of Columbia, 2021
- Adjunct Instructor, University of Portsmouth (Athens Campus, 2018-19
- Teaching Assistant, Harvard Graduate School of Design (GSD), 2015
- Teaching Assistant, Harvard GSD (Koolhaas Design Studio), 2013
- Teaching Assistant, University of Maryland (Ancient Arch. History), 2008-10
- Volunteer Teacher, Architecture Track, National Federation for the Blind, 2009

Professional Experience:

- Cultural Resource Specialist, Greek Ministry of Culture, 2012-2020 (seasonal)
- Assistant Planner, Town of Riverhead, Long Island, NY, 2014 (work-study)
- Architectural Designer, Office for Metropolitan Architecture (OMA), Rotterdam, 2013
- Architectural Designer, Katerina Tsigarida Architects, Athens, 2011-2012
- Architectural Designer, VMP Arquitectos, Athens, 2011
- Cultural Resource Specialist, Restoring Ancient Stabiae Program, Naples, 2009-2010
- Architectural Intern, GTM Architects, Bethesda, MD, 2008-9

Licenses/Registration:

Selected Publications and Recent Research:

- Edited volume (forthcoming): "Weird-Fictional Narratives in Art, Architecture and the Urban Domain," National Technical University of Athens Press
- Online magazine: *The Diakron Institute Magazine (DIM)*, Issue 0, 2021
- Peer-reviewed article: "The 'Extreme Fantasy' of Delirious New York," *Lovecraft Annual* 14, 2020
- Conference paper: "Diakron Explorations," *I Colloquium*, Brazilian Embassy, Athens, 2019
- Conference paper: "Sensory Studies and Deep History," *Sensual Reflections* Conference, Department of Classics, Cambridge University, 2018
- Conference paper: "Cultural Exploration of the Cyclades," *Sensory Studies of Antiquity*, University of Roehampton, London, 2018
- Online publication: *The Storm, The Strife, and Everyday Life: Sea Change in the Suburbs*, Harvard University Graduate School of Design, 2016
- Book chapters: "Door" and "Window," *Elements of Architecture*, OMA, 2014



Name: Michael Jen, AIA

Courses Taught (four semesters prior to current visit):

- KGAR 512: Studio I
- KGAR 531: Critique of Architecture
- KGAR 532: Studio III
- KGAR 632: Studio VI: Thesis

Education:

- M. Arch I, Harvard University Graduate School of Design, 2013
- B.S. in Architecture, University of Michigan, 2008

Teaching Experience:

- Kendall College of Art and Design of FSU: Adjunct Faculty, 2018-present

Professional Experience:

- 2016-present AMDG Architects, Architect
- 2015-2016 Integrated Architecture, Design Architect
- 2013-2015 RMA Architects, Associate
- 2008-2009 AMDG Architects, Intern Architect,

Licenses/Registration:

- Registered Architect, Michigan, 2016-present
- Registered Architect, Massachusetts, 2015-present

Selected Publications and Recent Research:

- (Forthcoming) Research for *Kinetic City: Emergent Urbanism in India*, by Rahul Mehrotra, to be published by Applied Research + Design Publishing.
- Co-author of "The Dabbawala – Informality Leveraging Formality". *Imminent Commons: The Expanded City*. Actar, 2017.
- Co-curator of 'The Dabbawala: Informality Leveraging Formality' exhibition at the Seoul Biennale of Architecture and Urbanism, 2017.
- Co-author of "The Dabbawala – Informality Leveraging Formality". *Food: Dal Cucciaiao al Mondo*. MAXXI Museum in Rome. Essay in exhibition and catalogue, 2017.
- With RMA Architects, *The Dabbawala of Mumbai* at MAXXI Museum in Rome, 2015,
- With RMA Architects, *Kinetic City* exhibition at British School at Rome, 2013.

Other Accomplishments:

- AIA Grand Rapids Building Award – St. Luke University Parish. Lead designer with Integrated Architecture, 2018
- AIA Grand Rapids Regional and Urban Design Award – Freyling Mendel's, mixed use. Lead designer with Integrated Architecture, 2018
- Studio work published in the Harvard's *GSD Platform 5*, 2015
- Studio work exhibited, Boston Society of Architects student design showcase, 2011
- Created digital models exhibited in *Architecture and its Affects* at the 13th Venice Biennale, 2012
- WorkPlay Design Competition, University of Michigan – First Prize, 2008



Name: Jennifer Metz

Courses Taught (Four semesters prior to current visit):

- KGAR 503 Historic Preservation Seminar

Educational Credentials:

- BA Art History
- MS Historic Preservation

Teaching Experience:

- Adjunct at KCAD since 1997

Professional Experience:

- 24 years as a Historic Preservation consultant and owner, Past Perfect, Inc. (pastperfectinc.com)

Licenses/Registration:

- 36 CFR 61 Architectural History

Selected Publications and Recent Research:

- Panelist: *History Harvest, Historic Preservation, and What we Carried: Some Lessons for Changing Expectations for History through Community Engagement*, Michigan Museums Conference, Grand Rapids, Michigan, October 2019.
- Exhibition: *Detroit: (Re)Generating Detroit: A Palimpsest of Landscape Strategies*, Chicago Cultural Center, Chicago, Illinois, Fall 2019.
- Tour Guide: *Downtown Grand Rapids Modernism and Rehabilitation*, Michigan Municipal League Annual Conference, Grand Rapids, Michigan 2018.

