

**Kendall College of Art and Design of Ferris State University**

## **Initial Candidacy Visiting Team Report**

### **Master of Architecture**

(Preprofessional degree plus 60-66 graduate credits)

(Non-preprofessional degree plus 90-96 graduate credits)

The National Architectural Accrediting Board

9 November 2014

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

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**I. Summary of Team Findings**

**1. Team Comments & Visit Summary**

The team would like to thank the administration of the Kendall College of Art and Design of Ferris State University, the architecture program director, the architecture faculty and the student body for the hospitality and hard work demonstrated to the team during the visit. The presidents, the deans, the program director, and faculty, as well as, the local practitioners are excited about the architecture program and they are supportive of its future.

Although the program is in its initial semester, we found the Master of Architecture program to be a vibrant learning environment with energetic students and dedicated faculty. The strengths of the program include the following:

- A respectful and collegial atmosphere among faculty, students, staff, and administration
- Faculty dedicated to teaching and mentorship
- Small class size, which promotes informal mentorship between faculty and students.
- Placement within an arts institution, with potential for architecture students to participate in multidisciplinary collaboration.
- Local professionals who are supportive of the program and curriculum development.

**2. Conditions Not or Not Yet Met**

Not Met	Not Yet Met	Not Applicable
I.1.3.C Architectural Education and the Regulatory Environment I.1.4 Long-Range Planning I.2.2 Administrative Structure and Governance I.2.5 Information Resources II.4.3 Access to Career Development Information	A.3 Visual Communication Skills A.4 Technical Documentation A.5 Investigative Skills A.6 Fundamental Design Skills A.8 Ordering System Skills A.9 Historical Traditions and Global Culture A.10 Cultural Diversity A.11 Applied Research B.1 Pre-Design B.2 Accessibility B.3 Sustainability B.4 Site Design B.5 Life Safety B.6 Comprehensive Design B.7 Financial Considerations B.8 Environmental Systems B.9 Structural Systems B.10 Building Envelope Systems B.11 Building Service Systems Integration B.12 Building Materials and Assemblies Integration C.1 Collaboration C.2 Human Behavior	I.3.2. Annual Reports II.4.4 Public Access to APR/VTR II.4.5 ARE Pass Rates

	C.3 Client Role in Architecture C.4 Project Management C.5 Practice Management C.6 Leadership C.7 Legal Responsibilities C.8 Ethics and Professional Judgment C.9 Community and Social Responsibility	
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**3. Causes of Concern**

**A. Institutional Leadership – Interim President/Dean**

The president and dean of academics, who oversaw the creation of the M. Arch program, have been replaced by interim leaders since the program initially applied for candidacy, causing a loss of continuity in the planning process. Additionally, strategic and long-range planning is on hold until a new president is in place. A campus master plan, addressing the space needs for the addition of the M. Arch program, will not be developed until new leadership is in place.

**B. Separation of Studio/Students – Facilities and Schedule**

The location of the M. Arch studio, in the UICA structure, is remote from other college facilities distancing students from resources and opportunities for interaction with other students at the college. Additionally, the M. Arch curriculum schedule is not in alignment with other degree programs offered in the college, potentially limiting interaction and collaboration with other programs.

**C. Overload/Underload teaching schedule resulting from the immersion ‘6-9’ studio concept**

In order to satisfy the front-loaded ‘6-9’ immersion studio, the current teaching loads cause an overload/underload teaching schedule at the front end of the semester, which should be evaluated during the review of the structure of the program’s curriculum.

**D. Internship, Career Services and Advising**

An internship with a design firm is a curricular requirement. Placement for interns is currently informally arranged with area professionals. As the program grows to full capacity, a more structured placement system will be necessary.

**E. Shop safety**

The wood and metal shops safety protocols should be reviewed with everyone using the facilities on a more formal or regular basis.

