

2020 Conditions and Procedures
Plan to Correct
for Continuing Accreditation

Kendall College of Art and Design
of Ferris State University

Master of Architecture

Date: June 19, 2024



National
Architectural
Accrediting
Board, Inc.



Plan to Correct
(2020 Procedures)

Institution	Kendall College of Art and Design of Ferris State University
Name of Academic Unit	Master of Architecture Program
Degree(s) (check all that apply) Track(s) (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)	☐ <u>Bachelor of Architecture</u> Track: ☒ <u>Master of Architecture</u> Track I: Undergraduate degree with architecture major + 60 graduate semester credit hours Track II: Undergraduate degree with non-architecture major + 90 graduate semester credit hours ☐ <u>Doctor of Architecture</u> Track: Track:
Year of Previous Visit	2022
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term)
Program Administrator	Michael (Mick) McCulloch, Ph.D., AIA (Program Chair)
Chief Administrator for the academic unit in which the program is located (e.g., dean or department chair)	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



INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.
- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

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

Instructions

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

Deadline and Submission

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

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

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

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



Plan to Correct Form

Conditions Not Met <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	Corrective Actions <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	Timeline <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
5.4 Human Resources and Human Resource Development	Program Narrative: The Visiting Team Report (VTR), Accreditation Decision Letter, and 2023 Plan to Correct Decision Letter noted areas for improvement in sub-condition 5.4.3, related to the professional development opportunities of non-tenure-track faculty. This is addressed below: 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement. VTR: “the APR also demonstrates that faculty development is supported for tenure and tenure track faculty, but has yet to be seen in support of the latest full-time faculty member of the program as well as professional development for the large number of adjunct faculty who are integral to the program” Accreditation Decision Letter: “the program also needs to provide evidence of providing professional development opportunities for adjunct faculty” 2023 Plan to Correct Decision Letter: the program “needs to provide continuing evidence of professional development support for all faculty” <u>Corrective Actions:</u> We have continued to focus on strengthening professional development opportunities for non-tenure-track faculty members in the year since we submitted the 2023 Plan to Correct. As noted in the 2023 Plan, under article 17.3 “Incentive Funding” of the Kendall Faculty Association/KCAD collective bargaining agreement, full-time term-appointment (non-tenure track) faculty are eligible to make proposals to the college’s President for funding of “professional activity, creative activity, writing, research, travel, or formal study.” This year we can report that this professional development opportunity is not only available, but is being used. In February 2024, term-appointment (non-tenure-track) faculty member Michael Jen submitted an Incentive Funding proposal to attend the ACSA Annual Meeting in Vancouver, BC, which was approved. Michael reports that attending this conference was exceptionally valuable to him as an early-career faculty member. This significant support, in excess of \$2000, illustrates KCAD’s commitment to professional development for full-time non-tenure-track faculty. The professional development programming offered to all KCAD faculty by the Ferris State University Faculty Center for Teaching and Learning (FCTL) was also discussed in the	Beginning Fall 2022 and ongoing

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	2023 Plan to Correct. The M.Arch faculty, including adjunct faculty, have continued and expanded their participation in these opportunities. For example, M.Arch tenured, full-time term-appointment (non-tenure-track), and adjunct faculty participated in a 2-part FCTL workshop “Beyond Accommodations: Strategies for Supporting and Affirming Neurodiverse Learners,” in February 2024. Further, the M.Arch program learned in AY 2023-2024 that all full-time and adjunct faculty are eligible to apply for the FCTL’s Timme Travel Grants program to support professional development. M.Arch faculty attended the FCTL workshop “Tips for Preparing Successful Timme and Just-in-Time Applications for Professional Development Funding” in January 2024, prior to applying. Then, four faculty members (1 tenured, 1 term-appointment, and 2 adjunct) applied for Timme Travel Grants in Spring 2024 in amounts ranging from \$1050-\$1200, and all but one of these applications were successfully funded. With these grants, M.Arch faculty, including adjunct faculty member Drew McNamara, have secured travel funding for fall 2024 conferences: the AIA/ACSA Fall Research Conference, the Society of American City and Regional Planning History Conference, and the Greenbuild International Conference and Expo. KCAD’s close relationship with the Disability Advocates of Kent County (DAKC) has provided additional professional development opportunities to M.Arch faculty. In February 2024, faculty attended the DAKC lecture “Disability Perspectives,” held at KCAD’s Boyer Hall. Further, in May 2024, the college funded term-appointment faculty member Michael Jen’s attendance of the DAKC’s annual day-long workshop on accessibility in the built environment: Absolutely Accessible Kent. KCAD’s M.Arch Lecture Series brought two speakers to campus during AY 2023-24, providing professional development experiences for full-time and adjunct faculty members. Our speakers were Stella Abijuru (formerly of MASS Design Group’s offices in Rwanda) and Elise DeChard (of END Studio, Detroit, MI). Additionally, KCAD has hosted AIA Grand Rapids professional development events, making them available to full-time and adjunct faculty. These included a fall 2023 lecture by Pascale Sablan (of Adjaye Associates’ New York office) and an AIAGR Committee on the Environment (COTE) workshop “Sustainability is a Dirty Word,” in summer 2024. All of the efforts described above have helped to strengthen the program’s culture of professional development-seeking, which extends to the pursuit of external support. As an example of this, in spring 2024, Program Chair Michael McCulloch encouraged term-appointment (non-tenure-track)	

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	faculty member Michael Jen to apply to NCARB's Scholars in Professional Practice program, which includes funded travel to a 3-day workshop in Washington DC in August. As it happens, Jen was already planning to apply. McCulloch provided a letter of support and Jen was selected to participate, rounding out a strong year of professional development activity. Supporting Evidence: • Approved KCAD Incentive Funding proposal for term-appointment (non-tenure-track) faculty travel to ACSA Conference, Vancouver BC • Flier for 2-part FCTL workshop "Beyond Accommodations: Strategies for Supporting and Affirming Neurodiverse Learners" • Email describing Ferris FCTL Timme Travel Grant opportunities and "Tips for Preparing Successful Timme and Just-in-Time Applications for Professional Development Funding" workshops • Approved Ferris FCTL Timme Travel Grant applications by term-appointment, adjunct, and tenured faculty members for fall 2024 professional development travel • Flier for DAKC lecture "Disability Perspectives," and program for DAKC workshop "Absolutely Accessible Kent" • Fliers for KCAD and AIAGR Lectures held on KCAD's campus during AY 2023-24 • Info sheet regarding the NCARB Scholars in Professional Practice, and letter of acceptance	

February 2, 2024

Dear Dr. McCulloch and President McCrackin,

I am writing to request incentive funding in the amount of \$2,170 to travel to and attend the upcoming ACSA Annual Meeting, in Vancouver, British Columbia, scheduled for March 14-16, 2024.

Summary

The ACSA Annual Meeting is the premier conference for educators in architecture. The Association of Collegiate Schools of Architecture (ACSA) is an international association of architecture schools whose members include all of the accredited professional degree programs in the United States and Canada, including KCAD's Master of Architecture program. According to ACSA, *"ACSA conferences serve as a forum for discussion as well as for the exploration of a broad scope of research, scholarship, and creative activities. These meetings are a great opportunity to meet with hundreds of architecture educators, administrators, and practitioners who are eager to discuss the latest research, publications, or to learn more about a new product."* The 112th ACSA Annual Meeting is centered on the theme of "Disruptors on the Edge" and will engage with urgent issues such as the climate crisis, social inequity, resource scarcity, decolonization and fair access to housing and health care. I have yet to attend an ACSA conference and I am convinced that I would learn a great deal through the experience which I would directly apply to my teaching and research. It would also contribute to future success in pursuing publication of my own design and research work in this or similar academic contexts.

