Kent State University
College of Architecture and Environmental Design
Architecture Program

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Master of Architecture 44 [Bachelor of Science in Architecture 124 + 44]

Year of the Previous Visit: 2012
Current Term of Accreditation: six-year term

Submitted to: The National Architectural Accrediting Board
Date: September 15, 2017
Program Administrator:
Jonathan Fleming, RA, LEED AP, Assistant Professor, Architecture Program Director and Graduate Coordinator Architecture and Urban Design
132 South Lincoln St.
Center for Architecture and Environmental Design
Room 225
Kent, Ohio 44242
jpflemi1@kent.edu
Main office: 330-672-2917
Direct line: 330-672-0934

Chief administrator for the academic unit in which the program is located:
Dean Mark Mistur
132 South Lincoln St.
Center for Architecture and Environmental Design
Room 225
Kent, Ohio 44242
mmistur@kent.edu
Main office: 330-672-2917
Direct line: 330-672-0943

Chief Academic Officer of the Institution:
Todd Diacon, Sr. Vice President for Academic Affairs and Provost
Library, Suite 295
PO Box 5190
Kent, Ohio 44242-0001
provost@kent.edu
330-672-2220

President of the Institution:
Dr. Beverly Warren
Executive Offices Second Floor Library
PO Box 5190
Kent, Ohio 44242-0001
President@kent.edu
330-672-2210

Individual submitting the Architecture Program Report:
Jonathan Fleming, Architecture Program Director and Graduate Coordinator Architecture and Urban Design

Name of individual to whom questions should be directed:
Jonathan Fleming, Architecture Program Director and Graduate Coordinator Architecture and Urban Design
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1. Program Description</strong></td>
<td></td>
</tr>
<tr>
<td>I.1.1 History and Mission</td>
<td>6</td>
</tr>
<tr>
<td>I.1.2 Learning Culture</td>
<td>14</td>
</tr>
<tr>
<td>I.1.3 Social Equity</td>
<td>17</td>
</tr>
<tr>
<td>I.1.4 Defining Perspectives</td>
<td>24</td>
</tr>
<tr>
<td>I.1.5 Long Range Planning</td>
<td>34</td>
</tr>
<tr>
<td>I.1.6 Assessment</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Section 2. Progress since the Previous Visit</strong></th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Response to Conditions Not Met</td>
<td></td>
</tr>
<tr>
<td>Program Response to Causes of Concern</td>
<td></td>
</tr>
<tr>
<td>Program Response to Change in Conditions (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Section 3 Compliance with the Conditions for Accreditation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I.2.1 Human Resources and Human Resource Development</td>
<td>53</td>
</tr>
<tr>
<td>I.2.2 Physical Resources</td>
<td>59</td>
</tr>
<tr>
<td>I.2.3 Financial Resources</td>
<td>65</td>
</tr>
<tr>
<td>I.2.4 Information Resources</td>
<td>69</td>
</tr>
<tr>
<td>I.2.5 Administrative Structure &amp; Governance</td>
<td>76</td>
</tr>
<tr>
<td>II.1.1 Student Performance Criteria</td>
<td>83</td>
</tr>
<tr>
<td>II.2.1 Institutional Accreditation</td>
<td>86</td>
</tr>
<tr>
<td>II.2.2 Professional Degrees &amp; Curriculum</td>
<td>86</td>
</tr>
<tr>
<td>II.3 Evaluation of Preparatory Education</td>
<td>96</td>
</tr>
<tr>
<td>II.4 Public Information</td>
<td>98</td>
</tr>
<tr>
<td>III.1.1 Annual Statistical Reports</td>
<td>98</td>
</tr>
<tr>
<td>III.1.2 Interim Progress Reports</td>
<td>98</td>
</tr>
</tbody>
</table>

| **Section 4 Supplemental Material** | 100 |
I.1.1 HISTORY AND MISSION
The program must describe its history, mission, and culture and how that history, mission, and culture shape the program’s pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program’s benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university’s academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

I. 1.1.1 History and Mission of the Institution
Kent State University is dedicated to providing excellence in a university education, to advancing significant research and creative activities, and to furthering the fulfillment of societal goals. Founded in 1910, as the Kent Normal School, it is the oldest state university in Northeast Ohio, and reflects the advantages of the vital cultural and commercial region in which its eight campuses are located. Kent has maintained its commitment to provide national leadership in what have been historical strengths of the University, namely professional education and the liberal arts.

Kent State University offers an extensive array of associate, baccalaureate, master’s and doctoral degrees. Undergraduate programs are based on the conviction that a liberal education broadens intellectual perspectives, addresses ethical and humanitarian values, and prepares students for productive and responsible citizenship. Graduate programs provide advanced professional education and intellectual depth. The student body represents talented and culturally rich individuals from around the world, including those from historically under-represented and non-traditional segments of the population. Admission to the residential Kent Campus is selective, while the Regional Campuses offer open admissions. An environment of academic and artistic freedom is enhanced by an excellent research library and numerous opportunities to collaborate with other institutions, public agencies and the private sector.

The University is governed by a nine-member Board of Trustees appointed by the Governor, subject to confirmation by the State Senate, and is supported by legislative appropriations and student tuition and fees.

The student enrollment has increased from 2,700 in 1941 to 29,105 in 2016 on the Kent Campus, and a total of 40,782 when the regional campuses are included. The Kent campus consists of 2,264 acres, including the Kent State Meadowview property and the Andrew W. Paton Airport.

As a result of the events of May 4, 1970, Kent State University inherits a unique leadership role in promoting the peaceful resolution of conflict through education.

The Regional Context
Kent is located in the densely populated northeast quadrant of Ohio, which is home to nearly half the State’s population (4,500,000), and two-thirds of its wealth. The majority of the citizens are engaged in industry and commerce. 30,000 individuals reside in the City of Kent, which is situated on the Cuyahoga River in Portage County. The City offers attractive neighborhoods, an excellent school system, recreational opportunities and a local park system.

The community is part of the Cleveland/ Akron/ Canton/ Youngstown/ Warren metropolitan area with many culturally rich organizations and events. The Cuyahoga Valley National Park and more than twenty other institutions of higher education add to the character of the region. Because it is home to many nationally recognized corporations and the NASA Glenn Research Center, Northeast Ohio and Western...
Pennsylvania are noted for research and development activities in science and engineering. Its location provides the University with a special mission in Applied and Basic Sciences exemplified by the internationally renowned research conducted at its Glenn H. Brown Liquid Crystal Institute.

Outstanding medical and health-related facilities populate the area, typified by the Cleveland Clinic, University Hospitals System, Summa Health Systems, Akron General Health System (recently acquired by the Cleveland Clinic) and University of Pittsburgh Medical Center. Kent State builds upon these geographical advantages to offer nationally recognized programs and research in Health and Behavioral Sciences.

Kent State’s programs in business and commerce address the needs of corporations and business professionals, as well as prepare students for productive careers in a shifting global economy.

Kent State is a significant player in the visual and performing arts, leveraging the abundance of cultural resources in Northeast Ohio. Kent State’s Porthouse Theater on the grounds of Blossom Music Center, the Fashion Museum, music and theater performances at Kent Campus locations and those at the regional campuses, and graduates that populate the architecture, fashion, art, music and theater worlds. Study abroad programs expand the student’s understanding of world cultures and augment Kent State’s view of a profound education.

Community development and design have long been addressed through the College of Architecture and Environmental Design and its Kent State Cleveland Urban Design Center (CUDC) located in Playhouse Square in downtown Cleveland. The CUDC addresses quality of life and health through its urban design and research work with communities, neighborhood improvement organizations and planning agencies. The Cleveland location also is a factor in Kent State’s role as a player in the regional arts scene and community development activities.