Professional Memberships:

- Michigan Historic Preservation Network



Name: Rebecca Smith

Courses Taught:

- KGAR 611 Immersion V: Critical Travel
- KGAR 621 Thesis Preparatory Seminar
- KGAR 622: Studio VI: Thesis
- KGAR 503: Analog, Digital, Virtual, Real

Educational Credentials:

- (In-Progress) Ph.D. in Architecture (Design Studies concentration), Taubman College, University of Michigan
- M.Arch, University of California Berkeley, 2015
- B.A., New Media, SUNY Purchase, 2006

Teaching Experience:

- Adjunct Professor of Architecture, Kendall College of Art and Design, 2018–present
- Director, ArcStart Summer Program, University of Michigan, 2018
- Graduate Student Instructor, Taubman College, University of Michigan, 2016-18

Professional Experience:

- Researcher in Technology, Kirkegaard Associates, Chicago IL, 2016-17
- Junior Designer, Robin Chiang & Associates, San Francisco CA, 2015-16
- Intern, Situ Studio, Brooklyn NY, 2013

Licenses/Registration:

Selected Publications and Recent Research:

- Book review: “Design, Control, Predict: Logistical Governance in the Smart City”, *Journal of Urban Design*, 2021
- Conference presentation: “Technologies of Legibility: Architectural Representation and Surveillant Workflows” Society for the Social Studies of Science, Toronto, CA, 2021
- Conference presentation: “Measures of Harm: The Impact of Detroit’s Project Green Light As Urban Infrastructure”, Environmental Design Research Association, Detroit MI, 2021
- Conference presentation: “Legibility and Power in the Urban Surveillant Assemblage”, 109th Annual Meeting of the Association of the Collegiate Schools of Architecture, Virtual, 2021
- Conference presentation: “ShotSpotter and Project Green Light: Information, Visualization and the Politics of Spatial Representation”, Surveillance Studies Network Conference, Rotterdam NL, 2020 *Postponed due to COVID-19.*

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

As discussed in section 6.3 Program Chair Mick McCulloch is an NCARB Architect Licensing Advisor, as is local architect and friend of the program Ashley Dunneback. Mick has attended the 2021 NCARB Licensing Advisor Summit, and he and Ashley are available to answer student questions about the path to licensure and arrange for annual NCARB presentations at KCAD, and twice-annually in AY 2019-20, on account of the special visit by NCARB's Manager for Examination, Nicholas Respecki, Spring 2020. Since the Fall 2018 visit, the program has hosted NCARB presentations for students in Fall 2019, Respecki's presentation in Spring 2020, and again in Fall 2020.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

KCAD encourages and supports faculty development, and the scholarship and creative work of the faculty in turn enriches their teaching and enhances the reputation of the program. The College's financial support of professional development is covered under its agreement with the Kendall Faculty Association: <https://www.ferris.edu/administration/president/generalcounsel/pdfs-docs/20182022KFAKCADFinalAgreement.pdf>

As mentioned in section 5.7, the agreement provides for an annual faculty development budget per tenure-track or tenured faculty member of \$1,625 in 2021-22, which is spent at the faculty member's discretion on materials and travel in support of continuous improvement in teaching, and creative and scholarly activity. In special instances, such as multiple presentations of scholarly work whose cost exceed the development budget, or for special projects related to community engagement, the Dean for Academic affairs accepts requests for additional faculty development support from his budget.

The AIA Grand Rapids (AIAGR) is an integral partner with the program in professional development. The college hosts numerous AIA programs and presentations at no cost to members and students and faculty, including the monthly DesignTHUNK series that convenes a practice-academy dialogue on current design. The AIAGR has an active Committee on the Environment (COTE) group, which provides further programming with a focus on environmental sustainability at no cost. College-funded KCAD lectures from across disciplines have introduced the faculty to fascinating designers, artists, and art historians in recent years, and the program's own KCAD/Ferris Architecture Lecture Series has added the voices of architects, planners, and urbanists to the mix.

Program Chair Mick McCulloch's research focuses on the history of interwar housing, and since the Fall 2018 NAAB visit he has completed a book manuscript

titled “Anxious Houses: Building the Modern American Social Contract in Detroit,” currently under consideration by a university press. McCulloch published a chapter from this project in the *Journal of Planning History*. He also presented a conference paper exploring the work of the M.Arch program’s Urban Collaborative Studio at the Spring 2021 EDRA Conference (where two KCAD adjunct faculty, Rebecca Smith and Elise DeChard, made presentations as well).

Assistant Professor Charlie O’Geen has just joined the KCAD Master of Architecture faculty, and the faculty and students look forward to seeing the new work that he will produce at KCAD, given but his strong record of community-engaged design-build projects, exhibitions, and experiments with material systems. O’Geen’s will present a research paper related to his experiments with concrete at the ARCC conference in Miami in Spring 2022.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

As described in section 6.3, the program’s faculty use twice-annual individual academic advising sessions to help students navigate curricular, internship/job placement, and personal challenges as they advance through the program. Faculty support the career-related activities of AIAS, and host annual NCARB “path to licensure” training sessions. They also keep office hours and encourage students to reach out as needed for formal and informal conversations, and refer students to staff in KCAD Student Services or the Activities and Resource Center for additional support as needed.

KCAD’s Student Services division, located on the 7th floor of the main building (KDL), supports students on matters related to admissions, financial aid, student employment, records, transcripts, and registration. Additionally, Student Services provides assistance for students with disabilities (such as help in seeking course accommodations), a writing center, health care information, an emergency pantry and supply resource, and free and confidential mental health counseling. More information is available here: <https://kcad.ferris.edu/current-students/student-services/index.html>.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The program and the larger College are invested in diversity, equity and inclusion, and M.Arch Program Chair Mick McCulloch has served on the KCAD DEI Committee for the past several years, rising to co-chair of that committee for AY 2021-22. In that capacity he contributed to a Spring ’21 curriculum workshop on diversity, equity and inclusion in design teaching across disciplines, and helped to facilitate a Fall ’20

faculty workshop focused on respectful pronoun use in the classroom. For AY 2020-21, the KCAD/Ferris Architecture Lecture Series, with institutional financial support, put a special emphasis on diversity. It featured practitioners and scholars of color and began with a lecture by Dan Pitera, FAIA, focused specifically on the challenges and opportunities to diversify the discipline in the future. For AY 2021-22, the College is funding a DEI-focused lecture and documentary film series that will be coordinated by the DEI Committee.