Goals

As an early career academic, I am eager to engage with and learn from the world of academic conferences in order to improve and inspire my creative activity, scholarly research, and teaching. The primary goal of attending this conference would be to learn as much as I can about the types of content presented and the level of development and quality, as well as the process for submission, review, and presentation of work. ACSA conferences, both national and regional, could provide a great opportunity for me to present my design and research work in an academic

context with a broad audience. My goal is to utilize what I have learned from attending this event to propel my own research and to submit a project for presentation in an ACSA conference in the coming year. I would be pursuing inclusion in the category of Design through an experimental design project developed from my current research investigations. Seeing presentations of work in this category would be invaluable to focusing and framing my own work for sharing in an academic context. Specific sessions which would be beneficial as examples include:

- Adapting Boundaries: Maintaining Small Retail Strip Malls While Expanding Affordable Housing. Mitchell Hubbell, Tulane University.
- Micro-Trinity Homes; Affordable, Sustainable, Urban Infill Housing. Craig Griffen, Thomas Jefferson University.
- The Calgary Japanese Community Centre Project: A Case Study for Inclusion, Diversity, Equity & Accessibility in Design. Henry Tsang, Athabasca University.

For my teaching, the conference topics which would be directly relevant to upcoming courses are those on Design, Pedagogy, and Practice. Insights from each would inform my teaching of design studios, thesis, and professional practice courses. There are a number of specific sessions which would be directly beneficial to the following courses that I teach:

KGAR613: Critical Practice of the Profession

- Abolish Professional Practice!: A Turncoats-style Debate. Megan Groth & Aaron Gensler, Woodbury University.

KGAR 532: Studio III and KGAR622: Thesis Studio

- Pedagogical Reverberations: A Taxonomy of Design Studio Responses. Claudia Hernandez-Feiks & Ting Chin, New York City College of Technology.
- Community-engaged Studios. Ceara O’Leary, University of Oregon, Alexis Gregory, Mississippi State University, Joshua Budiongan, University of Detroit Mercy & Detroit Collaborative Design Center
- Free to All: Outdoor Spaces for the Boston Public Library. Chana Haouzi, University of Chicago, Matthew Okazaki, Tufts University.

Additionally, major themes of sustainability, social inequity, and advances in design and building technology would be instructive to my teaching, holistically, including the following specific categories and topics:

- Sustainability in Architectural Pedagogy. Multiple sessions.
- Building Equity Through Design. Multiple sessions.
- Artificial Intelligence (as Disruptor) and Architectural Education (on the Edge). Branko Kolarevic, New Jersey Institute of Technology. Andrew Kudless, University of Houston. Matias del Campo, University of Michigan. Kyle Steinfeld, University of California, Berkeley

The conference would also serve as an opportunity to meet and engage with a diverse group of other educators, scholars and students in architecture, and to promote the KCAD M.Arch program to a national audience. A number of former classmates, professors, and colleagues will be presenting and would provide a good opportunity for engagement and to discuss and get feedback on the direction of my current research.

In addition to the conference program, I intend to utilize and benefit from times outside of conference events for visiting and benchmarking of significant works of architecture in Vancouver, especially those which fit my current research interests and design studio programs. Recent contemporary projects of significance include residential towers by Kengo Kuma and Bjarke Ingels which would provide valuable examples for studio housing projects and expressive forms in an urban setting. The Vancouver Public Library by Moshe Safdie is a canonical urban public library project which I have taught and used as a precedent in teaching Studio III and Critique of Architecture. These projects are within 1 mile of the conference location.

NAAB Conditions

In responding to the KCAD Master of Architecture program's Plan to Correct, our accrediting agency, NAAB (National Architectural Accrediting Board) requested sufficient evidence to demonstrate compliance with the following condition: *5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.* As a term-appointed faculty, incentive funding is a great opportunity which I have not previously

utilized to support professional development. This proposal and potential approval would provide evidence to NAAB in support of meeting the condition noted above. I do believe that my attendance and learning at this event would contribute to the improvement of the KCAD M.Arch program. I will also be applying for a Timme Grant to support travel and attendance at an ACSA regional conference in the Fall, which – unlike the conference for this proposal – will occur within the timeframe stipulated for the Timme Grant program.

Budget

Budget: ACSA Annual Meeting 2024			
item		cost	notes
conference		\$550	ACSA member rate
flight		\$680	GRR - YVR, YVR - GRR
hotel		\$860	4 nights, Sheraton Vancouver Wall Centre, group rate \$239 CAD/night + taxes
ground transportation		\$80	2 trips: Vancouver airport to hotel, hotel to Vancouver airport
total		\$2,170	

Thank you for your time and consideration. Please let me know if you have any questions or would like any additional information regarding this request.

Sincerely,



Michael Jen
Assistant Professor of Architecture
Kendall College of Art and Design
of Ferris State University

michaeljen@ferris.edu
616-901-8999

FCTL's Support for Professional Development

FCTL <fctl@ferris.edu>

Thu 1/11/2024 4:32 PM

Colleagues,

The Timme Grants and Just-in-Time Funding programs support faculty participation in online and in-person conferences, symposia, workshops, and other professional development or scholarly opportunities. All faculty – full-time, part-time, tenure-track, and non-tenure track – are eligible for these awards.

Timme Grants Program

Applications are accepted for travel and other professional development activities during the months July through December 2024. Completed applications with appropriate approvals are due by 11:59 PM on Monday, February 12, 2024. The funding available for Spring 2024 is \$35,000.

Just-in-Time Funding Program

Applications will be accepted beginning January 13, 2024, for professional development activities between January and June 2024.

More details about both programs are [here](https://www.ferris.edu/academics/center/funding.htm) (URL: <https://www.ferris.edu/academics/center/funding.htm>).

Tips for Preparing Successful Timme and Just-in-Time Applications for Professional Development Funding

To assist you in preparing an application, please join us for any one or more (the sessions are identical) information sessions in person (FLITE 405) or on Zoom (please see details below):
Thursday, January 18, 2024; Wednesday, 10:00-10:50 AM
Friday, January 19, 2024, 2:00-2:50 PM
Friday, February 2, 2024, 10:00-10:50 AM

To connect via Zoom, please use this [Zoom link](https://zoom.us/my/fctl1) (<https://zoom.us/my/fctl1>) or dial in: 312-626-6799; meeting ID 307 437 1663.

Please contact FCTL at fctl@ferris.edu if you have questions or would like more information.

BEYOND ACCOMMODATIONS

STRATEGIES FOR SUPPORTING AND AFFIRMING NEURODIVERSE LEARNERS

a two-part virtual workshop series for KCAD

SESSION 1

Friday, February 2
11:30 am - 1:00 pm

virtual via Zoom

SESSION 2

Friday, February 9
11:30 am - 1:00 pm

virtual via Zoom



Submitting Your Application

Updated January 2024

Except for the addition of your application information, please do not otherwise alter this form; it is an accessible form.

Completed applications with the appropriate approval(s) must be received by e-mail sent to fctl@ferris.edu by the end of the day (11:59 PM) on Monday, February 12, 2024. Late applications will not be accepted.