Kent State Vision Mission and Values
The Mission Statement of the University responds to the values and demands of the region, many of which are noted above. The development of this mission and its associated values followed the appointment of Beverly Warren Ph.D. as Kent State’s 12th President in June of 2014. In her first year, Dr. Warren convened a listening tour of all of the University campuses working to get a complete understanding of all elements and people of the University. The One University Commission a 31 person Steering Committee Chaired by Provost Diacon worked to gather information, reporting on the direction of the University in fall of 2015. Following the listening tour and the work of the One University Commission, Dr. Warren created a 13-member Strategic Visioning Advisory Committee which developed the new Strategic Roadmap using input from across Kent State. The resulting Strategic Roadmap to a Distinctive Kent State adopted in 2016 is comprised of five priorities and 16 University-Level Initiatives (ULIs), all which map to the university’s compelling mission, vision, and values. The Committee also developed a set of performance metrics to publicly measure progress.

Vision
To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.

Mission
We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.

Core Values
We value:
- A distinctive blend of teaching, research and creative excellence
- Active inquiry and discovery that expands knowledge and human understanding
- Life-changing educational experiences for students with wide-ranging talents and aspirations
- A living-learning environment that creates a genuine sense of place
• Engagement that inspires positive change
• Diversity of culture, beliefs, identity and thought
• Freedom of expression and the free exchange of ideas
• A collaborative community
• Respect, kindness and purpose in all we do

At Kent State, major Priorities and initiatives are established by the Strategic Roadmap to A Distinctive Kent State:

1. Students First
2. A Distinctive Kent State
3. Global Competitiveness
4. Regional Impact
5. Organizational Stewardship

In a complex and changing world, Kent State affirms its position as an essential resource for the State of Ohio and the world.

I.1.1.2 History and Mission of the Program

The College of Architecture and Environmental Design (CAED) is a professional college located on the Kent Campus of Kent State University. CAED is a non-departmentalized unit headed by a Dean, assisted by an Associate Dean. The academic units of the College include Architecture and Urban Design, Interior Design, Landscape Architecture, Master of Science in Architecture and Environmental Design, Health Care Design, Architectural Studies and Construction Management. The academic units are headed by Program Directors and Coordinators who also serve as faculty members within their respective units. The Cleveland Urban Design Collaborative (CUDC) is an outreach of the College to communities and is headed by a Director. Research units within the CAED are headed by faculty and include the New Ecology Design Lab (NEDLab) and the Robotics Fabrication Lab (RFAB). The CAED is also home to the FabLAB which is headed by the Fabrications Lab Manager.

In 1947, University President George Bowman asked Joseph Morbito to come to Kent State and oversee the planning of a new industrial arts building and to teach architectural drawing. Responding to student interest, additional courses were added in residential planning, commercial design, and theory of construction. These offerings developed into a two-year pre-professional architecture program.

During the 1950-51 academic year a four-year architectural program was commenced and a Bachelor of Science with a major in architecture was first awarded in 1952. This was a time in Northeast Ohio when the manufacture of steel, rubber, plastics and automobiles kept industry thriving, resulting in a large in-migration of people and a demand for architects to design the structures necessary to support this growth. The Kent State program in architecture emerged primarily out of the practical consideration to meet the challenge of this region’s rapidly growing metropolitan areas. As a result, the program in architecture from its outset developed with a professional orientation which has been maintained throughout its existence.

In 1956, the program in architecture became the Department of Architecture and moved to the College of Arts and Sciences, with Joe Morbito as the department head, a position he held for the next 21 years. That same year the degree was changed to the Bachelor of Architecture. Three years later the Department was transferred to the new College of Fine and Professional Arts. Full accreditation was granted by the National Architectural Accrediting Board in 1964, and the Department moved into a new home, Taylor Hall, upon the building’s completion in January 1967.

A six-year program of study leading to the degree of Master of Architecture was implemented in 1968 and involved completion of the four-year Bachelor of Science degree plus a two-year graduate program. Simultaneously, a one-year graduate program was instituted for persons who had completed a five-year professional architectural degree from an accredited program. On December 18, 1969 the Department of Architecture became the School of Architecture and Environmental Design.
In 1988 another change implemented a 4+1+1 system, i.e. the BS-B. Arch (Professional)-M. Arch (Post Professional). The Master of Architecture (Post Professional) was designed for students wishing to develop a specialty along with research methodologies. Specialties included Urban Design, Preservation, Computer Aided Design and Visualization, and Architectural Design and Technology. By 1996 the graduate faculty voted to focus its educational resources on urban design, with a two-year sequence of course offerings.

In 1998 the Urban Design Center in downtown Cleveland was created to serve as the School’s outreach/service center, housing the Urban Design graduate studios and the Cleveland Urban Design Collaborative, then, a faculty led office providing urban solutions to communities in the region. In April 2010, the Cleveland Urban Design Collaborative relocated from its 12-year home on Prospect Ave., to the new “Design District” at Playhouse Square. This space allowed for growth, increased efficiency of operations and new program offerings including a new graduate Landscape Architecture program.

During the 2000 academic year, the faculties of Architecture and Interior Design agreed to join under the administration of the School of Architecture and Environmental Design and as a result planning began to form a new College of Architecture and Environmental Design. The College of Architecture and Environmental Design became operational in July 2004 and remains as such today.

In 2002, the professional program was restructured into a 4-year Bachelor of Science in Architecture, followed by a 1 calendar year Master of Architecture (Professional). NAAB accredited the BSci+M. Arch in July 2002 followed by a Spring 2004 focused evaluation.

Study abroad in Florence, Italy has been a feature of the architecture curriculum since 1972, establishing a permanent presence in Florence in 1998. From the Architecture Program’s efforts over many years, Kent State Florence is now a university facility serving far more students than those in architecture and interior design. In 2016, the University relocated from the 13th Century Palazzo dei Cherchi to the newly renovated the Palazzo Vettori, located about a minute’s walk from the Florence Cathedral. This now serves all of the students choosing to study abroad in Florence. Urban design and architecture graduate students are present in the Fall, along with Architectural Studies majors and students from across the university notably Fashion Design and Merchandising, and students from other institutions; with undergraduate architecture (55-65) and interior design students (20-30) studying in the studios during the Spring Semester.

A Bachelor of Arts in Architectural Studies degree, oriented toward students that desire design thinking to be part of their education, but who are not committed to architecture or interior design as a profession, began in 2007. The Bachelor of Arts in Architectural Studies degree opens a liberal arts approach for these students who have interest in the effects of the built environment on individuals and communities, and who anticipate pursuing an advanced degree. An Architectural Studies Minor was created in 2011 for students throughout the University.

Implementation of a multi-disciplinary first year foundation studio curriculum for architecture, interior design and architectural studies became a reality in the Fall of 2012. This platform’s goals are to better integrate the design specialties stressing the collaborative nature of practice, and to make more efficient the teaching of the basic processes and concepts of design thinking.

Two new minors were implemented in 2012, Architectural History and Historic Preservation which are open to students throughout the University.

A new Master of Science degree in architectural research was approved in the fall of 2013. At the same meeting the State of Ohio also approved a new Master of Landscape Architecture which graduated its first cohort in spring of 2017, and a Master of Health Care Design which first graduated students in 2016 and 2017, and a Certificate in Health Care Facilities. The Master of Architecture Post-Professional degree was eliminated in 2012, stopped admitting students in 2011, and graduated its last student in 2016.
As a result of changes over time, the School and then the College expanded into several spaces across campus. Various building conversions and relocations occurred. In the 1980’s areas of two dormitories were converted for use by architecture. Over 32,000 SF of space was allocated in the Memorial Athletic and Convocation Center (MACC) Annex in 2000 and 2004. The second floor of the Tri-Towers Rotunda was taken for architecture studios in the fall of 2007. This distribution of studios across campus was of significance to the program, as it evolved, the several locations made it possible for the programs to grow. In 2012, Dean Douglas Steidl convinced President Lester Lefton to pursue the construction of a new facility for the CAED in connection with expansion of the campus and improved physical connection to newly reconstructed areas of downtown Kent.