When civil unrest followed the police killing of George Floyd in the Summer of 2020, the program reached out to students to provide resources and to underscore that questions of racial justice were very much “on the table” for discussion within the program. KCAD, whose main 17 Fountain building sustained some broken windows during the unrest, created a “teachable moment” by commissioning KCAD alum Rosie Lee to paint public murals on the plywood covering the damaged windows—murals that reflected critically on themes of racial injustice.

The Urban Collaborative Studio has been one of the most important initiatives by which the M.Arch program takes up DEI issues. Its practice of making students accountable to diverse stakeholder groups, over iterative review sessions, has amplified the voices, needs and desires of people of color, disabled individuals, and those experiencing homelessness in its design discourse. Faculty and students have made public presentations of this work to further the DEI dialogue in Grand Rapids. The critical analysis of the discipline and of how it operates within society (in courses such as Critique of Architecture and Critical Travel) is another place where the program invests in DEI.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

As illustrated in the program's last Annual Report in Fall 2020, the KCAD faculty group is stronger in gender than racial diversity, being 55% male / 45% female, and 100% white. The faculty group as illustrated in the Report is similar to the student group in its gender balance but significantly less racially diverse. Since the last accreditation visit, the program has worked to maintain a strong presence of female faculty in the program, which has been a perennial challenge in the traditionally male-dominated disciplinary culture of Grand Rapids. It has recruited new female faculty members, including a female engineer, Sara Bergakker, who contributes in the program's Environmental Systems courses. In its recent full-time faculty search the program was explicit about its desire to diversify the faculty group, including a strong diversity statement in the advertisement and a broad advertising strategy that included the National Organization of Minority Architects. The search yielded a pool of candidates that included international applicants from Asia, but the candidate who was the best fit for the position overall does not add to the racial diversity of the faculty.

In the future, the program aims to continue its efforts to reach out to female candidates, those who can contribute racial diversity, and those who bring other dimensions of diversity including disability, by sharing its new position advertisements broadly and continuing to create an inclusive climate within the program. Finally, while the program's faculty is not currently as diverse as it wants to be, the faculty aim to continue their practice of bringing a diverse set of voices into the program's dialogue by engaging with guest critics and lecturers of color, and seeking opportunities for additional dimensions of diversity.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

As illustrated in the program's last Annual Report, the Fall 2020 KCAD student group's diversity was a strength, being 60% male / 40% female, and 55% white / 28% Hispanic/Latino / 11% Black or African American / 6% Asian. KCAD overall is 74% female and 78% white, so as of the last report the M.Arch program is significantly more male and more racially diverse than the College at large. The applicant pool for AY 2020-21 and 2021-22 has been somewhat less racially diverse than those of previous years, likely on account of the disproportionate impacts of the pandemic on international students and people of color. The program intends to monitor this trend carefully in the next application cycle to see if the subsiding of the virus brings a return to the diversity of the program's applicants. International students have been strong contributors to the program's diversity, and in forthcoming years the program intends to work with Admissions and KCAD International Student Advisor Yajuan (Jane) Zhang to explore opportunities to re-establish and bolster the program's level of international applicants.

The program's diversity has been cultivated through its practice of using a portfolio and an interview rather than test scores to make admissions decisions, which allows students with a diversity of backgrounds and skill sets to demonstrate their capacity to succeed in the program. The program also has a record of working flexibly with nontraditional students, who are pursuing a second career, caring for family members while studying, and/or working significant hours outside of the classroom, which has added valuable diversity to the program. Given the longstanding over-representation of white males in the discipline of architecture, the program aims for gender parity and to continue working to maintain the strong level of racial diversity that has been a positive feature of the program.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:



The Ferris State University Equal Employment Opportunity and Affirmative Action policies are linked here: <https://www.ferris.edu/administration/president/generalcounsel/affaction.html>,

The Diversity and Inclusion plan is located here: <https://www.ferris.edu/administration/president/DiversityOffice/homepage.htm>.

In addition, as discussed in sections 5.5.1 and 6.4, the Master of Architecture Program has representation on the KCAD Diversity, Equity and Inclusion Committee, which has been active in furthering DEI, most recently through a series of workshops on respectful pronoun use and on the development of inclusive curricula in academic, design, and arts courses. For AY 2021-2022 the committee will coordinate a series, funded by the KCAD President's Office, that alternates between documentary films and guest speakers, with the aim of extending and strengthening the already robust DEI conversation on campus. KCAD's approach to DEI and the annual reports and recommendations of the DEI Committee are also discussed here: <https://kcad.ferris.edu/about/diversity.html>.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

The Ferris Human Resources office facilitates an interactive process in support for employees University-wide (including KCAD) in keeping with the ADA. Ferris State University's policy regarding the support of Disabled Employees and the ADA is here: <https://www.ferris.edu/administration/adminandfinance/human/Forms/HRPPs/DisabledEmployees.pdf>.

KCAD's Disabilities Services Office (DSO), led by Marie Yowitz, LMSW, works in partnership with students, faculty, staff, and guests of the College to eliminate or minimize barriers and facilitate inclusion on campus. The DSO collaborates with all members of the College/Ferris State University (FSU) community to improve access for people with disabilities by determining and implementing reasonable academic, and guest accommodations, providing education on access and inclusion, and partnering with College/FSU offices to ensure meaningful physical and technological access

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

KCAD has been located in the historic, 7-story, center-city "Manufacturers Building" since the 1980s. At the time of the merger with FSU in 2001, the adjoined "Interstate Building" was purchased and annexed to the 17 Fountain St building, with a 3-story

atrium constructed to connect the two. These joined structures are now referred to as the *Kendall Building* or by the address, 17 Fountain)

In 2010, through a public-private partnership, the KCAD and Ferris obtained the Old Federal Building, a beaux-arts classical structure located across Pearl St. from the Kendall Building, and named it the *Woodbridge N. Ferris Building*. KCAD and Ferris redeveloped the building as a historical preservation project and a model of sustainable adaptive reuse. In 2013, the Urban Institute for Contemporary Arts merged with KCAD, and its gallery is now prominently located on the ground floor of the Woodbridge N. Ferris Building, accessible to students, faculty, and the public.