During this open application period, interested faculty members should complete and submit this form to your Department Chair or Head or School Director for their approval; e-mail approval is required. Once approved, the Chair, Head, or School Director, in turn, must forward the application to the Dean of the College or other appropriate supervisor. Again, approval by e-mail is required. If approved, the Dean or other supervisor must forward the application electronically with their approval to fctl@ferris.edu.

We encourage you to review both the guidelines for this program and the review criteria before writing and submitting your application. These can be found [here](#).

Application Form

Information about you

1. Your name: Michael Jen
2. Your title: (e.g., Assistant Professor; Program Coordinator; Department Chair):
Assistant Professor
3. Contact information: Michael Jen
4. Phone number or extension: 616-901-8999
5. E-mail address: michaeljen@ferris.edu
6. College or Unit (e.g., Kendall College of Art and Design; Office of International Education):
Kendall College of Art and Design

Information about the event

1. Sponsoring organization (e.g., Modern Language Association): Association of Collegiate Schools of Architecture
2. Event name: ACSA/AIA Intersections Research Conference
3. Event web address: <https://www.acsa-arch.org/programs-and-events/conferences/>
4. Event date(s): Fall, 2024 (conference schedule not yet announced)
5. Event location (e.g., online; Lawrence, KS): (location not yet announced)

Amount requested

If you plan to give a presentation (see details below) and have not yet received notification that your proposal was accepted, you may request \$1,200. If, in the end, your proposal is not accepted, you will be eligible to receive a \$1,050 travel grant.

If you wish to participate in an online event and the cost is known, please indicate that cost below. Also, please indicate if you are giving a presentation at this online event.

1. Will you participate in, but not give a presentation, at this event? If so, you may request a \$1,050 travel grant.

☒ YES ☐ NO

2. Will you give a presentation at this event? If so, you may request a \$1,200 travel grant.

☐ YES ☒ NO

3. If this is an online event, please indicate the cost for you to participate (e.g., registration cost):

Are you a presenter at this online event?

☐ YES ☐ NO

If you are requesting \$1,200 or if you are a presenter at an online event:

1. Are you giving a paper or poster presentation?

☐ YES ☐ NO

If you are presenting something other than a paper or poster, please describe it below. Please know that introducing a session and its presenter or presenters does not qualify for funding of \$1,200. You may, however, request \$1,050.

Supporting Narrative

Please avoid using acronyms in your application. Thank you! We encourage you to refer to the Review Criteria when preparing your application. The Review Criteria are [here](#).

1. If your primary role at the University involves teaching, please describe two specific examples of how your participation in this event will have direct effect on your teaching or your students' learning. If your primary role does not involve teaching and/or you have another role in addition to teaching, your specific examples must include descriptions of how your participation in this event will have direct effect on your work. If you include more than two specific examples, please understand that the Review Committee will consider only the first two examples.

Please note that the conference program and schedule for the requested event has not been released yet, as a result, I will be referring to the same conference from last year: '2023 ACSA/AIA Intersections Research Conference: Material Economies' for specific conference information as an example.

The majority of my course-load each semester comes from teaching design studios. For the upcoming year I will be teaching KGAR532 Studio III: Site: Tectonics: Sustainability and KGAR622 Studio VI: Thesis. A central theme in teaching design studios is sustainability. It is an idea which touches every aspect of architectural design and practice. Sustainability is also the main area of interest that students in our program are most passionate about and desire to learn about. Sustainability is also a topic which is changing rapidly and in which innovative research is constantly being produced and shared through forums such as this conference. A selection of specific sessions which reflect the scope of topics which would be applicable to my teaching and student learning include:

Justice as a Material Quality, Isaac Cohen, Auburn University

Bio-Matter: Building with Synthetic Biology, Alfredo Andia, Florida International University

Whole Building Life Cycle Assessment: Benchmarks, Processes, and Tools for Decision-Making, Special Focus Session

Design Methodologies for Decarbonization, David Costanza, Cornell University

Early, Parametric Design Tool for Mass Timber Structures and Embodied Carbon Optimization, Corey Griffin, Samantha Leonard & Nathan Brown, Pennsylvania State University

From many sessions like these I will bring back innovative approaches, techniques, and tools that I can apply and utilize with students to support learning by using cutting-edge research on sustainability as a tool for design in studio.

One of the major aspects which is unique to the course KGAR613 Critical Practice of the Profession within the KCAD M.Arch curriculum is the direct engagement with questions of cost and economy in construction. This is also one of the most difficult aspects to teach in an academic setting. Multiple sessions in last years conference addressed this topic including:

Visualizing Value in Circular Building, Carmen Trudell, California Polytechnic State University

Carbon reduction and Housing Affordability: A Case Study of a Typical House in Northern New Jersey, Kaveh Samiei & Maurie Cohen, New Jersey Institute of Technology

From Forest to Frame: Building a Southern Yellow Pine (SYP) Regional Mass Timber Economy in Georgia, Catherine Malmberg, University of Minnesota, Ryan Lobello, Handel Architects, Leif Johnson, StructureCraft

Each of these sessions takes a unique approach to considering cost and economies at various scales which have direct impacts on the practice of architecture and the economics of construction. These specific examples and the thinking and approach behind the research would benefit student learning in this course by providing a variety of practical examples of the engagement of architects with questions of economy and cost in design and construction.

2. Please provide the abstract of your presentation.

3. Have you given this particular presentation or one similar to it previously at an event outside of Ferris State?

☐ YES

☐ NO

If yes, please provide specific information below about when, where, and to whom you gave this or a similar presentation. Please also explain how this presentation differs from a similar one you may have given previously.

4. Have you received confirmation that you will in fact give the presentation?

☐ YES

☐ NO

If yes, please provide relevant documentation or web address (URL). If no, what is the anticipated date of notification?

Previous Funding

Have you received funding from the Timme Grants Program to attend this event in the past?

☐ YES

☒ NO

If "yes," please know this does not preclude you from seeking funding again to attend the same conference or other professional development event.

2. Please describe two specific questions you hope this event will help answer and/or ideas you hope to develop further as a result of this event. These questions or ideas may relate to your research, teaching, and/or University service. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will enable you to answer the question(s) or develop the idea(s). If you include more than two specific questions and/or ideas, please understand that the Review Committee will consider only the first two.

Please note that the conference program and schedule for the requested event has not been released yet, as a result, I will be referring to the same conference from last year: '2023 ACSA/AIA Intersections Research Conference: Material Economies' for specific conference information as an example.

1. What innovative pedagogical approaches to teaching seminar-based courses can I learn from and apply in my teaching? Specifically, I am looking for innovative ways and teaching methods for creating more active learning and collaborative work and engagement in KGAR613 Critical Practice of the Profession, a course I am teaching currently and will be teaching again in Spring of 2025. As professional practice is a required course in any accredited architecture program, there will be a large collection of educators and presenters who engage with this course in unique and innovative ways. Specific sessions such as:

Odds and Mods: A research and Pedagogy platform for Scaling Material Circularity in Architecture, Caitlin Mueller & Sheila Kennedy, Massachusetts Institute of Technology

Using Neighborhood Data to Start Design Conversations Aligning Climate, Health, and Equity Priorities: A Hands-on Workshop

Performative Materials: Integrating Land-Based Learning into the Architectural Curriculum, Research+Practice, Shannon Bassett, Laurentian University

would be instructive in answering this question through either their content or the teaching methods of the session itself.