The University committed to a new CAED building as part of a $250,000,000 bond issue for the Kent Campus. Design commenced in 2012 the project broke ground in 2014 and the new Center of Architecture and Environmental Design was completed in August of 2016, just in time for the fall semester. The building consolidated all programs of the CAED and Construction Management, then a part of the College of Applied Engineering, Sustainability and Technology, in a single building. What had been in 6 locations in four buildings is now in one building. The final cost of the project including FFE is $49,000,000.

With the appointment of a new Dean in July 2016, the CAED has embarked upon a process of assessing its programs and curricula. It is the intent of the architecture program to remain professionally oriented, consistent with its founding vision in the 1950’s, and to remain relevant to a diverse, global culture of design and building.

I.1.1.3 The Program Mission

“The Architecture Program at Kent State University enables students to acquire and apply knowledge that contributes to the betterment of our physical environments. Within a balanced curriculum of technology, visualization, history, theory and design studio coursework, the program offers a platform for scholarship, constructive discourse and debate. Northeast Ohio’s rich history and dynamic urban landscape serve as a setting for academic learning and the study of real conditions. By placing equal emphasis on the poetics and pragmatics of construction and design, the curriculum inspires experimentation, collaboration, discovery, critical thinking and innovation. The program fosters academic excellence and prepares students to be responsible and accomplished architectural professionals.”

The Mission Statement of the Architecture program, as contained in the “College Handbook” adopted in February 2011, is consistent with the perspective of the program throughout its history, while adapting to the demands of change brought on by the nature of the region and global practice. In a short phrase the mission can be summarized as “educating visionary architectural professionals”.

The mission also addresses the conditions of professional practice and our commitment to developing accomplished architectural professionals. As evidence of a commitment to developing architectural professionals, we look to firm leadership. Of the largest architectural firms in northeast Ohio, as compiled by Crain’s Business (January 18-24, 2010), Kent State graduates are principals in over 90% of the (23 of the 25) largest offices. In 2017, two faculty members, Professor David Hughes, and Professor of Practice Eric Pempus were elevated to the College of Fellows of the American Institute of Architects. Kent State Alumnus Bruce Sekanick was also inducted in 2017, and was also elected National AIA Secretary for 2017-18. Alumni of the architecture program have branched out to lead exceptional practice across the nation and throughout the world.
The program also endeavors to provide visionary design opportunities. A 2016 graduate studio, Graphic Novels/Novel Architecture, led by Associate Professor Jon Yoder was awarded The Studio Prize by Architect Magazine. This studio explored the narrative basis of representation in architectural production. The studio was accompanied by a symposium held at the Cleveland Museum of Art of the same title.

Mutual Consistency and Benefits between the Program and the Institution
Mission
“We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.” The Architecture Program’s long commitment to studio-based education, critical inquiry, community engagement, diversity, and global exposure is about the transformation of student’s lives through a variety of structured exposures, discovery, and creative enterprise in preparation for transforming the built environment and lives of others.

Core Values
“We value:
• A distinctive blend of teaching, research and creative excellence
• Active inquiry and discovery that expands knowledge and human understanding
• Life-changing educational experiences for students with wide-ranging talents and aspirations
• A living-learning environment that creates a genuine sense of place
• Engagement that inspires positive change
• Diversity of culture, beliefs, identity and thought
• Freedom of expression and the free exchange of ideas
• A collaborative community
• Respect, kindness and purpose in all we do”

The college integrates a variety of teaching models that lead to creative capacity and research ability. Over 70% of our students participate in a semester abroad and all engage in community design projects with stakeholders. It is a collaborative community within a multidisciplinary College that structures intra and interdisciplinary engagements and is built upon a studio culture that respects and supports one another.

At Kent State, major Priorities and initiatives are established by the Strategic Roadmap to A Distinctive Kent State:
1. Students first
2. A distinctive Kent State
3. Global competitiveness
4. Regional Impact
5. Organizational stewardship

The Architecture Program seeks to:
• Prepare students to be responsible and accomplished architectural professionals
• Prepare students to lead in a rapidly changing profession and world
• Foster academic excellence
• Expand experimentation, collaboration, discovery and critical thinking
• Contribute to the betterment of our physical environment

The Architecture program has a nearly 70-year history and is considered to be one of the excellent performers in the University. The University’s three premiere programs of excellence as generally acknowledge within and outside the University are the “Liquid Crystals Institute”, “The School of Fashion” and “The Architecture Program”. The evidence of the University’s recognition of performance and support for the Architecture Program and the CAED is evidenced by their investment in our new $49,000,000 building.

Students First
The way the Kent State Architecture Program places students first is a commitment to the quality of the education we offer our students and the value of the education in terms of affordability for the students and their families. Students come to architecture programs expecting to become architects. Our orientation toward a balanced education respects that aspiration. Kent State’s Architecture Program cost is in the lower third of the price of an architectural education, nationally. We offer a 168 credit approach, including a 44 credit professional degree, to the Accredited Professional Degree in the shortest possible time of five (5) academic years plus one (1) summer. We continue to build our scholarship funding for our students and this year Dean Mistur made a substantial commitment to increase graduate assistantship funding. There is a strong commitment to both the curricular and the co-curricular initiatives that make the Architecture program distinct – providing students access to resources and exposure to possibilities that complement the core education. Throughout this document are described initiatives to place students first.

Regional Impact and Global Competitiveness
The Florence study abroad program is one testimony to a commitment to global competitiveness. The quality is in evidence when we view the profession. Graduates of Kent State’s Architecture Program make up 38% of the Registered Architects in the State of Ohio. In 2014, of 48 new Registered Architects in Ohio, 22 (46%) were Kent State Alumni. For context, there are four (4) accredited schools and one (1) candidate school in Ohio.

The impact of architectural firms with Kent State graduates as principals, has had a significant impact on the physical environment of northeast Ohio, and continues to spread across the nation. Graduates are well prepared for registration and practice as demonstrated by ARE pass rates and firm leadership. The College is committed to more than “skills to earn a living”, it seeks a broader definition of being educated.

Contributions to the University culture continue to be provided through the program’s leadership and development of the study abroad program, which has regular participation of around 70% of the Bachelor of Science in Architecture students, and the fourth year Integrated Design Competition which presents an open exhibition of work.

The new CAED building houses a large lecture hall to host not only Architecture lectures, but those from around campus. In the first year we hosted meetings and events from the Wick Poetry Center, Kent State Libraries, the Admissions Office, the Fashion School, to name a few. The CAED lecture series is held every semester and is open to the University, the region’s professionals and the public. The details of those speakers are listed in Human Resources and Human Resource Development.

The building also houses the Lawrence Armstrong Gallery and public spaces that are used for exhibit. The gallery hosted an exhibit of Archigram’s work, opened by Dennis Crompton in spring 2017.

Student organizations in the CAED spread enthusiasm and design awareness across the campus. The College representatives to the Undergraduate Student Senate and Graduate Student Senate are deeply involved in campus leadership, especially sustainability efforts.

The Kent State CUDC continues to have an impact on the region and its environment with projects stimulating economic development. One project resulted in more than one billion dollars of development in the City of Cleveland, as stated by former mayor and, at the time, Governor George Voinovich.