**F. Course grading opportunity**

The inclusion of the non-studio course work into the evaluation criteria of the studio work could create uncertainty of the student’s preparedness on specific areas of traditionally non-studio subject matter, such as writing skills, communications skills and understanding of building systems. As the program increases in size a detailed evaluation, feedback assessment and review of the program will need to be structured to maintain the overall educational goals of the program. Careful consideration, moving forward, of student progress and program self-assessment is a concern.

**4. Progress Since the Previous Site Visit**

This category is not applicable at this time.

## II. Compliance with the Conditions for Accreditation

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

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

**I.1.1 History and Mission:** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

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

**2014 team assessment:** The history and mission of the M. Arch program, Kendall College of Art and Design, and its relationship to the parent institution Ferris State University are documented in the APR-IC and can be found on pages 6-12. Kendall College provides a unique opportunity to develop an M. Arch program serving Western Michigan, in an art and design school context, with the support and backing of a successful and thriving state university.

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

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

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

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

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

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

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

**2014 Team Assessment:** The narrative describing Learning Culture and Social Equity is found on page 12-14 of the APR-IC. The college's mission and core values, such as student-centeredness, intellectual growth, individual creativity and diversity, have provided a learning culture with an intimate, supportive and collaborative environment. The program has started the process of developing a studio culture policy with the current student body and faculty. The college's student success division is actively recruiting students nationally and internationally. The advisory formation board has charged the school with networking in Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs). The urban collaborative studio emphasizes social equity as a learning outcome.

***1.1.3 Response to the Five Perspectives:*** Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

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

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

**2014 Team Assessment:** The narrative describing Architectural Education and the Academic Community is found on page 14 of the APR-IC. The program is seeking opportunities for collaboration within the college through participation in studio critiques by faculty from other departments. Faculty from other departments (art history, jewelry design, interior design) participate in the immersion component and in design studio reviews.

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

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

**2014 Team Assessment:** The narrative describing Architectural Education and Students is found on page 14 of the APR-IC. The students are surrounded by an art and design-enriched learning environment. The study-away programs enhance the students' learning experience. The college activities and resource center provides career and professional development services, counseling, tutoring and disability services for students. In addition, the program advisory formation board is committed to engaging students in internship opportunities, extra-curricular learning events, such as AIA monthly meeting and continuing education. Students have investigated formation of an AIAS chapter and are beginning to engage a NOMAS organization.

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

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

**[X] The program is not responsive to this perspective.**

**2014 team assessment:** The program's response to architecture and the regulatory environment is found on page 14 of the APR-IC. The program has investigated the licensing issues for graduates of a candidacy program with the State of Michigan. Some, but not all, students were aware of IDP. The commitment to IDP and registration will need to be demonstrated more fully as students progress towards graduation.

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

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

**2014 Team Assessment:** As documented in the APR-IC, page 15, and confirmed in meetings with the local architecture community during the visit, the formation of the Master of Architecture program grew out of the Grand Rapids professional architecture community's desire to have a professional architecture degree program located in their region. A large number of design leaders (21) were actively involved in the formation of the program and have stayed aware of the program's progress. Students and practitioners are already actively engaged in developing an internship matching process.

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

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

**2014 team assessment:** The program statement regarding Architectural Education and the Public Good is on page 17 of the APR-IC. The foundational basis of adding the M. Arch program at KCAD is in providing service to Grand Rapids and the western Michigan region. The urban collaborative studio will engage students with local organizations in a design/build approach to solving identified urban problems in an educational context.

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

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

**[X] The program's processes do not meet the standards as set by the NAAB.**

**2014 team assessment:** A significant amount of planning has gone into developing the structure and curriculum for the M. Arch program. Plans for growth of the program have been developed. At the same time, the departure of key leaders from the college has resulted in delay of additional planning. A national search to fill the president's position is soon to commence, and is to be concluded by late spring. The development of a long-range plan has been placed on hold until the president's position is filled. A master plan for identifying and responding to space needs for the college is also on hold pending the selection of a new president.