2. What types of research are selected for presentation at conferences such as this one and how do presenters conduct and present their research? The intent of finding answers to this question is to assist in framing and developing my own research to pursue presentation of my own research and creative work at this or a similar conference next year. I believe that this event will answer this question through my deep study and engagement with a wide variety of types of research projects and presentations. I intend to participate in some sessions which demonstrate a breadth of research areas, such as:

BoardWalk: Design and Construction Methods for Recirculating Salvaged Building Materials, Dillon Pranger & Christopher Battaglia, Cornell University

Material tectonics: the exploration of integrating eco-resilient materials with the robotic 3D printing systems, Ehsan Baharlou, University of Virginia

It Takes a Village: Modular Mass Timber and New Housing Imaginaries, De Peter Yi, University of Cincinnati

and some sessions which are more focused and relatable to my own areas of research and interest - including on geometry/form, innovative construction processes, and temporality, such as:

Incremental House, Jeremy Ficca, Carnegie Mellon University

Reciprocity as Form, Brian Price, California College of the Arts

Re-inventing Light Frame Construction, Jonathan Knowles, Rhode Island School of Design

3. Please list two specific Ferris State University Core Values that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each Core Value. If you include more than two specific Core Values, please understand that the Review Committee will consider only the first two. More information about FSU's Core Values may be found by clicking on FSU Core Values.

Please note that the conference program and schedule for the requested event has not been released yet, as a result, I will be referring to the same conference from last year: '2023 ACSA/AIA Intersections Research Conference: Material Economies' for specific conference information as an example.

Diversity:

Social equity has rightly been a major theme in architectural discourse in recent years and the past year's event included a section with multiple sessions dedicated to social equity. Sessions such as: Justice as a Material Quality, Isaac Cohen, Auburn University and Material Reuse for Whom?, Brent Sturlaugson, Morgan State University and similar sessions would present current research on diversity and equity in architectural practice and in other areas of the built environment. Being exposed to contemporary research on social equity and engaging in discussions and workshops on these topics will help me to forefront inclusion and acceptance in the classroom context and to promote it as an essential element in students' design work.

Learning:

As I am entering my second year as a full-time faculty member, I have yet to attend an academic conference and I am convinced that I would learn a great deal through the experience which I would directly apply to my teaching and research. As an early career academic, I am eager to engage with and learn from the world of academic conferences in order to improve and inspire my creative activity, scholarly research, and teaching. One goal of attending this conference would be to learn as much as I can about the types of content presented and the level of development and quality, as well as the process for submission, review, and presentation of work. ACSA conferences, both national and regional, could provide a great opportunity for me to present my design and research work in an academic context with a broad audience. My goal is to utilize what I have learned from attending this event to propel my own research and to submit a project for presentation in an ACSA conference in the coming year. More importantly, what I am able to learn through attending this conference will have direct impacts on my teaching in terms of both content and pedagogical approach that will have impacts on the learning of my students.

4. Please list two specific college, department, or program goals, initiatives, and/or priorities that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each goal, initiative, or priority. If you include more than two specific goals, initiatives, and/or priorities, please understand that the Review Committee will consider only the first two.

A current goal of the Master of Architecture program at Kendall College of Art and Design of Ferris University is to attain funding support for professional development of faculty in the program which will contribute to the improvement of the program. The accrediting agency for our program, the National Architectural Accrediting Board (NAAB) has requested "evidence to demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement". My participation in this event, supported by funding from Ferris, through the Timme Grants Program, would satisfy this request and present strong evidence of support for faculty development by the University. My participation would contribute to program improvement through additional knowledge and teaching methods that I could apply to support learning in my courses and share with other faculty in the program.

Another goal of the Master of Architecture program at Kendall College of Art and Design of Ferris State University is growth of the program, especially through growing the diversity of our student population and faculty. My participation in this event will support that goal as I will be actively promoting the KCAD M.Arch program through networking and interactions with academic peers and students attending the event. Beyond the scope and time frame of this event, my attendance and participation in this conference would support my own initiative to be a presenter at this and similar events in the future which would provide a broader platform to promote the program to a national, and more diverse, audience.

Submitting Your Application

Updated January 2024

Except for the addition of your application information, please do not otherwise alter this form; it is an accessible form.

Completed applications with the appropriate approval(s) must be received by e-mail sent to fctl@ferris.edu by the end of the day (11:59 PM) on Monday, February 12, 2024. Late applications will not be accepted.

During this open application period, interested faculty members should complete and submit this form to your Department Chair or Head or School Director for their approval; e-mail approval is required. Once approved, the Chair, Head, or School Director, in turn, must forward the application to the Dean of the College or other appropriate supervisor. Again, approval by e-mail is required. If approved, the Dean or other supervisor must forward the application electronically with their approval to fctl@ferris.edu.

We encourage you to review both the guidelines for this program and the review criteria before writing and submitting your application. These can be found [here](#).

Application Form

Information about you

1. Your name: Michael McCulloch
2. Your title: (e.g., Assistant Professor; Program Coordinator; Department Chair):
Associate Professor of Architecture and Master of Architecture Program Chair
3. Contact information: 17 Fountain St. NW, Grand Rapids, MI, 49503
4. Phone number or extension: 616-259-1245
5. E-mail address: michaelmcculloch@ferris.edu
6. College or Unit (e.g., Kendall College of Art and Design; Office of International Education):
Kendall College of Art and Design

Information about the event

1. Sponsoring organization (e.g., Modern Language Association): SACRPH (City and Regional Planning History)
2. Event name: 20th National Conference
3. Event web address: <https://sacrph.org/>
4. Event date(s): October 25th-26th, 2024
5. Event location (e.g., online; Lawrence, KS): San Diego, CA

Amount requested

If you plan to give a presentation (see details below) and have not yet received notification that your proposal was accepted, you may request \$1,200. If, in the end, your proposal is not accepted, you will be eligible to receive a \$1,050 travel grant.

If you wish to participate in an online event and the cost is known, please indicate that cost below. Also, please indicate if you are giving a presentation at this online event.

1. Will you participate in, but not give a presentation, at this event? If so, you may request a \$1,050 travel grant.

☐ YES ☒ NO

2. Will you give a presentation at this event? If so, you may request a \$1,200 travel grant.

☒ YES ☐ NO

3. If this is an online event, please indicate the cost for you to participate (e.g., registration cost):

Are you a presenter at this online event?

☐ YES ☐ NO

If you are requesting \$1,200 or if you are a presenter at an online event:

1. Are you giving a paper or poster presentation?

☒ YES ☐ NO

If you are presenting something other than a paper or poster, please describe it below. Please know that introducing a session and its presenter or presenters does not qualify for funding of \$1,200. You may, however, request \$1,050.

2. Please provide the abstract of your presentation.

This paper presentation will explore the modernization of Michigan's Upper Peninsula in the mid-nineteenth century. It will present the work of Christian missionaries as integral to the transformation of the the Keewenaw Bay area, from indigenous Ojibwe land into salable American real estate, opening the way for extractive industries such as logging and mining. In particular, it will focus on the archived letters of Keewenaw Bay fur trader Pierre Crebassa, who helped to establish the Catholic mission at Assanins, on the Bay, including by selling the materials used to construct it's first church and rectory building. This research provides important insights into the architectural and landscape history of settler colonialism and environmental degradation in Michigan--themes that contemporary students, faculty, and professionals across disciplines are grappling with as they confront the present-day racial and environmental challenges that have been shaped by this past.

3. Have you given this particular presentation or one similar to it previously at an event outside of Ferris State?

☐ YES

☒ NO

If yes, please provide specific information below about when, where, and to whom you gave this or a similar presentation. Please also explain how this presentation differs from a similar one you may have given previously.