KCAD's campus in its downtown Grand Rapids context



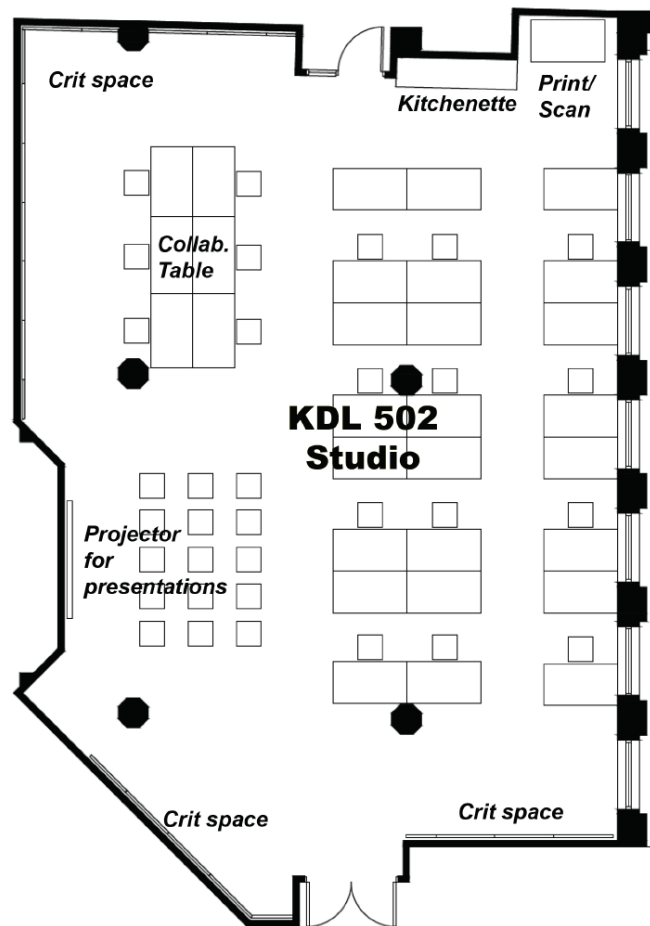
KCAD Campus View: The Woodbridge N. Ferris Building appears in the foreground at right, and the Kendall Building, with its 7-story mural, is to the left.

As mentioned above in the section Progress since the Previous Visit, the Master of Architecture program has moved into improved and more strategically-located physical spaces since the 2018 NAAB visit. Its two studios had been located in separate buildings, one on the 3rd floor of the main Kendall Building at 17 Fountain (KDL), and one five minutes' walk down the street at 1 S. Division. Now, beginning in Fall 2021, the program has moved into new studio spaces on the 5th floor of KDL. Perhaps the greatest benefit of the move is the way that students in all three years of the program can interact more, as they share common space on the 5th floor, making the learning and social environment of the studios more diverse, lively and enjoyable. The 5th floor is also home to KCAD's Interior Design program, and contains studios used by the Furniture Design program—adjacencies that promise to promote more interdisciplinary collaboration and learning between these programs; hallway conversations among students, participation in one-another's reviews, and more collaborative elective courses. The 5th floor is home to the impressive Baker Furniture Collection. As the KCAD website explains, this 1500sf space contains "period furniture and decorative arts from around the world—ancient, modern, and everything in between," providing an inspiring adjacency for Master of Architecture students' design work.



Master of Architecture program spaces (in blue) on the 5th floor of the Kendall Building

KDL 502 is the main studio space for the program. Its bank of east-facing windows provides daylight and views to impressive historical structures on Division Avenue. At 2,133sf, it has space for generous individual student workstations as well as meeting and presentation areas. It contains an 11x17-compatible printer, a large-format scanner, and a kitchenette for students' use. Students have 24/7 access to this space via an electronic key fob, and the room is kept locked when not in use for safety and security of students and their possessions. A second space, KDL 521 (1,110sf), provides flexible work space for special projects and will become additional studio space as the program's enrollment grows.



The Master of Architecture program's primary studio space is KDL 502. The east-facing bank of windows provides excellent daylight and views. Students have 24-hour access to the space via key-fob entry.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The program's seminar and lecture courses are supported with two dedicated classroom spaces, KDL 522 and 524, located near to the studios which are often students' "home base" during the day. Each is a bit more than 600sf—an ideal size for graduate seminars--and is equipped with an HDMI projector. KDL 520 is a 410sf flexible gathering and collaboration space for students. It is a space where students can eat and relax, but also meet to study or to discuss projects.

Both KDL 502 and 520 have ready access to the supportive facilities throughout the KDL building. These including the first-floor Alluvium Gallery and the FlexLab, which supports large-format printing, vinyl cutting, laser-cutting and 3D printing. The KCAD Library, described below in 5.8 Information Resources, is on the second floor. An extensive wood shop and a CNC router are available on the lower level of KDL.

Professional staff and student workers are available to assist students in their use of these facilities. Facilities for metalwork, printmaking, photography and digital media are also available on campus, and architecture students can take advantage of these for their studio design projects and through interdisciplinary elective courses.