Architecture students participate in the Kent State Core Curriculum that provides a broad basic education with students from across the campus, taking English, physics, calculus and an array of optional courses. This integration with the University elevates both the architecture student and the academic community beyond the College. The Architecture Program offers three Kent Core courses ARCH10001 Understanding Architecture, ARCH10011 Global History of Architecture I and ARCH10012 Global History of Architecture II, with Honors sections of both history courses. The program offers several other Honors experiences and support for Honors student research is strong among the faculty. Dr. Brett Tippey is the current Honors College Policy Council Faculty Member (HOCOPOCO).
Faculty involvement is woven into the structures of the University. CAED faculty and/or administration participate in numerous committees that are mentioned in section I.2.5 Administration and Governance. Effective collaboration is evident between the Architecture Program and the University, with the program contributing to the Kent State quality of life and the program benefiting academically and culturally from that integration. These platforms provide the best opportunities for CAED to engage in organizational stewardship.

The Program Mission statement addresses a balanced curriculum of technology, visualization, history, theory and design studio coursework with equal emphasis on the poetics and pragmatics of construction and design, thus inspiring experimentation, collaboration, discovery, critical thinking and innovation. A part of this breadth of understanding is transmitted by incorporating the architecture students into the Kent Core Curriculum, requiring 36 semester credit hours outside the College during the first eight semesters.

It is the intent of the current NAAB accredited Master of Architecture program to continue the professional perspective of its founding, but with relevancy to contemporary issues of far reaching impact, such as preservation of the environment, urban issues, integrated practice, digital design, diversity of culture, social responsibility and globalization. These contemporary issues are addressed in the curriculum by inserting them into the studios, lectures and discussions throughout both the Bachelor of Science and the Master of Architecture courses and are brought to the broader university by the CAED Lectures and Events Series.

The study abroad program also reveals the aspiration to provide architecture students with a holistic education. Not only does student and faculty time in Florence offer first hand understanding of Renaissance architecture, pedestrian oriented urban design, and the chance to explore European architecture of the last 2000+ years, it offers immersion in another culture, through apartment living in the city, chances to travel on weekends and cultural insights from local faculty. This stimulates insights to a global perspective and openness to a world of new opportunities and options. The student returns transformed. The Architecture Program’s continued robust role in Florence has changed the lives of so many of our graduate’s and the Program’s founding of the facility in Florence now serves the entire University.

Numerous collaborative exchanges involving faculty from multiple disciplines occur on a regular basis, including the annual Water and Land Symposium, multidisciplinary thesis committees, collaborations with Digital Sciences and with Fashion and Construction Management (prior to their joining the College). Any faculty member can propose a multi-disciplinary initiative or an individual abroad program to the administration of the CAED.

Continued relationship building with the University occurs at the various administrative levels and through faculty. In 2016 and 2017 architecture students worked with students and faculty from Havana, Cuba as the start of a developing long term partnership with the university of Havana. Twice in the past two years studios traveled to Havana, first to present their work on waterfront conditions in a Cuba/Cleveland studio initiated by Kent State’s CUDC, and second, to engage in a joint workshop focused on the Vedado neighborhood. This was followed up by a lecture and workshop on material reuse led by Cuban faculty at the Kent Campus. We are in the process of developing a partnership with the Pontifical Catholic University of Parana in Curitiba, Brazil that will include workshops and course offerings as a part of a broader Kent State initiative begun by Provost Diacon, and in the summer of 2017 CAED hosted students from Effat University in Jeddah, Saudi Arabia for a 5-week workshop on digital design and fabrication which began with the President and was championed by Dean Mistur. Additionally, the CAED is part of several university initiatives in the community having to do with design. This recent article discusses a partnership with Akron’s Public Schools that places the CAED at the center of an initiative to partner with Akron’s Firestone High School in the creation of a design based program that will reach out to underserved and diverse communities to build a pipeline to the architectural profession including summer programs at the CAED.
President Beverly Warren has indicated that design will be a major priority of the University. The cross-college Design and Innovation Initiative, that has been tagged as one of the five major thrusts of the University campaign, is clear evidence of this priority. For many years an area of campus has been known as the "science corridor", the location of many of Kent State’s scientific academic units. Given the synergies around the new CAED, the new Fine Arts building, and Fashion, an idea frequently mentioned and quickly becoming an important element of the master planning process, is the development of an area of campus dedicated to design and innovation, perhaps the design and innovation corridor. These many initiatives and so many more found throughout this report are aimed toward developing a distinctive Kent State.

I.1.2 LEARNING CULTURE
The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

I.1.2.1 The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

The learning culture at Kent State finds its foundation in the relationship between the students, faculty, administrators and staff. At Kent State the learning culture is regulated through the Code of Student Conduct overseen by the Office of Student Conduct and the Honor Pledge. The College of Architecture and Environmental Design’s learning environment abides and expands upon this through its Studio Culture Policy.

Studio Culture Policy:
The CAED promotes a positive and respectful learning environment through the fundamental values of optimism, respect, sharing, engagement and innovation among the members of the student body, faculty, staff, and administration. The CAED encourages students and faculty to appreciate these values as guiding principles of professional conduct. Although expectations are high, the CAED recognizes a balanced life and well-rounded university education are critical for each student's personal growth.

CAED studios are classroom environments which foster independent and collaborative inquiry, the acquisition of knowledge and management skills and the establishment of a strong work ethic to enhance students’ professional growth. Peer and faculty review within studio stimulates questions, strengthens dialogue, supports critical and creative thought and promotes the discovery and application of new knowledge. Studio-based learning fosters design thinking through research and provides a forum for design innovation and exploration with the goal of improving the built environment and quality of life.

CAED studios encourage life-long learning through establishing foundations in design thinking, research habits, and the integration of life experiences in the pursuit of design excellence.

Implementation and Dissemination - The CAED studio culture policy is found on the CAED website and is distributed via email at the beginning of each term along with protocols and detailed policies related to CAED facilities. The policy is also distributed and discussed in First Year Experience (FYE) courses.

Evaluation and Continuous Improvement or Revision - The Studio Culture Policy is current and represents our perspective and practices well. However, the policy is under revision as we engage our new facilities, this has generated an extended discussion on the policy and how it may adapt as we learn to understand the new building and facilities that were not part of the way we previously worked. Associate Dean Willoughby has lead an initial effort in 2014-2015 to
involve students, faculty and staff in a comprehensive review of the policy; this effort will continue now that we are in new facilities. The Dean's Student Advisory has had input in this process thus far in this round of revision.

At Kent State faculty and students have well established policies and procedures which provide access to appropriate forums which operate at many levels of governance. Refer to the section on Governance for a description of committees and processes by which input is made into the learning culture.

**Time Management, General Health and Well-being, Work-school-life Balance, and Professional Conduct**

The Studio Culture Policy states, “Although expectations are high, the CAED recognizes a balanced life and well-rounded university education are critical for each student's personal growth.” The plan to implement this policy relies on the faculty, administration, staff and students. All must recognize their role in the process of creating a respectful place to work for everyone, and that each person’s time, health, and well-being are not only of value, but their most precious commodities. Policy is without value if stakeholders do not believe others care about their well-being. Continuous attention to this on the part of the leadership and faculty has been key to building respect for place, self, and others into the culture. Work/life balance is a significant challenge for many. With much to learn in a world that continues to expand on expectations of architects, education, like the discipline, is growing increasingly complex. Educating empathetic designers who listen, and know how to look for the best answers in changing social and cultural circumstances is key. It requires that they they commit to finding out what people desire, and balance that with what objectively works in a particular situation and from particular technical and regulatory bases. The role and art of separating needs and desires; making hard choices; being thoughtful and decisive; and setting aside regret, in trade-off optimization that is endemic to successful design is key to the education of the architect at Kent State.

Our response is to provide tools that equip students to handle and take advantage of this increasing complexity. We do well to learn from the Stoics: reduce and negate; rely on fewer things; avoid the acquisition of liabilities; don’t buy things you don’t have time to maintain, fix or work to pay for or items that do not help you in your goals; avoid unnecessary acquisition of debt, do one thing at a time. Focus is the central problem to one’s ability to learn and to execute actions associated with one’s goals.