4. Have you received confirmation that you will in fact give the presentation?

☐ YES

☒ NO

If yes, please provide relevant documentation or web address (URL). If no, what is the anticipated date of notification?

May, 2024

Previous Funding

Have you received funding from the Timme Grants Program to attend this event in the past?

☐ YES

☒ NO

If "yes," please know this does not preclude you from seeking funding again to attend the same conference or other professional development event.

Supporting Narrative

Please avoid using acronyms in your application. Thank you! We encourage you to refer to the Review Criteria when preparing your application. The Review Criteria are [here](#).

1. If your primary role at the University involves teaching, please describe two specific examples of how your participation in this event will have direct effect on your teaching or your students' learning. If your primary role does not involve teaching and/or you have another role in addition to teaching, your specific examples must include descriptions of how your participation in this event will have direct effect on your work. If you include more than two specific examples, please understand that the Review Committee will consider only the first two examples.

I want to expand engagement with the theme of historically-constructed racial inequality in the course KGAR 531 Critique of Architecture, the core history and theory course of the Master of Architecture program, by introducing additional case studies into lecture material and offering new readings to the students. I also want to provide new examples of historical research methods to my students in the course KGAR 515 Global History of Architecture. The conference panels at the Society of American City and Regional Planning History are always rich with new and insightful scholarship on the relationship of urban space to racial inequality, and engage with this through innovative research methods and sources.

2. Please describe two specific questions you hope this event will help answer and/or ideas you hope to develop further as a result of this event. These questions or ideas may relate to your research, teaching, and/or University service. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will enable you to answer the question(s) or develop the idea(s). If you include more than two specific questions and/or ideas, please understand that the Review Committee will consider only the first two.

I seek to expand the diversity of architects and planners, and the diversity of global places, that I introduce to students in my history-oriented seminars. The first question I am interested in answering is: how do approaches to modernism in city planning differ across global contexts, and in comparison to European and American examples? My second question considers a different dimension of diversity: how has the work of women and racial minorities, though often written out of conventional histories, helped to shape modern American cities? While the itinerary for the 2024 Society of American City and Regional Planning History conference has not been released yet, I am confident based on the content of the group's past conferences that I will find answers to my questions at the 2024 meeting. Despite the focus on American topics suggested by the organization's title, it has become an important forum for global and comparative urban historical research. For example, in the Society's last conference, in 2022, paper sessions such as "Global Postwar Planning and Bureaucracy," and the roundtable "Planning History Today in the International Context: Perspectives and Directions" speak to my question about global diversity, while paper sessions such as "Identity and Spaces of Community" and "Urban Histories of Black Self-Determination" address my interest in diversity within histories of U.S. urban history.

Supporting Narrative

3. Please list two specific Ferris State University Core Values that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each Core Value. If you include more than two specific Core Values, please understand that the Review Committee will consider only the first two. More information about FSU's Core Values may be found by clicking on FSU Core Values.

Diversity: one important way for any university to pursue diversity is to create opportunities within the classroom for students to engage with and critically reflect on the histories of diverse people and places. I intend to leverage my travel to the 2024 Society of American City and Regional Planning History conference to expand the diversity of case studies that I introduce to my students through lectures and discussion in the classroom, by attending and learning from paper sessions that emphasize global places and issues of cultural diversity, and then updating my course plans for Critique of Architecture and Global History of Architecture. While the 2024 conference program has not yet been issued, sessions from the most recent conference in 2022, such as "Global Postwar Planning and Bureaucracy" and "Spaces of Sex and Gender in the City" demonstrate the Society's emphasis on diverse scholarship. Excellence: one important way for faculty to pursue excellence in the classroom is to challenge students to explore innovative methods of research. I intend through my fall 2024 conference travel to learn more about innovative methods within the humanities that I can in turn leverage in the design of the semester research project I assign in Global History of Architecture, such as the 2022 roundtable "Recovering Community Stories through Digital Methods."

4. Please list two specific college, department, or program goals, initiatives, and/or priorities that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each goal, initiative, or priority. If you include more than two specific goals, initiatives, and/or priorities, please understand that the Review Committee will consider only the first two.

At the top of Kendall College of Art and Design's Mission, Vision, Values webpage, we state that "Our faculty members are regionally and nationally known designers, artists, and scholars in their own right who share their experience freely in the studio and beyond." This statement articulates two college priorities that my travel to the 2024 Society of American City and Regional Planning History will advance: the national visibility of faculty scholarship, and faculty's sharing of insights gained from national-scale forums with their students. By presenting my research on the colonial modernization of Keweenaw Bay at the 2024 conference in San Diego I will contribute to the national visibility and reputation of the college. Further, by learning from innovative scholars from across the country and beyond, in sessions such as 2022's roundtable "Planning History Today in the International Context: Perspectives and Directions," which featured scholars from China and England as well as multiple U.S. universities, I will be able to update my own course content to feature innovative ideas that are being developed at great distances to my students here in Grand Rapids.

Submitting Your Application

Updated January 2024

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We encourage you to review both the guidelines for this program and the review criteria before writing and submitting your application. These can be found [here](#).

Application Form

Information about you

1. Your name: Drew McNamara
2. Your title: (e.g., Assistant Professor; Program Coordinator; Department Chair):
Adjunct Faculty
3. Contact information: 340 Glen Oak Drive NW, Walker, MI 49544
4. Phone number or extension: 248-892-3749
5. E-mail address: drewmcnamara@ferris.edu
6. College or Unit (e.g., Kendall College of Art and Design; Office of International Education):
Kendall College of Art and Design; Master of Architecture Program

Information about the event

1. Sponsoring organization (e.g., Modern Language Association): United States Green Building Council
2. Event name: Greenbuild International Conference and Expo
3. Event web address: <https://informaconnect.com/greenbuild/>
4. Event date(s): November 12-15, 2024
5. Event location (e.g., online; Lawrence, KS): Philadelphia, PA

Amount requested

If you plan to give a presentation (see details below) and have not yet received notification that your proposal was accepted, you may request \$1,200. If, in the end, your proposal is not accepted, you will be eligible to receive a \$1,050 travel grant.

If you wish to participate in an online event and the cost is known, please indicate that cost below. Also, please indicate if you are giving a presentation at this online event.

1. Will you participate in, but not give a presentation, at this event? If so, you may request a \$1,050 travel grant.

☒ YES ☐ NO

2. Will you give a presentation at this event? If so, you may request a \$1,200 travel grant.

☐ YES ☒ NO

3. If this is an online event, please indicate the cost for you to participate (e.g., registration cost):

Are you a presenter at this online event?

☐ YES ☒ NO

If you are requesting \$1,200 or if you are a presenter at an online event:

1. Are you giving a paper or poster presentation?

☐ YES ☐ NO

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2. Please provide the abstract of your presentation.

3. Have you given this particular presentation or one similar to it previously at an event outside of Ferris State?

☐ YES ☐ NO

If yes, please provide specific information below about when, where, and to whom you gave this or a similar presentation. Please also explain how this presentation differs from a similar one you may have given previously.

4. Have you received confirmation that you will in fact give the presentation?

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If yes, please provide relevant documentation or web address (URL). If no, what is the anticipated date of notification?

Previous Funding

Have you received funding from the Timme Grants Program to attend this event in the past?

☐ YES ☒ NO

If "yes," please know this does not preclude you from seeking funding again to attend the same conference or other professional development event.

Supporting Narrative

Please avoid using acronyms in your application. Thank you! We encourage you to refer to the Review Criteria when preparing your application. The Review Criteria are [here](#).