The Woodbridge N. Ferris Building (aka Old Federal Building or WNF) is the other half of KCAD's 2-building campus, and is located directly across from KDL. It houses the Urban Institute for Contemporary Arts (UICA), whose exhibitions are of national significance and are easily accessible to KCAD students and the public alike. The sculpture program's labs are housed in the lower level of this building, and on the second floor is the large lecture hall-- Boyer Hall. This space supports large groups of 100 or more in a lecture-style arrangement and smaller groups arranged in charrette-style collaborative arrangement. The program can reserve it as needed for special events. Architecture students also enjoy access to the gathering and study spaces in the impressive neoclassical halls of WNF, and can shop at the UICA store.

Additional facility information and images can be found at kcad.ferris.edu/facilities/index.html.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

The architecture program's office (KDL 523) is located near its classrooms and other spaces, which supports student interaction with faculty outside of the classroom. The office includes space for up to three faculty to work on course preparation and scholarship, and to meet with students. The program's two full-time faculty each have a desk in the space, and the third is used in a "hoteling" fashion by the program's adjunct faculty. For formal meetings with students, the program also has a private office in the adjacent building, WNF 402. For scholarship, research, and course development, faculty also have access to all of KCAD's facilities, including the library, FlexLab, woodshop, etc.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The breadth of the program's curriculum is supported by the various facilities outlined above. Its design studio education benefits from ample studio and desk space for students, pin-up space for internal reviews, and gallery spaces for public-facing exhibition of work. The supportive tools of the FlexLab are well-used for 2d printing and 3d model-making, and the woodshop supports design-build studio learning. The program's seminars take place in well-scaled and equipped classrooms, in close proximity to the students' gathering and collaboration space in (KDL 520). This is valuable, as collaborative project work and group studying are an important extension of the learning in a seminar. The library is just three floors down from the architecture program spaces, and is heavily used to support the research components of studio and seminar courses. The program's lecture series and special



events are also essential extensions of the learning that happens in studios and seminars, and Boyer Hall, and impressive historic space, adds extra gravity to those events. Finally, the full facilities of the college are accessible to students through interdisciplinary coursework, from photography and printmaking to metalwork.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

The program's pedagogy does require the above resources. We made a successful pivot to zoom-based instruction in Spring 2020 due to COVID-19, and used a hybrid approach in AY 2020-21, with mostly in-person socially-distanced classes and a few synchronous online seminars. Moving forward, our intent is to return to in-person learning but to retain the flexibility to offer online seminars or host online events and reviews when desired, to engage with an instructor or critic who cannot join us in person for example. Students will continue to benefit from the ability to connect virtually to in-person classes on occasion, such as when they are feeling unwell or need to quarantine due to exposure to the virus per the requirements of the Ferris State COVID-19 protocol.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Financial Resource Allocation

KCAD employs a transparent process for determination of program supply and expense (S&E) budgets and capital and equipment budgets. The Master of Architecture Program Chair originates the annual S&E budget request, based on the program's plans and needs, and this is reviewed by the Academic Dean and CFO. The Chair, Dean and CFO then review and finalize the budget together. The program's S&E budget for AY 2021-22 is \$6,075, which will support initiatives such as field trips, guest speakers, meals for special events, printing, and the construction of additional model stands. Capital and major equipment budget requests are also discussed in these meetings as needed. Additional resources are allocated in the Dean's budget to support ACSA membership, NAAB accreditation visits, and faculty members' AIA dues. The program's faculty have access to Professional Development Funds each year to support their research, as defined in their collective bargaining agreement with KCAD. For AY 2021-22 this amount is set at \$1625. Further, faculty are able to make requests for support to the Dean of Academic Affairs in special cases where additional support is needed.

As part of internal business planning, the Program Chair communicates with the dean about faculty requirements based on curriculum and enrollment projections. New positions and the rehiring of term-appointed faculty and adjuncts are determined through discussion between the Program Chair and Dean and with the approval of the President of KCAD. Through this process, the program has undertaken the addition of a new full-time term-appointment faculty line, hiring Charlie O'Geen to begin in Fall 2021. This new full-time faculty takes the place of the staff position of the program's founding Director, Brian Craig, who retired in 2020. This change has yielded an important increase in full-



time teaching capacity, as the new faculty member will teach a full load, while the Director taught a partial load. The college has also elevated Michael McCulloch to the position of Program Chair in this process, supporting a seamless transition of leadership from a Director-led model to the college's more typical Chair-led program model.

Revenues, Expenses and Scholarships

Revenues, expenses and scholarships were reported in the 2020 NAAB Annual Report. A summary of the data for FY 2020 shows:

Full-time tuition and fees: \$34,050
Percentage of full-time students receiving institutional grants 100%
Average per-student institutional annual award \$13,200
Total revenue from all sources \$517,320
Instruction and Overhead expenditures \$323,077
Capital expenditures \$0

One of the most significant forms of institutional support that the Master of Architecture program receives is the funding of merit-based scholarships and graduate assistantships for students, which the program awards as part of the admissions process. The Program Chair negotiates final award amounts with Admissions. One hundred percent of the program's students receive institutional scholarships. The average scholarship award is was \$13,200 for FY2020, more than one third of the cost of tuition and fees.

In addition to the scholarships awarded upon admission, students receive financial support through other external and internal scholarships and grants. In recent years, M.Arch students have won scholarships from AIA Grand Rapids, CSI West Michigan, and MAF/AIA Michigan. The program also has an endowed scholarship of its own—the Formation Scholarship. This was established in 2019 through a private donation to the university, and is intended to encourage students of exceptional potential who are already enrolled in the program as they pursue the completion of their degree. In AY 2020-2021, two M.Arch students benefitted from paid, grant-funded research coordinated by KCAD faculty, as noted in section 5.2.3.