The general tenor of Kent State as given by the President Warren and Provost Diacon in terms of student services is to lay no unnecessary hurdles in the path to student success. This is evident in the 2017 establishment of a One Stop student services facility and approach that provides one clearinghouse location to handle the many student needs. It is located on the first floor of the Main Library. The One Stop staff assist with student needs ranging from financial aid, to bursar questions, registration issues, and education and resources on student financial wellness including CashCourse access.
Kent State dedicates substantial resources to the Kent State of Wellness initiative for both employees and students. Employees also have an exceptional benefits program. Mental health, physical activity, nutrition, alcohol and drug abuse and sexual abuse awareness all are among the 8 priorities of the program and in the Spring of 2017, Kent State University is a completely smoke free campus environment.

In the summer of 2017, the Architecture Program tested a midnight deadline policy for its foundation studio. This policy, based on faculty advice, encourages students with an early morning class or studio, to set their deadline for midnight the night before, finish, then go to bed. The studio implemented the approach on an honor system and the result was fewer numbers of late, or all-nighters. The leadership is committed to encouraging more faculty to recommend the night before as the deadline for studio work. The end of semester Final Reviews were also modified in the Fall of 2016 to coincide with exam week, following the last week of classes. ALL studio projects are due on the last day of studio, giving students the opportunity to rest, focus on study for their exams, and for readiness to present their projects in a coherent, articulate manner with capacity to receive and engage the feedback provided.

Professional conduct is central to the character of the learning culture at Kent State. It is the subject of coursework in professional practice and is held up as critical to the highest and most productive functioning of studios and classrooms workshops and labs at the CAED. Students have done an excellent job of developing a positive atmosphere in the studios. The example of faculty, graduate and upper-division students has been and remains critical to the positive conduct of the learning environment.

I.1.2.2 The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

Students and faculty are encouraged to move beyond the classroom. Field trips are common in studios including regular trips to nearby cities such as Cleveland, Akron, Pittsburgh, and Chicago, and annual trips to New York City, Washington D.C., Baltimore, and Boston. During the spring semester a traveling workshop to Los Angeles is associated with an LA Modernism course. Materials and Methods course trips to the Belden Brick plant, United Architectural Metals, and other manufacturers are a staple of the Kent State learning experience, as are visits to many buildings under construction. The new Weiss Manfredi CAED building itself provided for opportune field trips throughout every stage of its construction. Between 2014 and 2016 weekly lunchtime presentations on the construction were provided by the Office of the University Architect and Gilbane Construction. A live stream of the construction (now archived as a time-lapse) was available on the CAED website.

Architecture students are among the highest represented groups in the Honors College at the University, giving them access to honors courses and sections and to the development of an individual thesis. Architecture students also have a high degree of participation in both undergraduate and graduate research symposia, where they regularly win awards in competition with students from many disciplines at the University. Students are encouraged to participate in student organizations where they have opportunity to hold leadership positions and develop associated skills. At each start-of-semester All College Meeting, the student organizations are given time to present their annual goals and recruit students. Student organization representatives also visit the First Year Experience (FYE) classes to present their group and to offer first-year Foundation Studio students with their drafting board setup. Professor Peter Marks is both the Architecture Experience Program (AXP)/Architecture Licensing Advisor (ALA) Coordinator and the American Institute of Architecture Students (AIAS) Advisor. In 2016 a National Organization of Minority Architecture Students (NOMAS) chapter was founded last year by students advised by Associate Dean Willoughby. A Tau Sigma Delta honors fraternity is advised by Professor Joe Ferut and the service fraternity Alpha Rho Chi (APX) has also become a popular organization among architecture students. Students also participate in leadership opportunities at the University level in Undergraduate Student Senate and Graduate Student Senate.
There are many opportunities in and out of the classroom to engage in service learning projects. The Architecture program demonstrates a high degree of commitment to local communities through studio focused on small towns such as a post fire Garretsville and Hartville where, working with community leaders, our students had significant impact. In Cleveland a third year studio redesigned a house that Cleveland Urban Design Collaborative (CUDC), architecture, interior design, and construction management students built to demonstrate better design in market-rate conversion of housing stock. In 2016-17 the fourth year studio engaged community projects in Youngstown, Ohio, and in 2017-18 the same studio is engaged on a number of sites Akron.

At Kent State’s CAED, high value is placed on the creation of extra and co-curricular activities that supplement classroom and studio learning. In addition to those mentioned above, in 2016-17 alone over 11 digital workshops provided students an opportunity to learn or brush up on a variety of digital tools and their best use. Other recent in-house workshops included a 2-day workshop on Architectural Photography by Alber Vecenko (ESTO Photography), “Building Within Constraints”, by Cuban Architects Ernesto Jimenez and Sophia Márquez Aguiar, and a Fiber reinforced polymer (FRP) workshop by industry leaders in concert with CAED faculty. Moving forward, the college’s commitment to in-house (e.g. digital, fabrication and material-based) workshops and traveling workshops is strong.

A renewed commitment to the lecture and exhibition series, in part made possible by long term financial commitments of sponsoring architectural firms, brings six to eight lecturers to the CAED each year. Where possible lecturers are encouraged to have a coffee round table or to provide a master class with interested students the afternoon before the lecture. Within the new facility, the Lawrence R. and Sandra C. Armstrong Gallery is host to a number of exhibitions curated to expand students’ exposure and awareness.

In sum, the Architecture Program values the student, giving them access to the local communities and world cities as learning laboratories, to experts in new technologies, methods, and materials and to leadership and service opportunities. The University’s top priority, “Students First”, is set in motion in a vibrant studio environment. Staff and faculty moved in to the new CAED in the summer of 2016, but the space came alive in late August when the students moved into the studios; the energy was palpable. All who witnessed that process understands this priority in the most heartfelt way.

I.1.3 SOCIAL EQUITY

The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program’s human, physical, and financial resources.

Since Fall 2016, the program and the CAED has issued an overall "CAED Studio Protocols and Policies" to all students, faculty, and staff each semester. This set of protocols and policies shares the CAED’s overall statement on Studio Culture. The document supports an atmosphere of "grace and courtesy, respect and tolerance, safety and vigilance, creativity and collaboration, self-reflection and engagement, innovation and professional dialog." In other sections, the document says, “Studio is a communal and creative setting that requires personal responsibility. The production of a collaborative work environment must be nurtured by all: students, faculty, administrators, custodians, and support staff... With us all working together, we can produce a tolerant and positive learning environment and foster a diverse, creative, and complete community.”

At the University level, Kent State University's Division of Diversity, Equity and Inclusion (DEI) was established in 2009. DEI proactively shares its mission of promoting diversity, equity, and inclusion throughout the University community. The CAED has been a welcome recipient of DEI programs at all levels: administration, advising, faculty, and students through programs, workshops, and various kinds of student engagement and outreach (see list below).
Students, faculty, and staff in the CAED are engaged in varying levels and degrees in these initiatives, programs, and centers sponsored by DEI.

Kent State commissioned a system-wide assessment of the social climate of the university in 2016, *Climate Study: Our Voices Count*, was disseminated in several university forums in academic year 2016-2017. All faculty and staff were encouraged to participate; 19% of the University, or 8454 respondents, completed the survey. The CAED is developing its responses to this document as a part of long range planning.

I.1.3.1 The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.

**Faculty Equity and Diversity:**
Per the CAED Handbook, *The College supports the goals of equal opportunity and affirmative action in recruiting and appointing Faculty.* Over the next sixteen years, the hiring of diverse candidates for academic and staff positions is a priority of the CAED. The CAED will seek to engage minority and female architects and educators in searches for upcoming positions by reaching out to organizations such as NOMA, Historically Black Colleges and Universities, and personal contacts through such organizations and scholarly venues as the Association of Collegiate Schools of Architecture (ACSA), Architectural Research Centers Consortium (ARCC), Interior Design Educators Council (IDEC), Council of Educators in Landscape Architecture (CELA), and Environmental Design Research Association (EDRA) by continuing to reach out to the extensive network of the faculty and staff of the program.