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

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

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

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

**2014 Team Assessment:** The program is creating a unique education methodology, where the traditional non-studio courses, such as architectural history and precedent study, are introduced in the studio environment, first in an 'immersive' research and study section, followed by a studio project where the newly-introduced concepts are put to work on a design project. The goal is to directly connect the skills and knowledge developed by research and writing into the studio exercises.

The program faculty is constantly assessing the day-to-day progress of their objectives. During the visit, the team saw the studio faculty regroup and address some emerging design issues from a recent studio pin-up. The small size of the program allows the faculty to respond in a very nimble way to the outcome of the studio work.

As documented in the APR on page 21, a detailed plan for assessment has been developed and will need to be implemented.

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

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

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

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

**2014 Team Assessment:** The two full-time faculty and the part-time faculty from other departments are adequate for the current enrollment of the program. As the program continues to grow, however, the number of faculty and staff will not be sufficient to meet the demands of the program.

At this time, there are no administrative support staff members to aid the students and faculty in the day-to-day operations of the program. The full-time faculty that are teaching the courses are also the IDP Education Coordinator, developers of the curriculum, advisers to the students, marketing leaders for the program and recruiters of new faculty. There are not currently building systems courses offered on the Kendall campus. Currently, to receive education on technical topics, students travel to the Ferris University campus, 50-miles away, 2-days per week.

The university's policies document their EEO/AA and diversity initiatives.

The program is planning to recruit tenure track faculty and has not yet implemented staff professional development and promotion. Procedures are outlined in the Faculty Association Agreement.

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

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

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

**2014 Team Assessment:** The program has a committee in place to review portfolios and make recommendations for admissions and scholarship. The review committee includes architecture faculty and the program director. The policies and procedures are published on the college website.

The college supports student individual and collective achievement through guest lectures and a variety of exhibitions throughout the campus. The activities and resource center provides career advice and portfolio preparation, tutoring and counseling services. Currently, there are only a few staff to serve the entire college, as the program grows, an increase in support staff will be necessary.

The college supports the creation of an AIAS chapter and encourages student participation in other student organizations.

**1.2.2 Administrative Structure & Governance:**

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

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

**2014 Team Assessment:** At present, the administrative structure consists of a program director, without support staff. As the program grows, the structure may not be sufficient to support the program.

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

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

**2014 Team Assessment:** A structure for faculty, staff and student involvement in governance in the institution was not described in the APR or demonstrated during the team visit. Tenured and tenure-track faculty are eligible for participation in the college senate, which votes on curriculum.

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

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

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

**2014 team assessment:** The single studio for the M. Arch program is located in the UICA building, and is separated from the balance of the academic facilities of the college (the UICA is two blocks from the other two structures occupied by KCAD). The studio space is well-furnished and meets the needs of the current students. As the program grows, additional and/or different space will be needed to house the program. The location of new studio space will be identified when a site master plan is concluded following the appointment of a new president.

Wood shops are located in the basement of the 17 Fountain Building. A metal fabrication shop is located on the main floor of the Woodbridge N Ferris Building. A well-equipped digital fabrication lab is located on the main level of 17 Fountain, which also provides for large format printing. Small format scanning and printing is provided within the studio space.

Faculty offices are provided in the newly renovated Woodbridge N. Ferris Building. Additional office space will need to be identified as faculty is added as the program grows.

A single library in the 17 Fountain Building serves the entire KCAD and is undersized. Due to space limitations, the library layout does not meet the ADA requirements for accessible paths and reach criteria.

**I.2.4 Financial Resources:** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

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

**2014 Team Assessment:** Budgets have been projected through 2018 and appear sufficient to support student learning. KCAD is a tuition driven institution and balances revenue and expenses with projected student census.