The Master of Architecture program has an excellent collaborative relationship with the AIA Grand Rapids (AIAGR), who has increased its annual support of KCAD to \$500 per year, which the college uses to defray part of the cost of its AIAS Collegiate Associate membership. For special events, such as a program celebration planned for the 2021-22 academic year, AIAGR has offered additional financial support as an event co-host. In turn, KCAD (with the exception of the COVID-19 era) frequently offers the in-kind donation of the use of its Boyer Hall to AIAGR, who uses that large, center-city space to hold lunch-and-learn events. KCAD and AIAGR further benefit from one-another's programming: the KCAD/Ferris Architecture Lecture Series is shared with AIAGR members at no cost, and the AIAGR's Committee on the Environment (COTE) lectures and lunchtime lectures are available to KCAD students and faculty at no cost.

Looking Forward

KCAD receives no state aid and very little endowment support. Its budgeting is agile and strategic, conservative and enrollment-based. The college has experienced a decline in overall enrollment over the past few years, consistent with Michigan and national demographics and trends, and somewhat exacerbated by the challenges introduced by



the coronavirus pandemic. The architecture program's total enrollment has been between 10-17 students in recent years. Last year the program celebrated the graduation of its largest third-year cohort to-date, 8 students, and for Fall 2021 has an enrollment of 11 students. Increasing enrollment is a priority of the Master of Architecture program and of the College, and as the size of the program grows the Chair will work with the Dean and President to bring additional resources to the program that are tailored to its size and needs.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The Kendall College of Art and Design Library (KCAD Library) is located on the second floor in the 17 Fountain Street building and serves as the principal college library. An academic library with an art & design focus, the collections support students, faculty and staff of the college in the areas of art history, fine art, architecture and numerous areas of design. There is no separate architecture library. The library functions collegially and collaboratively the Ferris Library for Information Technology and Education (FLITE), the library on the Ferris State University Big Rapids campus. However, KCAD Library specific policies, hours of operation, budgets, staffing and other administrative responsibilities are set by the KCAD Library Director in consultation with college administration.

KCAD Library is fully automated and migrated from the Innovative Sierra integrated library system (ILS) to ExLibris Alma library management system (LMA) in 2018. Alma is shared with FLITE and includes modules for acquisitions and cataloging, circulation, course reserves, serials and analytics. KCAD students, faculty and staff are included in the FSU licensing agreements and benefit from shared access to numerous online databases, eBooks, reference and streaming video resources maintained by FLITE.

While library holdings are separate, KCAD Library and FLITE share a common patron database allowing students and faculty on both campuses to access and borrow materials from either library. Web-based and digital collections are accessible remotely and available 24/7 through the KCAD Library and FLITE websites.

Mission Statement of the Kendall College of Art and Design Library:

The KCAD Library mission is to engage artists, designers, and scholars in the use of information to forward individual and collaborative inquiry, provide support for effective teaching and learning, and to encourage intellectual growth, artistic enrichment, and academic excellence.

The KCAD Library achieves this through:

- Selection, acquisition, organization, preservation and providing access to a diverse body of scholarly information resources in support of the college curriculum
- Providing a safe and comfortable place for students and faculty to actively engage in study and research



- Assisting and instructing students and faculty in finding appropriate scholarly information
- Providing education in the ethical use of information
- Collaboration within the college across departments and programs, within Ferris State University and with other institutions outside of the university, to enhance library collections and services
- Using technology to extend universal access to library resources and services

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 understanding that today's library users, also seek convenient online access to full text documents. Due to the size and scope of the college, KCAD Library balances broad access to digital resources with physical ownership or print materials. 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." KCAD Library understands this expectation and works to transform the educational experience of students by engaging innovative technologies to access content rich digital collections. Scholarly and professional print monographs and periodical subscriptions providing visual content or unique features are often unavailable in online resources. The library continues to purchase these print resources deemed important to the architecture program.

Collection Assets:

The KCAD Library collection provides a curated diverse body of scholarly resources for students pursuing degrees in art education, art history, fine art, and across many fields of design, including graphic design, industrial design, interior design, furniture design, metals and jewelry, and digital media.

The KCAD Library strives to maintain a sustainable collection. It 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.

Selection of new materials is based on positive reviews in Choice, current reviews for academic libraries, and a custom profiled slip approval plan with EBSCO GOBI Library Solutions. GOBI provides a tool for benchmarking purchases against "peer institutions." KCAD Library has identified the following institutions for routine comparison when placing orders: The School of the Art Institute of Chicago, Bard Graduate Center, the 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 benchmark comparison, not because of any objective similarity or budget criteria, but rather to demonstrate that KCAD Library is acquiring materials also being collected by other leading institutions.

The educational mission of the library to transform the lives of students is fundamentally expressed in its collections. Materials of exceptional quality and academic, design and/or artistic significance selected and acquired, are also interdisciplinary in scope. The



expressed goal is to engage students with textual and visual content that spans disciplinary boundaries.

As of Spring 2021, the KCAD Library print collection numbers approximately 30,000 volumes. Within the total collection, the Library of Congress call number range for architecture NA1–NA9428 numbers 1,769 volumes. The same call number range held by FLITE numbers 2,419. E-books shared by both libraries number 2,124 titles. Combining resources from KCAD Library and FLITE, the total architecture volume count currently available is 6,312. Since the 2018 APR-AI there has been a total of 1,818 titles added (40% increase).

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 170 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); Demographics Now (online access to United States Census data and more).

The Master of Architecture program is supported specifically with the following online databases: Art & Architecture Source; Bloomsbury Architecture Library, Bloomsbury Design Library; ARTstor Digital Library (over 2 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); Kanopy, a mediated streaming video service, providing access to over 26,000 streaming videos and supports studies in architecture, art history, design, and the humanities. Faculty can also request titles to be licensed for course content; and MeLCat Resource Sharing (state-wide union catalog of the holdings of over 440 participating libraries in the State of Michigan).