1. If your primary role at the University involves teaching, please describe two specific examples of how your participation in this event will have direct effect on your teaching or your students' learning. If your primary role does not involve teaching and/or you have another role in addition to teaching, your specific examples must include descriptions of how your participation in this event will have direct effect on your work. If you include more than two specific examples, please understand that the Review Committee will consider only the first two examples.

Attending Greenbuild will provide ample opportunity for two important methods for strengthening the Master of Architecture program: staying abreast of the latest and greatest thinking in the realm of sustainability, and deepening the University's connection to other likeminded academic programs and thinkers.

The first method is a direct impact on our students growth. As adjunct faculty, I believe my role is to serve as both conduit and preparer. The overall Master of Architecture program focuses on developing students who have strong positions on sustainability and are equipped to act on those positions. As a conduit, I am responsible for synthesizing and passing along the information I learn. This year's Greenbuild Conference and Expo will feature a new collaboration with Passive House, new information on the latest version of LEED, and a continuing partnership with the mass timber industry. Each of these topics is an important component of the KGAR 541 Building Systems Integration course, and being engaged with the most forward-thinking ideas in these topics will help me keep course content and conversation at pace with the global sustainability community. Similarly, as a preparer, I feel responsible for ensuring my students have working knowledge of professional practice so that they are able to 'speak the language' and be valuable contributors on their very first day of their career journey. Connecting with professionals around the globe and understanding how they bring all these topics into professional practice will allow me to guide our students into practical solutions that reflect real world conditions, while simultaneously staying at the bleeding edge of what is possible with sustainable architecture.

The second method is an indirect impact on our students growth, but important nonetheless. Being in the Midwest, I sometimes feel the region lags behind in forward thinking. By engaging with likeminded educators at a conference with a global audience, it opens up channels of collaboration and knowledge sharing. This year in the KGAR 541 course, we are engaging with a research group at the University of Alaska Fairbanks, which will be an immensely positive influence on the student's thinking and growth. I believe that attending a conference of this scale could open up even more opportunity to connect students with other academic institutions and strengthen the position of the KCAD M. Arch program.

Supporting Narrative

2. Please describe two specific questions you hope this event will help answer and/or ideas you hope to develop further as a result of this event. These questions or ideas may relate to your research, teaching, and/or University service. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will enable you to answer the question(s) or develop the idea(s). If you include more than two specific questions and/or ideas, please understand that the Review Committee will consider only the first two.

The first question is: How do we make the most with the time that we have? Meaning, the effort of reducing emissions is extremely urgent. However, we only live and exist within a sliver of time. Hopefully we don't hit a tipping point during our lifetime. Assuming we don't, what can we focus on today, with laser-like precision, to set up future generations for success? What emphasis do we need to place on our construction effort that will get the most 'bang-for-the-buck', so to speak? How does an architect, who usually doesn't have an incredible amount of power, leverage what they know and make a highly compelling case for chasing sustainability initiatives to project owners and business leaders?

The second question is: How do we begin to implement the most forward thinking knowledge and best practices in our work today? What steps, small or large, should we plan to take? For instance, with the new collaboration with Passive House taking center stage at Greenbuild, how do we start to incorporate those high-performance principles into our projects? Can we prioritize certain processes over another, and still make progress on our sustainability and climate change goals? Or are we truly in the era where everything must be solved for all at once?

I believe asking these questions, and hopefully finding a position if not a concrete answer, is very helpful in encouraging our students to be thinking globally about the problem of climate change, but also what their highest and best role is in solving this problem collaboratively with other professionals.

Supporting Narrative

3. Please list two specific Ferris State University Core Values that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each Core Value. If you include more than two specific Core Values, please understand that the Review Committee will consider only the first two. More information about FSU's Core Values may be found by clicking on FSU Core Values.

The first Core Value that my participation addresses is Collaboration. Climate change, and sustainability in the AEC industry, is a group project. There's no question about this. If we are going to turn the tide, it will be together. Greenbuild hosts several summits, one including Building Materials, which allows a large group of attendees to gather and directly share, face-to-face, knowledge for optimizing material selections that reduce the negative environmental impact of our projects, and allow for sharing of latest trends in sustainable material manufacturing. Attending Greenbuild allows the University to build collaborative connections with other academic institutions, and open up paths of learning that may not currently be available to students. Attending a conference with a global audience is a force multiplier in that it exponentially increases the number of connections the students have to the larger sustainable architecture community. This connection and collaboration strengthens a student's understanding of what sustainable architecture means in the larger group project of curbing climate change.

The second Core Value that my participation addresses is Excellence. My desire for our students is that they graduate feeling they were exposed to the widest set of best practices, methodologies, and most forward thinking ideas of their particular focus of study. For example, last years conference included a session titled Full Decarbonization: Getting Net Embodied Carbon to Zero. This is a lofty goal, that is difficult to acheive. But there are people who are doing it, and they are willing to share that knowledge of how to get there. Attending Greenbuild allows me to engage with those best practices, connecting with a community that is doing the very best type of work in this field, and serve that back to students. Through me, my hope is that the students feel as though they are receiving an education that allows them to truly expect, and believe, that during their time at the University, they engaged with excellence and are inspired to continue in that vain where ever they end up.

Supporting Narrative

4. Please list two specific college, department, or program goals, initiatives, and/or priorities that your participation in this event will address. Also, with reference to the event description, program schedule, session titles, or other specific information about previous events, explain why you believe this event will address each goal, initiative, or priority. If you include more than two specific goals, initiatives, and/or priorities, please understand that the Review Committee will consider only the first two.

One of the goals for the M. Arch program is 'Expand Your Education' in which the emphasis is placed on dissolving boundaries between bodies of knowledge. At Greenbuild, there are professionals from every area of the AEC industry, and beyond. For instance, understanding the context in which our projects are sited is extremely important. One could construct the most 'sustainable' building, but if it was sited such that it disrupted important existing ecological structures and networks, it would be as poor an example as a coal-burning power plant. Perhaps hyperbolic, but this is the method in which architects should be thinking with regard to sustainability. By attending Greenbuild and learning in these sessions that span beyond just the building, I will be able to help our students to think holistically about how their project fits into the world.

Additionally, and highly related, is the goal of being 'Focused on the Future'. This calls the students to understand transdisciplinary connections that allow them to, again, think holistically about the work they are engaging in. Attending Greenbuild will allow me to make these types of connections, and speak to the students with better clarity and accuracy on the transdisciplinary emphasis that we must reckon with as the role of the architect evolves.



DISABILITY PERSPECTIVES

a training session for KCAD from
Disability Advocates of Kent County

Thursday, February 15 / 2-3 PM / Boyer Hall



DISABILITY ADVOCATES
PRESENTS THE SIXTH ANNUAL

ABSOLUTELY ACCESSIBLE KENT

TECHNICAL WORKSHOPS

May 8, 2024

10:00am-1:30pm

Optional Deeper Dive Session: 2:00pm-3:00pm

\$50.00: Keynote, Lunch & Workshops

\$25.00: Keynote & Lunch Only

L.V. Eberhard Center

301 Fulton St. W

Grand Rapids, MI 49504

To Register,
click [here](#)



Keynote Address: Betty Siegel

Deeper Dive Session: 2:00pm-3:00pm: Grand Rapids Art Museum



Betty Siegel, J.D., serves as Director of the Office of VSA and Accessibility at the John F. Kennedy Center for the Performing Arts in Washington, D.C.

She believes that making cultural experiences and spaces inclusive of people with disabilities of all ages is an essential civil, cultural, and human right.