Kent State University has a collaborative and proactive Division of Human Resources, whose Office of Compliance, Equal Opportunity and Affirmative Action (EOAA) is actively involved in searches and in encouraging and promoting a diverse candidate pool. The mission of the Division of Human Resources is: "Kent State University Division of Human Resources is welcoming, affirming and inclusive. Our mission is to foster talent while empowering a culture a respect." Kent State's EOAA has a University-wide Affirmative Action Plan that can be found here: https://www.kent.edu/hr/affirmative-action-plan

In addition, the Division of Diversity, Equity and Inclusion created a comprehensive Equity Action Plan (2012-2017) to promote the values of fairness and inclusion within the University and to increase opportunities for underrepresented and underserved groups. Since 2015, all chairs of search committees (committee members are encouraged as well), for hiring both faculty and staff, have been through a training seminar titled, *Diversifying Our Faculty Search Process Best Practices, Strategies & Considerations,* hosted by the Office of the Provost & Division of Diversity, Equity & Inclusion.

Criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation and promotions:
- **Appointment:** In addition, Office of Compliance/EOAA, Academic Affairs also works with faculty search committees and chairs of search committees to reinforce strategies for increasing the diversity of candidates.
- **Reappointment, Compensation and Promotions:** Kent State University continues to operate in concert with a Collective Bargaining Agreement (CBA) governing reappointment, tenure, promotion and merit processes. The CBA intends to provide faculty equity in their treatment.
- **Reference** Kent State CAED Handbook for RPT criteria and processes specific to the CAED.
Design Diversity
Seeking to inspire professionals and faculty to promote diversity and equity in the design professions, Kent State University’s Cleveland Urban Design Collaborative (CUDC) convened a small group of Cleveland designers in 2013 in an effort to celebrate the accomplishments of African-American and Latino architects in Cleveland and broaden the diversity of the design professions by promoting the design fields more effectively to minority students. As a result, the Design Diversity initiative was launched. Design Diversity’s mission is to foster learning, influence growth and promote people of color in the design professions in Northeast Ohio. In order to achieve this mission, Design Diversity is committed to educate local communities, specifically youth, about the range of design careers available; connect professionals across design disciplines to grow a thriving local community; and celebrate the accomplishments of people of color in the design professions and share their success stories.

Student Equity and Diversity:
It is important to note that 24% of our incoming freshman architecture majors in August of 2017 are first generation college students. The Architecture Program, regardless of the rigors of admission, remains a first choice among students who will transform their lives and the lives of their families through an architectural education. While the program is faced with challenges of student diversity, CAED employs a robust and expanding array of initiatives to recruit a diverse student body and are committed to bringing diverse experience to the classrooms and studios.

Diversity Criteria
The intention of Kent State University and the Architecture Program is to be representative of the diversity of our state which ranks 7th in population nationally. To contextualize the meaning of the term "representative" it is important to share the demographics of the State of Ohio’s population: 12.8% African American/Black only; White only 82.5%; Hispanic Latino 3.7%; Native American .4%; and approximately 4% of the population is foreign born; two or more races present 2.2%. In the Bachelor of Science in Architecture during the most recent semester the composition of the major included: 6% African American/Black only; 3.5% multi-racial; 3.2% Hispanic Latino; 73% White only; .32% Native American; and 12% International students. In the same term, in the Master of Architecture: 3.6% African American/Black only; 3.6% Hispanic Latino; 91% White only. Architecture’s 2014 undergraduate admissions class was the most successful recent recruiting year for African American/Black students at 13.1% of the entering freshman and our persistence rate among these students has been higher than any other group.

The Ohio population is 51% female, 49% male. The Bachelor of Science in Architecture and Master of Architecture are typically between 37%-38% female enrollment. This is consistent with the gender distribution among Kent State architecture applicants. In 2017, there were 134 female applicants of a total pool of 355, or 37%. Attrition rates among both genders is consistent. The presence of a predominantly female Interior Design Program in CAED studios lessens the sense of the gender imbalance in architecture, but our goal is to increase the number of females in the Architecture Program.

Kent State is in a highly competitive region for architecture students, Ohio has four NAAB Accredited architecture programs and an additional candidate school. Two Ohio universities that compete for many of the same students hold scholarship dollars far in excess of what Kent State has available and are among the top funded institutions in the country: The Ohio State University has a $3.6 billion dollar endowment and the University of Cincinnati’s endowment is $1.16 billion, according to NACUBO. Kent State’s endowment is $118 million. What this means is we have to work hard to compete and do so by creating a compelling vision of the applicant’s professional future, through faculty’s personal investment in students and, recently, improvement to our facilities.

Procedures and Initiatives for Equity and Inclusion in Recruitment and Admissions
The college demonstrates its commitment to diversifying the profession and the CAED by developing and involving itself in pipeline programs designed to introduce underrepresented communities to the discipline of Architecture and Kent State University at an early age. Though progress has been consistent, recruitment of underrepresented students and in particular students of color into our profession and
college remains our greatest challenge. Our response in part resides in a concerted, multipronged effort to develop pipeline programs and initiatives.

ACE Mentor Program
The ACE Mentor Program of America has a chapter in Cleveland (ACE Cleveland) since 2008. Kent State CAED faculty, staff, and most importantly alumni are involved in the mentor program. The CAED has a representative on the ACE Cleveland Board of Directors. ACE Cleveland is engaged eight high schools in the Cleveland Metropolitan School District (CMSD). During the after school program, students are introduced to mentors in the architectural, engineering, and construction industries. Students from each high school complete and compete a project and are able to earn scholarships to attend universities and community colleges. Kent State University, and CAED faculty and staff are active partners in this program. This past year, 20 students from six CMSD high schools received $113,500 in scholarships to further their interests and college education. There is interest in starting an ACE program in the Akron/Canton area and the CAED will be involved in assisting in this effort.

Making Our Own Space (MOOS)
In operation since 2015, Making Our Own Space (MOOS) is an award-winning youth program led by the Cleveland Urban Design Collaborative (CUDC) to engage and inspire the next generation of civic-minded residents. The program is currently active in two predominantly African-American neighborhoods, Buckeye and Moreland, and the center of Cleveland’s Latino community, La Villa Hispana. MOOS workshops engage students in an iterative design process, employing interdisciplinary approaches from architecture, landscape architecture, urban design, planning, and graphic design. Through hands-on, on-site workshops, MOOS students are trained to use design thinking and power tools to fabricate temporary and permanent improvements for local parks and vacant spaces. The program helps students understand the actions and connections required to make real changes in their neighborhood, specifically by exposing them to public engagement processes and a range of design careers. In addition to CUDC staff, current graduate students, and alumni of KSU’s College of Architecture & Environmental Design, a diverse team of design professionals and local residents lead the workshops. MOOS has received over $250,000 in grant funding to support the build workshops and a complementary podcast.

Upward Bound
In ongoing efforts to pursue students of diversity, a CAED faculty member teaches an architecture “Upward Bound” program in the summer for disadvantaged youth at the CAED building. Over the years the CAED has been a contributor to Kent State’s Upward Bound program. The program fell off in 2013 but was resuscitated this year. In Spring of 2017, the Kent State University NOMAS chapter, sponsored an afternoon of programming for Upward Bound students that included a discussion of the design professions and a tour of the Center for Architecture and Environmental Design. In Summer 2017, the CAED was an active and central participant in the Kent State TRIO Upward Bound Summer Institute residency program. The CAED participated in a 5-week architecture and design exploration course with 10 students. At the end of the summer program, the CAED hosted the Upward Bound Academic Showcase, Closing Ceremony, and Family Celebration in the Center for Architecture and Environmental Design. Students delivered poster presentations for public health, shared math and science projects, and exhibited work as part of the architecture and design course. 40 Students will travel to Chicago to participate in a city architecture tour. The CAED has made a commitment to participate in the program in coming years.