**I.2.5 Information Resources:** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

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

**2014 Team Assessment:** The library physical resources are inadequate for the needs of the M. Arch program. There is inadequate space for the current collection, therefore no space available to expand the physical collections to support a new program. There is insufficient space for the students and faculty use of the collection and no space for collaborative work. Shelving has been added to the maximum structural capacity of the second floor location. Shelving has been added to the space to the exclusion of tables and seating, as well as compromising the accessibility of the collection. In addition, the library layout does not meet the ADA requirements for accessible paths and reach criteria to serve students with special needs.

The library staff have added electronic resources and utilized the state interlibrary loan system (MeLCat) to provide the M. Arch students with materials for their research and studio projects. They are benchmarking other M. Arch program's library to determine what additional resources are needed to support the M. Arch program in the future, but currently, there is no room to include those materials in the library.

**PART I: SECTION 3 –REPORTS**

**I.3.1 Statistical Reports<sup>3</sup>.** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

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

**2014 team assessment:** Statistical reports were provided and are found on pages 38-39 of the APR-IC. Because the program has just admitted its first cohort, there are not yet statistics relating to prior visits or time to graduation. Appropriate statistics have been provided for the faculty, although again, there are not yet statistics comparing current conditions with past visits.

**I.3.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

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

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

**Not Applicable**

**2014 team assessment:** Not applicable for initial candidacy visit.

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

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

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

**2014 Team Assessment:** Faculty credentials are displayed in the team room in the form of C.V.'s, portfolios and published works. The team also met with the faculty, formally and informally, and discussed the faculty's performance with the students. The current faculty members exhibit the credentials to teach at the Master of Architecture level, have a complete understanding of the curricular goals of the program and the enthusiasm to see the program reach accreditation.

A sufficiently large faculty cohort is not yet in place to meet the needs of the program as the balance of the curriculum is delivered. Faculty searches are planned to meet future needs.

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

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

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

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

**2014 Team Assessment:** The documents provided in the team room are sufficient.

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

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

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

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

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

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

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

[X] Met

**2014 team assessment:** Evidence that the students possess the ability to read, write, speak and listen effectively is found in Immersion III and Studio 1, and through conversations with the students.

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

[X] Met

**2014 team assessment:** Evidence of design thinking skills at the level of Ability was found in Studio 1 and Immersion III.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Met

**2014 team assessment:** Evidence of the use of precedents at the Ability level was found in Studio I and Studio III.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Some evidence, presented in the team room, from Studios I and III, demonstrates a preliminary understanding of historic traditions and global culture, however the studio work is not sufficiently complete to allow evaluation.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

- A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**  
[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

**Realm A. General Team Commentary:** Students have demonstrated critical thinking skills, however a limited amount of student work is available to demonstrate achievement of many SPCs.

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

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

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

A.9. Historical Traditions and  
Global Culture

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

**Realm B. General Team Commentary:** As the students in both the two and three year programs are in their first semester of study, they have not advanced to the point that the subject matter covered in Realm B has been conveyed and demonstrated to the appropriate levels of ability and understanding.

**Realm C: Leadership and Practice:**

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

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

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

- C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 Team Assessment:** Courses developed to deliver this content have not yet been delivered.

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

[X] Not Yet Met

**2014 team assessment:** Community and Social Responsibility has been introduced, but not yet at the level of understanding.

<p><b>Realm C. General Team Commentary:</b> As the students in both the two- and three-year programs are in their first semester of study, they have not advanced to the point that the subject matter covered in Realm C has been conveyed and demonstrated to the appropriate levels of ability and understanding.</p>
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## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

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

### **[X] Met**

**2014 Team Assessment:** The letter from President Sylvia Manning of the Higher Learning Commission, a commission of the North Central Association, to President David L. Eisler of Ferris State University, dated February 22, 2012, stating continued accreditation of the university until the 2020-2021 evaluation, is included in the APR.

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

### **[X] Met**

**2014 Team Assessment:** The program is pursuing accreditation for the Master of Architecture (M. Arch.) professional degree. The three-year M. Arch curriculum is offered to students with a non-preprofessional undergraduate degree. The two-year M. Arch curriculum is offered to students with a preprofessional undergraduate degree.