An innovative expert in disability, arts, and cultural practices, Siegel founded the Leadership Exchange in Arts and Disability (LEAD). LEAD convenes and sustains a best-practice resource network of accessibility and cultural arts professionals numbering over 2,800 members.

Siegel is a respected speaker, delivering keynotes, lectures, and training around the world.

In this vein, she founded the Access Advisory Group in 2021. She holds her J.D. from Catholic University of America's Columbus School of Law.

Presentation: Betty will share from her experiences advancing accessibility in the arts and cultural sector while also highlighting the Kennedy Center's journey and commitment to inclusive design.



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L.V. Eberhard Center

301 Fulton St. W

Grand Rapids, MI 49504

Urban Planning Track:

Mikiko Terashima & Kate Clark

Deeper Dive Session: 2:00pm-3:00pm: Grand Rapids Public Museum (GRPM)

Irina Verona is a founding principal of Verona Carpenter Architects, a Manhattan based architecture and interiors firm dedicated to inclusive design.

Irina has practiced architecture in New York since 1998 and brings extensive design and technical experience working with existing spaces and across multiple project types.

Irina designs for humanity and resilience, with the community of users always in mind.

Recent awards include NYCxDesign 2022 Prize for an art collector's complex, 2021 winner of the inaugural Barnard Adjunct Faculty Research Grant for The Inclusive Classroom: A Spatial History, and winner of the 2021 Design Trust "Restorative City" RFP for the project The Neurodiverse City with collaborator WIP.

Irina teaches architectural design studios and seminars at the Barnard + Columbia Colleges Architecture Program, including an Environments for Inclusion seminar.

Irina is a founding editor of Praxis: a Journal of Writing and Building.



Irina

Jennifer Carpenter is a founding principal of Verona Carpenter Architects, a Manhattan based architecture and interiors firm dedicated to inclusive design.

Jennifer believes that architecture must play a key role in creating a more accessible world, and as the mother of an autistic son she is personally and professionally dedicated to making environments where neurodiversity is embraced and supported.

Jennifer loves leading the collaborative design process that great projects demand, including on complex public projects, and has practiced in New York for over 25 years.

Jennifer is a New York City SBS Mentor for minority and women-owned businesses and an active member of the American Institute of Architects' NYC Social Sciences Committee.

Jennifer served for six years on the Board of Directors of the Quad Preparatory School, a school for neurodivergent learners, and was a founding Trustee of the Museum of Food and Drink.

Jennifer is a LEED Accredited Professional.



Jennifer

Presentation: These architects will challenge attendees to examine how designing for sustainability requires an expanded set of considerations beyond just green design to also encompass social sustainability. Social sustainability—in turn—must encompass designing for both physical and neuro-inclusion.



To Register, click [here](#)



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L.V. Eberhard Center

301 Fulton St. W

Grand Rapids, MI 49504

Urban Planning Track:

Mikiko Terashima & Kate Clark

Deeper Dive Session: 2:00pm-3:00pm: Downtown Grand Rapids, Inc (DGRI)

Mikiko Terashima (Ph.D.) is an Associate Professor and Lead of the Planning for Equity, Accessibility, and Community Health (PEACH) Research Unit at the School of Planning, Dalhousie University, Canada.

Mikiko's research focuses on methods of measuring various social and built environmental forces that create systematic inequalities in health and well-being among different groups of people across different places.

Her current research involves investigations of 'accessibility'—which includes spatial distance and availability of services and amenities necessary for the population to maintain health and well-being and design of the built environment that facilitates or hinders living for persons with different abilities (physical, cognitive, and mental).

Mikiko is a certified accessibility assessor for the Rick Hansen Foundation, Canada's largest disability advocacy organization and inventor of a national Universal Design-based rating system.



Mikiko

Kate Clark (MPlan) has been conducting research with the Planning for Equity, Accessibility, and Community Health (PEACH) Research Unit at Dalhousie University's School of Planning (Halifax, Nova Scotia) since becoming a founding member in 2018.

Kate manages and contributes to research projects that explore community-level indicators of accessibility (e.g., neighbourhood walk-and-wheel-ability) and identify best practices for shaping public spaces that are inclusive of community members with disabilities and older adults.

Her research work is embedded with people's lived experiences and brings them to the forefront of addressing barriers to accessibility through consultation with individuals and collaboration with disability advocacy organizations.

Kate is a certified accessibility assessor for the Rick Hansen Foundation of Canada and a certified Women's Safety assessor as part of the UN Safe Cities initiative.



Kate

These Urban Planners are devoted to planning accessible & equitable neighborhoods.



To Register, click [here](#)

***EXT* SAY IT LOUD Michigan Keynote Lecture with Pascale Sablan, FAIA, NOMA**

AIA Grand Rapids <aiagrandrapids@gmail.com>

Sat 8/19/2023 9:59 AM

To: Michael P McCulloch <MichaelMcCulloch@ferris.edu>

****External Email****

AIA Grand Rapids + AIA Southwest Michigan

SAY IT LOUD MICHIGAN KEYNOTE LECTURE



**AIA Grand Rapids together with AIA Southwest Michigan
are Proud to Present SAY IT LOUD Michigan**

In honor of our chapters' Centennial Anniversaries, [AIA Grand Rapids](#) and [AIA Southwest Michigan](#) are partnering together to bring the [SAY IT LOUD](#) exhibit to Michigan this Fall!

This will be a month-long celebration of our state's underrepresented designers and architects in conjunction with [ArtPrize](#) and will be hosted by [Kendall College of Art and Design of Ferris State University \(KCAD\)](#) at their [Spark Gallery](#) (Former Alluvium Gallery).

Join [AIA Grand Rapids](#) and [AIA Southwest Michigan](#) for a Keynote Lecture with Architect-activist [Pascale Sablan, FAIA, NOMA, LEED AP](#) on **Thursday, September 28th** at **KCAD's 17 Fountain St. NW Building (Upper+Lower Student Commons Area)** in honor of the Exhibit.

When: Thursday, September 28, 2023

Where: KCAD's 17 Fountain St. NW Building (Upper+Lower Student Commons)

Schedule:

- **Guest Arrival | 6 PM**
- **Catered Social Hour Reception | 6 - 7 PM (Upper+Lower Student Commons)**
- **Keynote Speaker Presentation | 7 PM (Upper+Lower Student Commons)**
- **Optional SAY IT LOUD Exhibit Tour(s) | 8 PM (KCAD Spark Gallery)**

RSVP | Register:

AIA Members: FREE

AIAS Members | Students: FREE

Non-AIA Members + Public: FREE

**** Attendees will earn 1 LUIHSW CES Learning Unit ****

REGISTER HERE

Pascale Sablan, FAIA, NOMA, LEED AP is the 315th living African-American woman registered architect in the United States. She is an activist architect who works to advance architecture for the betterment of society by bringing visibility and voice to the issues concerning women and BIPOC designers. She founded the **Beyond the Built Environment** organization to address the inequitable disparities in architecture.

She has been quoted in the New York Times regarding her efforts, and Forbes magazine described her as "the powerhouse woman...actively changing history with a simple mission: women and designers of color must claim and be credited for their contributions to the built environment." More recently she was featured on Oprah's Future Rising platform for Black trailblazers moving our world forward in the Audacious category.