Cleveland School of Architecture and Design
Faculty and CAED alumni are also active in the Cleveland School of Architecture and Design at John Hay High School where the enrollment is 89% minority and 100% economically disadvantaged. The efforts are longstanding and are intended to increase the potential for recruiting qualified minority students in the future. Kent State University and the CAED’s Cleveland Urban Design Collaborative, as part of its Design Diversity programming organized a
weekend design workshop in the Fall of 2013 with students from John Hay, the Cleveland Metropolitan School District’s Architecture and Design High School.

**Akron Firestone High School Design Program**
The College is working with the Office of the Provost and Akron Public Schools on a new design and architecture program modeled after Design and Architecture Senior High School (DASH) in Miami, Florida that will include CAED faculty involvement in curriculum development and course delivery as well as workshops at the CAED and a summer discovery (pipeline) program. Akron Public Schools are more than 50% underrepresented students.

**National Recruiting**
Recruiting efforts at major architecture and design college fairs in Chicago and Boston are also among our efforts. These events provide access for us to students who may never otherwise hear about Kent State and have been successful in increasing the regional diversity of our student body who now hail from 16 states and 19 countries and have increased inroads to recruiting minority students from those large metropolitan areas. The Dean visited DASH in Miami, Florida and is making efforts to develop this relationship.

**Multicultural Visit Days**
The University’s Multicultural Visit Days are recruiting visits intended exclusively for minority candidates. The Architecture Program has found success with the recruiting of specific candidates as it relates to this University-wide initiative. We continue to leverage local community colleges in areas with different ethnic diversity than our Portage County campus including Lorain County Community College, Cuyahoga Community College and Stark State College to attempt to engage students who may not have been college ready as they graduated from high school.

**Graduate Program Recruiting**
Efforts to recruit minority students to the graduate program increased in 2017. Dean Mistur has implemented two changes that are aimed at improving our appeal to graduate students from other universities. First, a recent recruiting realignment of the OGE and CAED recruiter, Tammy Kaser, will allow her to place significant additional time toward recruiting domestic students and by providing assistance to Graduate Coordinators within the CAED to recruit minority graduate candidates among other institutions. These efforts include connecting with Historic Black Colleges and realizing connections with schools throughout the state and beyond. Second, the Dean committed to increasing graduate assistantships and funding. We foresee significant impact from this change. Given the expense of architecture school it is understandable that students will seek to find the best financial offer, this move will place us in a more competitive light for minority graduate students.

Procedures and Initiatives for Equity and Inclusion in Retention
Once matriculated the University and College are committed to efforts designed to support underrepresented students. Within the Architecture major, as of July 1, 2017, retention from first year to second year among underrepresented students (URS), as measured by the university, stands at 84% which is 4% above the University rate for URS students and 2.1% above the University rate for all students. The College of Architecture and Environmental Design overall retention rate stood at 88% which is 6.1% above the overall university retention rate.

**Student Multicultural Center (SMC)**
The Division of Diversity, Equity, and Inclusion supports the Student Multicultural Center (SMC) that seeks to create a welcoming, connected, and affirming environment for newly admitted and transfer African American, Latino American, Native American and Multiracial students at Kent State University. The Kupita/Transiciones program introduces students to University life and through a Deans and Directors welcome lunch, introduces these students to leadership in the CAED. Students are assigned Kupita/Transiciones mentors who can assist in transitioning to the CAED learning culture.
When underrepresented students struggle in life or academics individual faculty intervention advisors will be assigned to supplement the professional advising staff.

As a book-end to the Kupita/Transiciones program, the Student Multicultural Center also sponsors the Karamu Ya Wahitimu/ Celebración de los Graduados Ceremony where each College is represented.

Kent State University's SMC also support the Oscar Ritchie Scholars as a new freshman scholarship program from which a number of underrepresented CAED students have benefitted over the years. The program scholarship offers $3000 per year and is renewable. The Oscar Ritchie Memorial Scholarship seeks high achieving which are also members of an underrepresented population in higher education: African American, Hispanic or Native American.

Dynamic Engagement and Education of Diverse Students (DEEDS)
Dynamic Education and Engagement of Diverse Students (DEEDS) aims to better serve Kent State's underrepresented student population and increase graduation rates. DEEDS officially began Fall 2016 and works to support students who are African-American, Latino/Latina American, Native American or multiracial students, including low-income students and first-generation students. The program seeks to overcome marginalization of underrepresented students facing specific challenges and who may not take advantage of resources, like tutoring and other services offered by Kent State University or the CAED. As a part of DEEDS and University Retention Task Force, the CAED produced a College-Based Retention Plan that focuses on underrepresented students in the CAED. A link to that plan, developed by the Associate Dean for all programs in the College, including the architecture program, is here:

Kent State NOMAS
In 2015, a Chapter of NOMAS was reestablished at Kent State’s CAED with the support and encouragement of the CAED's Associate Dean. Since the initial conversations, the Cleveland Chapter of NOMA has both encouraged and supported various collaborations including construction site visits, lectures by prominent African-American architects, to co-sponsoring a celebration surrounding the elevation of Professor David Hughes to FAIA status. The CAED sponsored NOMAS leaders to attend the NOMAS National Meeting in Los Angeles. In May of 2017, the Kent State Chapter of the National Organization of Minority Architecture Students (NOMAS) hosted Forum 2017, the first annual Kent State NOMAS Forum on diversity, equity, and inclusion. This program was strongly supported by the CUDC's Design Diversity initiative (described above).

CAED Organization for Multicultural Exchange
The CAED Organization for Multicultural Exchange (COME), is a student-led organization that participates in opportunities for multicultural exchange and to give international students a forum for inclusion and exchange in the CAED. Events include travel to art museums, the National park, and outdoor recreation. Also, since its inception, COME has hosted evening meetings that highlight cultural diversity and multicultural harvest meal (Thanksgiving). NOMAS has been a strong supporter of COME.

Graduate Dean's Award
The Architecture Program was successful in nominating two candidates, in 2013 and 2016, for the Graduate Dean's Award. The highly competitive award is intended for underrepresented students in their discipline, begun in 2012, the award doubles the student’s stipend for each of two years of assistantship commitment from the CAED to the student.

Kent State University's curricular expectations on Diversity
The University and college value diversity as demonstrated in required core coursework and longstanding emphasis on study abroad and co-curricular travel.
Kent Core requirements (Kent State's name for general education requirements) includes two specific diversity requirements: 1. domestic diversity, 2. global diversity. Courses and/or experiences may fulfill the requirements. For the vast majority of students at Kent State the diversity requirements are met exclusively through coursework. While this is currently true of domestic diversity for CAED students as well, our students thrive in a diverse global experience.

The Architecture Program at Kent State has a long tradition of global vision. For forty-five years architecture majors have traveled to Italy to study. The study abroad program is among the first in the University and is among the most significant aspects of the learning culture at Kent State. For architecture students the involvement in study abroad consistently exceeds 70%. The CAED accounts for approximately 25% of the University’s entire study abroad program. Architecture Faculty originally established the Florence study abroad facility. This experience of diversity is among the most significant facets of an architectural education at Kent State. Students learn to engage new experiences; embrace unfamiliar cultural expression; live for an extended period in a place almost none ever visited.