KCAD students also have access the largest academic collection of material samples from Material ConneXion. The onsite research center, located in the same building as the Master of Architecture program, features a curated set of 400 physical samples. In addition, students have 24/7 remote access to the Material ConneXion online database through the KCAD Library website, which contains 10,000+ materials. 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, designers' 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 KCAD's founder Helen Miller Kendall and furniture designer David W. Kendall. They 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.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

The library staff currently comprises two professional librarians with American Library Association (ALA) accredited Master's degrees in Information and Library Science.

Elise J. Bohn received her Master of Science in Information Science (MSIS) from the University of Texas at Austin. For the 15 years, Elise held the position of Reference & Instruction Librarian. At the time of the former library director's retirement (May 2019), she was promoted to the position of KCAD Library Director.

Benjamin M. Boss received his Master of Library and Information Science (MLIS) from Wayne State University. He holds the position of Content Management & Scholarly Communications Librarian.

The position of Reference and Instruction Librarian remains vacant.

Institutional Service - Participation in internal and campus decision making activities is essential for effective library management. Both librarians are active at the institutional level (college and university), serving on standing and ad-hoc committees, task forces and work groups as needed. The following list provides examples of participation and service: KCAD Dean's Council; KCAD President's Council; KCAD Leadership Team; KCAD President's Equity Council; KCAD Senate (Director is ex-officio member); KCAD Emergency Management Team (EMT); KCAD Emergency Management Leadership Team (EMLT); Ad-Hoc Assessment Committee; NASAD Task Force; Information Technology Committee; Diversity Equity and Inclusion Committee; Author's Celebration/ Celebration of Scholarly and Creative Works (CSCW); Inclusion Diversity Equity and Access in the Library (IDEAS- FLITE); Library Student Worker Scholarship Committee.

Professional Development – A key component for staff of a small college library is ongoing professional development. Both librarians maintain memberships to several professional library organizations: American Library Association (ALA), Art Libraries Society of North America (ARLIS-NA), Association of College & Research Libraries (ACRL), and Michigan Academic Libraries Association (MiALA). These organizations offer ongoing professional development opportunities in the form of webinars, workshops and conferences. They also provide opportunities for networking and support systems as all levels of librarianship.



The library is currently granted 20 (Summer/Inter-Semester) to 40 (Fall/Spring semester) hours per week of undergraduate work-study labor. KCAD library assistants are supervised by the director. Responsibilities include basic reference assistance, circulating library materials, MeLCat services, shelving & stacks maintenance, processing books and print journals and special projects as assigned.

Services

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, choosing appropriate databases, refining and revising the search and selecting appropriate scholarly 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. Reference and research assistance has recently moved to also include virtual delivery via platforms such as SpringShare LibChat, Zoom, and Microsoft Teams. The pandemic necessitated campus closure and remote delivery of courses. Adopting these platforms allowed the librarians to successfully continue to provide support and services remotely.

Instruction Services

Critical thinking and information literacy are key components in student learning and success. Library instruction sessions are offered to faculty. Common practice is for librarians and faculty to collaborate and tailor session content to align with a given assignment or project. The sessions are supplemented with instructional handouts, online research guides (LibGuides), and modules placed in the learning management system Canvas. It has been shown in academic literature that "course-integrated" instruction is an effective and efficient form of delivery and more meaningful than a general library orientation or the "one shot" session typically requested at the beginning of a semester. There have also been opportunities for librarians to take part in working sessions. Faculty invite the librarian back into the classroom for the full class time to offer extended research assistance. The library also offers "just in time" instruction. These are short and focused sessions (15 – 30 minutes) where a specific library resource and/or research skill or tool is reviewed. After every instruction session, students are given librarian contact information and encouraged to make appointments as needed for "one-on-one" consultations providing assistance beyond the classroom. As with reference and research, library instruction also moved to remote delivery in March 2020, via Zoom and Microsoft Teams.

Resource Sharing & Interlibrary Loan

KCAD Library continues to maintain membership with the Midwest Collaborative for Library Services (MCLS), a statewide multi-type library consortium for resource sharing in the state of Michigan. MeLCat, part of the Michigan Electronic Library (MeL), is a centralized catalog and resource sharing service created to share materials among all types of libraries in Michigan. MeLCat supplements the discipline specific collections (art & design) of the KCAD Library, allowing KCAD students faculty and staff to search for and request physical items not owned by the library. As of Spring 2021, MeLCat has 440 participating libraries and provides access to +49,200,000 items.



KCAD Library and FLITE also provide traditional interlibrary loan (ILL) through OCLC. FLITE also provides a service called ILLiad, which in addition to print books will provide document delivery (email) of book chapters and articles. ILL / ILLiad are used primarily by graduate students and faculty members doing advanced scholarly research for publication, but are also available to undergraduate students. ILL tends to be used when materials are not available in MeLCat, as it provides access to the holdings of research libraries and institutions throughout the United States and beyond.

Course Reserves

Faculty members are able to supplement course materials by placing 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.

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 KCAD Library is located on the second floor of the KCAD 17 Fountain Street building. The library has remained in this space and the footprint has not changed since 1985. The library space is roughly 3,388 square feet and houses the entire library including reference, main, media and special collections, offices for two librarians, circulation, reserves, and technical services. However, the interior space has undergone numerous changes to adapt to accommodate both physical collections and support patron use. In 2019, another space reorganization was made to move library processes to the background to reclaim more space for student use. Pre-pandemic (March 2020), the library had a combination of soft seating and task-oriented seating to provide both comfortable relaxing spaces and study spaces. Total seating accommodated 30 users. As conditions allow, the library will return to the mix of seating and encourage users to not only use the resources but stay, study and relax.

Currently the library is open 44.5 hours per week, year round. Remote access to online resources, including the online catalog, databases, MeLCat and ILLiad is available 24/7.

Budget and Funding

Library funding is provided solely through the annual institutional allocation. The library's materials budget includes books, periodical subscriptions, DVDs, bindery costs and subscriptions to online reference, periodical, image, and subject specific databases. As



enrollment has shifted over the past 10 years, the budget has increased and decreased. For FY22 the allocated budget is +/- \$51,000. Funds are sufficient to maintain the current level of print collection acquisitions.