*Pascale serves as the Global President of the **National Organization of Minority Architects**, the 5th woman to hold this position in the organization's 52-year legacy. She*

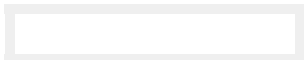
was awarded the Architectural League 2021 Emerging Voices award and the 2021 AIA Whitney M. Young, Jr Award for her advocacy efforts and ascended to the AIA College of Fellows, the youngest African American in the nation to reach that honor in the organization's 167-year legacy. Pascale has given lectures at Colleges and Universities nationally and; cultural institutions such as the United Nations and the Smithsonian National Museum of African American History and Culture.

Individuals with disabilities who require special accommodations to participate should contact aiagrandrapids@gmail.com or 616.438.0392 at least 72 hours in advance. Ferris State University is an equal opportunity institution. For information on the University's Policy on Non-Discrimination, visit ferris.edu/non-discrimination.

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Wed, March 13
5:00 PM - 6:15 PM
Student Commons
17 Fountain St NW building

Transformational Design:

Transforming Communities through Design

Stella Diane Abijuru

Associate Professor

Andrews University, School of Architecture and Interior Design

Stella Diane Abijuru is an associate professor at Andrews University, School of Architecture and Interior Design. She is originally from Rwanda where she obtained her architecture practicing license. She has also worked with MASS Design Group, the 2022 AIA Firm Award winner and one of the leading architectural firms in Rwanda. She believes that architecture should extend its impact from mere aesthetics and buildings, and project its values into people's lives and communities. She holds both a bachelor's and master's Degree from Andrews University.



Kendall College of Art and Design
of Ferris State University

M.Arch Lecture Series, 2024



*let us know
you are coming!*

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Wed, April 3
5:00 PM - 6:15 PM
Boyer Hall

Woodbridge N. Ferris Building
 17 Pearl St NW

Architecture as Editing:

Cut, Configure, Gather, Fold

Elise DeChard

Owner | END Studio

Elise DeChard is the Owner of END Studio, a Detroit-based, woman-owned architecture and interior design practice exploring playful techniques to transcend the traditional architecture experience. She is a licensed architect in Michigan and New York with fifteen years of experience in the field, and has worked with small businesses, homeowners, artists, developers, and community stakeholders to design everything from community art spaces to collaborative manufacturing centers to fortune-telling walls of TVs. Prior to relocating to Michigan, Elise worked in architecture and development in New York City, notably for Macro Sea and Marvel Architects on New Lab at the Brooklyn Navy Yard. Elise is a member of the Matterfruit steering committee, working towards building cooperatively owned artist studios in Detroit, and was Founder and Co-Director of Tessellate, an experimental gallery and international artist residency in a residential garage in Pontiac. She holds a Master of Architecture from Cranbrook Academy of Art and a Bachelor of Architecture from Rensselaer Polytechnic Institute and has taught at Lawrence Technological University and Kendall College of Art and Design.



Kendall College of Art and Design
 of Ferris State University

M.Arch Lecture Series, 2024



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***EXT* You're Invited — AIAGR COTE Talk-a-Tecture Workshop: Sustainability is a Dirty Word**

AIA Grand Rapids COTE <noreply@campaign.eventbrite.com>

Thu 3/21/2024 11:51 AM

To: Michael P McCulloch <MichaelMcCulloch@ferris.edu>

****External Email****



Grand Rapids

Join Us!

We're hosting a NEW Learning Series, and we'd love to see you there! Join us for our first AIAGR COTE AIAGR COTE Talk-a-Tecture Workshop — ***Sustainability is a Dirty Word*** on May 30th!

May 30, 2024 at 11:30 AM

We hope to see you there!



Thursday, May 30, 2024 11:30 AM

AIAGR COTE Talk-a-Tecture Workshop: Sustainability is a Dirty Word

[Register](#)

Boyer Hall (Woodbridge N. Ferris Building, Room 217) at Kendall College of Art and Design

[Discover More Events](#)



AIA Grand Rapids COTE

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2024 NCARB Scholars in Professional Practice | Application Instructions

The NCARB Scholars program is limited to 16 participants to encourage in-depth conversations and ensure a high-quality experience. Expenses related to travel within the United States*, hotel accommodations, meals, and participation will be covered by NCARB.

Eligibility

To apply to attend, applicants must:

1. Be a professor or adjunct faculty in an architecture program.
2. Teach, or be scheduled to begin teaching, a professional practice course.
Note: Faculty who desire to move into teaching professional practice may also apply and should clearly state their intention in the application.
3. Be able to attend the training event from August 8-10, 2024, in Washington, DC.

Application

To complete the application, you will need to include:

1. A brief statement of interest (200-500 words) explaining why you would like to attend the training program.
2. A brief description of your academic and/or professional work (max. 500 words).
3. Your current CV or resume. A brief CV (+/- 5 pages) is acceptable.
4. The name, email address, and phone number of one academic peer or department leader who will support your application. Upon receipt of your application, NCARB will contact that person to request a brief statement of support.

Please submit all materials and apply via our [online application](#). Applications will be open until 5 p.m. (PST) on April 14, 2024. For questions, please contact Laura Tiglao, Manager, Policy + International Relations, Assoc. AIA, at ltiglao@ncarb.org.

Selection process

The selection process is not based exclusively on merit or need. Each year, a volunteer advisory panel reviews applications and selects a mix of attendees, balancing a variety of experience levels and professional expertise. The panel aims to select a diverse group of participants to increase opportunities to exchange new ideas and well-tested approaches.

Location

Washington, DC, serves as a prominent hub for conventions and events, boasting abundant daily flight options. Situated in the core of the Nation's Capital, [Howard University's Department of Architecture](#) takes full advantage of the city's vibrant legacy. With a backdrop of historical and modern architectural marvels, Howard University offers an ideal environment for exploring and uncovering new knowledge.

**Note: Flights must be purchased at least 21 days in advance. Attendees may use NCARB's travel agent to avoid out-of-pocket expenses, or will be reimbursed for approved flight costs after the event. NCARB encourages the use of public transit, taxis, or rideshare services for local transportation and does not reimburse for rental cars.*

May 3, 2024

Michael Jen
Assistant Professor
Kendall College of Art and Design
Grand Rapids, MI 49503

Via Email

Re: 2024 NCARB Scholars in Professional Practice Scholarship

Dear Michael:

Congratulations! We are pleased to invite you to participate in the 2024 NCARB *Scholars in Professional Practice* program. This year's program will convene at Howard University, College of Engineering and Architecture, in Washington, D.C., from August 8 to 10, 2024.

We are delighted to invite you to join us as part of a small group of professional practice educators selected to participate in this unique program offered by NCARB—in an effort to emphasize and support the importance of professional practice education. Through a mix of presentations and interactive sessions, this opportunity will allow you to learn from experts and peers, share best practices, and enhance the delivery of your professional practice curriculum.

We are pleased to provide funding—for reasonable associated costs—for you to attend and participate in this program. Please plan to arrive on the afternoon of August 8, and depart no earlier than the evening of August 10. Full details regarding registration, transportation, lodging, etc., will be forwarded to you by email next week. Any immediate questions regarding funding, travel, or logistics should be directed to Laura Tiglao at ltiglao@ncarb.org.

Please confirm your acceptance to attend NCARB's *Scholars in Professional Practice* program by email to Laura Tiglao no later than **May 14, 2024**.

Again, we are delighted to welcome you to the *Scholars in Professional Practice* program! We know your participation and continuous commitment to excellence in education will lead to the enrichment of our profession. Thank you!

Sincerely,



Jon Alan Baker, FAIA, LEED AP
President/Chair of the Board



Michael J. Armstrong
Chief Executive Officer