The three-year M. Arch curriculum consists of a minimum of 90 credits hours of graduate-level courses including professional studies and electives depending on the undergraduate degree and course evaluations.

The two-year M. Arch curriculum consists of a minimum of 60 credit hours of graduate-level courses (51 hours of required courses and 9 hours of elective courses).

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

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

### **[X] Met**

**2014 Team Assessment:** The curriculum review and development process is found in the APR on pages 50 and 51. The program chair is a licensed architect and participated in the development of the curriculum.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION**

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

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

**[X] Met**

**2014 Team Assessment:** The APR-IC on pages 51 and 52, describes the process by which preparatory and preprofessional education is evaluated. Preparatory/preprofessional education for the M. Arch program is reviewed by a committee to identify deficient course work. The review process is comprehensive and well documented.

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

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

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

**[X] Met**

**2014 Team Assessment:** The Statement on NAAB-Accredited Degrees is posted on the Master of Architecture Public Information area of the website:  
[http://www.kcad.edu/uploads/docs/Statement\\_Regarding\\_NAAB\\_Accreditation\\_r042314.pdf](http://www.kcad.edu/uploads/docs/Statement_Regarding_NAAB_Accreditation_r042314.pdf)

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

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

*The 2009 NAAB Conditions for Accreditation*

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

**[X] Met**

**2014 Team Assessment:** Links to the NAAB documents are available on the Master of Architecture Public Information area of the website: <http://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

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

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

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's*

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

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

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

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

**[X] Not Met**

**2014 Team Assessment:** A number of the above required documents and links are found on the Master of Architecture Public Information area of the website but some are missing:  
<http://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

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

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

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

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

#### **Not Applicable**

**2014 Team Assessment:** The preliminary documents related to initial accreditation are available on the Master of Architecture Public Information area of the website:

<http://www.kcad.edu/programs/graduate/m-arch/public-information/>The rest of the required documents have not yet been produced.

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

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.*

*Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

#### **Not Applicable**

**2014 Team Assessment:** The program has not yet graduated a class so does not yet have candidates eligible for the ARE.

**III. Appendices:**

**1. Program Information**

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

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

Reference Kendall College of Art and Design, *APR*, pp 6-9.

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

Reference Kendall College of Art and Design, *APR*, pp. 9-12.

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

Reference Kendall College of Art and Design, *APR*, pp. 17-19.

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

Reference Kendall College of Art and Design, *APR*, pp. 19-21.

**2. Conditions Met with Distinction**

(list number and title; include comments where appropriate)

Having just launched the M. Arch program and without a completed semester, there is insufficient evidence to find conditions met with distinction.

### 3. The Visiting Team

Team Chair, Representing the Academy  
Hsu-Jen Huang, Ph.D.  
Savannah College of Art and Design  
Department of Architecture  
229 MLK, Jr. Blvd.  
Savannah, GA 31402  
(912) 525-6868  
(912) 525-6904 fax  
hhuang@scad.edu

Representing the Profession  
Susan Pruchnicki, FAIA, LEED®AP  
Principal  
Bond Architects  
222 S. Central Avenue  
Suite 100  
St. Louis, MO 63105  
(314) 863-4994  
(314) 869-4996 fax  
spruchnicki@bondarchitectsinc.com

Representing the NAAB  
Michael Broshar, FAIA  
Principal  
INVISION planning | architecture | interiors  
POB 1800  
501 Sycamore Street, Suite 101  
Waterloo, Iowa 50701  
(319) 233-8419  
(319) 240-0620 mobile  
mikeb@invisionarch.com

**IV. Report Signatures**

**Respectfully Submitted,**



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Hsu-Jen Huang, Ph.D.  
Team Chair