The Future

Consortia resource sharing and electronic access to e-resources continues to be a driving force in the way libraries access and deliver content. The priority of access versus ownership meets users where they are and their expectation of broad digital access to scholarly materials.

The library has consistently participated in conversations regarding college strategic and master facilities planning. In recent years there were two opportunities – In 2018, KCAD Master Facilities planning which included town halls and charrettes and in 2020-21, KCAD participated in the FSU Master Plan town halls. Again, the KCAD Library was part in the conversations. The library space and the concept of developing a learning commons was repeatedly discussed and explored. The learning commons is a model that extends beyond the academic library and collections, offering multi-types of collaborative and individual spaces for study, teamwork, seminars and research activities, an extension of classroom and studio learning. A learning commons would also bring other services, facilities and amenities closer in proximity to the library (e.g., Computer labs, FlexLab, Writing Center, food & beverage options). In March 2021, FSU shared a 5-year plan draft which includes the possibility for a KCAD learning /student commons and a renovation for a new library space.

The library would like to reclaim the third professional position. When this opportunity becomes a possibility, library staff will review the previous position description (Reference and Instruction Librarian) and the responsibilities assigned. The librarians will update it according to strategic planning goals and needs of the library (assessment and outreach).

While we are challenged with many factors, the library will continue to engage in creative problem solving, collaborative management of operations, and participation at the institutional level, to continue providing authoritative scholarly resources, quality services and a transformative environment for all KCAD students, faculty and staff.



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The Statement on NAAB-Accredited Degrees is presented on the Public Information page of the program's website here:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/public-information.html>

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

These documents are available via links on the Public Information section of the program's web page, under Documentation:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/public-information.html>

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

The program's emphasis on career development is reflected in its requirement that students work 400 hours (paid) as an intern in an architecture or related office during their time at KCAD. This is supported through the academic advising process, in which faculty provide feedback on students' short and longer-term career plans in addition to their path through the curriculum. Faculty provide feedback on students' portfolios and resumes upon request. The AIAS faculty advisor helps the students to organize their annual Firm Crawl, a chance for students to learn about a range of career paths in architecture, as well as the annual AIAS Portfolio Review event with outside



professionals. There are two NCARB Licensing Advisors locally available to support students: Ashley Dunneback, AIA, of the nearby firm TowerPinkster, and program Chair Mick McCulloch. Each year the program holds a brown bag session on the path to licensure, often led by Ashley, which is also a forum for students to ask her about her own experiences as an emerging professional. Hiring firms reach out to program faculty, who as appropriate will either suggest an individual student for an internship or share information about the opportunity to the whole student group via email.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

The most recent decision letter from the NAAB (the 2019 Letter of Accreditation), the Architecture Program Report submitted for the last visit (the 2018 APR) and the final edition of the most recent Visiting Team Report (the 2018 VTR) are available via links on the Public Information section of the program's web page, under Documentation:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/public-information.html>

NCARB ARE pass rates (via ncarb.org) are available via a link on the Public Information section of the program's web page as well.

The Master of Architecture program builds on KCAD's and Ferris's policies and statements in terms of its teaching and learning culture, and the College's and University's mission, vision, and value statements (available here:

<https://kcad.ferris.edu/about/index.html>) speak to this question. Further, the Master of Architecture program's main webpage, its frequently asked questions links, and its published curriculum and course descriptions elaborate on the approach to teaching and learning in the program:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/index.html>

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/faq.html/>

KCAD's statement on diversity, which the Master of Architecture program supports and participates in, is found here:

<https://kcad.ferris.edu/about/diversity.html>



Interim Progress Reports and Plans to Correct were not required of the program following the 2018 NAAB team visit. NAAB has not made any responses to the program's Annual Reports since the last team visit, and the program did not submit an optional response to the 2018 Visiting Team Report.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

The application form and instructions, along with admissions requirements, are found here:

<https://kcad.ferris.edu/admissions/how-to-apply-graduate.html>

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

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/faq.html/>

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?

https://kcad.ferris.edu/uploads/docs/KCAD_MArch_Admissions_Policy_18.pdf

Financial Aid and Scholarship information are available at the following:

<https://kcad.ferris.edu/admissions/funding-your-education/tuition-expenses.html>

<https://kcad.ferris.edu/admissions/funding-your-education/scholarships/kcad-endowed-scholarships.html>

Student Diversity Goals

KCAD prioritizes diversity, equity and inclusion, as described in the following:

<https://kcad.ferris.edu/about/diversity.html>

The Master of Architecture program values its students' diversity. It considers and admits students from many different racial, economic and age groups and national origins. Rather than requiring a standardized test such as the GRE, the program considers each candidate's unique capacity to succeed based on elements such as open-ended portfolio requirement and an interview, which allows students from a wide



range of backgrounds to express themselves and their potential for graduate study in architecture.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Kara Peltier, M.B.A., KCAD's Financial Aid Specialist, provides advice and assists students in accessing resources related to financial aid. The College's website also provides a "Tuition & Expenses" resource page with many helpful links regarding financial aid here:

<https://kcad.ferris.edu/admissions/funding-your-education/tuition-expenses.html>

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

On the KCAD "Tuition & Expenses" resource page students can download a .pdf with the latest figures regarding the cost of attendance:

https://kcad.ferris.edu/uploads/docs/2021-2022_cost_of_attendance.pdf

Master of Architecture students can find program-specific factors related to the cost of attendance, including the duration of study and technology requirements, at the following links from the program's main page:

<https://kcad.ferris.edu/programs/graduate/master-of-architecture/curriculum.html>
<https://kcad.ferris.edu/programs/graduate/master-of-architecture/technology-requirements.html>