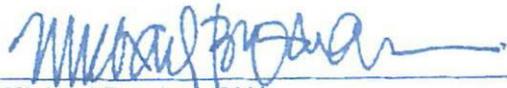
Representing the Academy



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Susan Pruchnicki, FAIA, LEED®AP  
Team member

Representing the Profession



---

Michael Broshar, FAIA  
Team member

Representing the NAAB

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



Cassandra Pair  
Director of Accreditation  
National Architectural Accrediting Board, Inc.  
1101 Connecticut Ave., NW  
Washington, DC 20036

RE: Response to the November 9, 2015 Initial Candidacy Visiting Team Report  
Kendall College of Art and Design of Ferris State University

Dear Director Pair, Visiting Team, and the NAAB Board of Directors,

On behalf of Kendall College of Art and Design of Ferris State University, we are pleased to submit this response to the final draft of the NAAB Visiting Team Report. We have studied the report, listened to the team carefully, and very much appreciate the time and care that the NAAB has taken.

We also appreciate the report's recognition of the work already done by our program and the evidence we have already produced. This response will focus primarily on the action steps we have undertaken since the visit. We feel this is particularly helpful in addressing some of the concerns and areas not met. This response is not exhaustive or point-by-point. It is organized by the paragraph numbers of the report.

**3. Causes of Concern**

**A. Institutional Leadership**

In the time since the visit, the search for a new KCAD President has progressed significantly. Finalists will be on campus in early February 2015.

**B. Separation of Studio/Students**

Approval was received in early January to renovate additional studio space for the MArch in the main Kendall building for the fall semester. This addresses both separation and the space planning process.

**C. Overload/Underload**

A curriculum study group is currently looking at "lessons learned" from our first semester classes, including scheduling. We are prototyping an adjusted immersion/studio sequence this semester, and expect that some changes will be made to scheduling in future semesters. This is part of our ongoing commitment to improvement.

**E. Shop Safety**

All students receive required shop safety training, and the shop is always well staffed with trained student assistants.

**F. Course grading opportunity**

We provided a brief response to this comment in the draft report. As with loads and scheduling we continue to look at how to improve our program.

**I.1.3 C. Architectural Education and the Regulatory Environment**

We continue our efforts to make both the 2-year and 3-year MArch students aware of IDP. This is a priority for us as a professional program.

**I.1.4 Long-Range Planning**

In recognition of the status of the overall college planning process and the needs of the MArch and certain other programs, the College and University have committed to renovating and equipping space dedicated to the MArch in the existing main Kendall Building, to be available fall 2015. This move is made possible by the administrative decision to move several existing functions to an adjacent downtown building, freeing space for the MArch. These allocations will become a "given" when the college master planning process reconvenes.

#### 1.2.2 Governance

Faculty searches are commencing now for tenure-track MArch positions to be filled for the fall semester. These positions will allow program representation on the College Senate.

#### 11.4.3 Access to Career Development Information

With one exception, all of the listed web links were on the KCAD MArch website at the time of the visit. They were divided between two tabs: "Links and Resources" and "Public Information." We have reproduced seven of the eight links under both tabs. The site [www.ARCHCareers.org](http://www.ARCHCareers.org) has not been available for some time. That inactive link was removed from our website prior to the team's visit.

We continue to work on addressing those items not listed specifically in this response, which is written approximately two and a half months after the visit.

We are proud of the new KCAD MArch and feel it is poised to have real impact on architecture education and the profession in our region and beyond. We are off to a strong start, with engaged faculty and learners in our classrooms and studios. Their work is driven by a focused, thoughtful, professional architecture curriculum and an inclusive, welcoming culture.

Again, please accept our heartfelt appreciation and thanks for the work of the Visiting Team. Do not hesitate to contact Brian Craig, AIA, or me with questions. We look forward to the NAAB Board determination.

Sincerely,



Ronald D Riksen  
Interim Dean of the College  
Kendall College of Art and Design  
Ferris State University

cc: Oliver H. Evans  
Brian K. Craig  
Jill Schneider  
Kim Sapkowski