I.1.3.2 The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

Kent State University, an equal opportunity/affirmative action employer, complies with all applicable federal and state laws and regulations regarding nondiscrimination and affirmative action; all qualified applicants will receive consideration for employment. The University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, physical or mental disability, protected veteran status, age, gender identity or expression, sexual orientation, creed, marital status, political affiliation, personal appearance, or on the basis of rights secured by the First Amendment, in all aspects of employment, educational programs and activities, and admissions. Search and hiring practices for faculty, staff, and graduate assistantships are governed by the Division of Human Resources policies and procedures. Affirmative Action Facilitator for the College of Architecture and Environmental Design is Freida Boland.

The Division of Diversity, Equity and Inclusion (DEI) provides active oversight, coordination and evaluation of Kent State University’s activities in these areas; manages and tracks implementation of the strategic plan for diversity and encourages and supports efforts of units to achieve diversity goals. DEI’s Office of Faculty Success and Inclusion is led by Dr. Ruth A. Washington who is the Executive Director for Faculty and Graduate Student Retention, Inclusion and Success at Kent State University. Among the initiatives for faculty recruitment is the Provost Faculty Associate for African American, Latino American, and Native American Faculty Recruitment and Retention.

Coordinated efforts are underway to strategically recruit African American, Latino American, and Native American faculty and staff to Kent State University. Annually, diversity personnel, human resources and several deans and/or representatives attend a major recruitment conference in October. One of the three Provost Faculty Associates has been assigned to aid in African American, Latino American, and Native American faculty recruitment and retention initiatives.

DEI is leading several university-wide initiatives which are underway to address the challenges of diversity:

- **Diversity Scorecard**: To close the disparity gap, the diversity scorecard process was developed as an approach to provide evidence-based attentiveness for the university stakeholders regarding race-based inequities among underrepresented students, faculty and staff.
- **Diversifying and Retaining Faculty Training**: A targeted training is offered by the Division focused on supporting faculty and Colleges to diversify their recruitment pools and better support the success of African American, Latino American, and Native American faculty that are hired.
• **Diversity Recruitment:** Each year top leadership attend the Southern Regional Education Board Institute for Teaching and Mentoring, a national conference supporting diverse doctoral scholars interested in pursuing faculty positions. The conference generates hundreds of diverse candidates that are incorporated into the DEI institutional African America, Latino American, and Native American database. The database serves as a resource for departments and colleges to recruit a diverse pool of candidates for potential faculty positions.

• **Diversity Faculty Support:** Each year DEI hosts an annual diversity faculty workshop and learning community. The workshop provides tools and support for faculty research, teaching, and advancement. The learning community extends these workshops into a year-long series of workshops, led by our Faculty Associates. Kent State is also an institutional member of the National Faculty for Faculty Development and Diversity.

• **Coordinated diverse student support** to include various programs and initiatives such as the Male Empowerment Network, Sister Circle, Oscar Ritchie Scholars Guild, Kupita Transiciones first-year orientation program, and the Academic STARS program. [https://www.kent.edu/diversity/support-services-students-staff-and-faculty](https://www.kent.edu/diversity/support-services-students-staff-and-faculty)

As stated above, CAED search committees take diversity recruitment training programs and are made aware of the importance of diverse searches and the additional hiring initiatives mentioned above that would support the identification of minority candidates from the pools of candidates.

Among the most useful services available that increase faculty retention and faculty learning are those offered by the Center for Teaching and Learning (CTL). The CTL provides faculty support, peer mentorship and programs to support the development of the craft of teaching and scholarship. Dr. Ji Young Cho participated in the Teaching Scholars program in 2013-14 and Dr. Rui Lui participated in 2016-17.

**I.1.4 DEFINING PERSPECTIVES**

The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program’s long-range planning activities.

**I.1.4.A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.

The 2015 vision of Kent State University is “To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.” The University’s mission statement is that “We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.” For several years prior to 2015 our mission was, “… to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community.” Community is at the core of each of these messages. It paints a picture of the important role of community in Kent State’s values. Collaboration and leadership require that we know our roles as individuals, as effective collaborators and as leaders, and that we prepare graduates to assume these roles to the best of our ability.

**Required Curriculum**

In addition to myriad curricular and co-curricular collaboration opportunities, the CAED Architecture curriculum features three dedicated and distinctive required studio experiences that contribute to the development of effective individual and team dynamics, collaboration, and leadership roles: Foundation Studio, the Fourth Year Community Project Studio, and the Fourth Year Integrated Design Studio.

*Foundation Studio* - The first year Foundation Design Studio development in 2012 was significant in part for the development of an interdisciplinary collaborative environment from the start. Leaders and faculty in each of the design programs assembled to develop a new collaborative approach to the foundation
studios across the majors and disciplines of the CAED. These studios set the tone for collaboration. Majors are equally distributed among studio sections to ensure representation and the interaction between each discipline. Moving forward, identifying the opportunities for Construction Management to be involved in this foundation dialogue is an aspiration.

**ARCH40101 Fourth Year Design Studio I** - The required studio sequence also includes community engagement, most notably in the fourth year fall semester. Faculty regularly seek out opportunities to engage with regional communities including Sandusky, Youngstown, Akron and Canton, affording students the opportunity to learn how to communicate and work with community leaders in the design and development of viable and compelling solutions. It engages students and faculty in the task of listening to the needs and perceptions of community stakeholders, developing concepts in service of those needs, and assisting stakeholders to see the potential of place through design.

Related examples that build a culture of individual and team dynamics have been on campus, through engaged feedback with the University Architects and planners both in its current master planning process and on the programming of the new CAED. Students learning to contribute to public discourse relating to the future of built environments, through participation in live projects.

**Fourth Year Design Studio II, ARCH40102** - The Integrated Design Studio is perhaps the most directly focused on individual and team dynamics – between peers and with a range of consultants. The studio requires students to work in teams of two to develop initial pre-design documentation, including a case study and site analysis of a larger neighborhood that includes a variety of team sites. Students must establish a constant and critical dialogue with a larger group focused on developing different sites of a larger district, creating a constant negotiation and legitimization between the small team and the larger group. The studio employs professional code reviewers, structural, mechanical and electrical engineers who help students understand their value to the process of building and the nature and importance of effective interdisciplinary collaboration. Each student and the group is evaluated on their ability to assume roles that benefit the overall effort of the group.

**Other Studios and Courses** - Beyond the common experiences of every student, collaboration and leadership opportunities abound at the CAED both within and across disciplines. Collaborative skills are primarily developed through the students’ experiences on team projects and in their ongoing work with faculty throughout the curriculum. Team projects are utilized in various studios and courses at each year level. In many instances full studios develop site documentation as a team, to later be analyzed and interpreted individually. Leadership goes hand in glove with collaborative skills. Students learn to cooperate with one another in the compiling of information and especially in the development of the collaborative / integrated project in Fourth Year Design Studio II.

Students learn humility and honest assessment of one’s abilities in the context of design studios and coursework within their University experience. The program understands that part of leadership evolves out of learning to be good followers. Students are asked to complete a range of tasks from the beginning of the program that build their ability to follow, learn their role and approaches to tasks, build their capacity to have confidence in their real abilities, knowledge and judgment, and to lead in collaborative situations.

**Co-Curricular** - The Architecture Program offers students opportunity to develop leadership skills through student organizations (AIAS, NOMAS and Alpha Rho Chi), on the Dean’s Student Advisory Board, and at the University level. In 2016 Architecture students founded a NOMAS chapter that has since been active in both local and National NOMA events. The student also recently founded a chapter of Alpha Rho Chi, whose efforts have included participation in events such as the Relay for Life and other service activities. The AIAS continues its long established history of engaging the University and the profession through firm visits and peer mentoring programs. Kent State AIAS continues to have strong national representation as well as excellent CAED involvement. Two CAED students, Brigid Callaghan 2017-2018 and Danielle Jones in 2015-2016, were elected Midwest Quad Director over the last three years. Faculty
and students also regularly assist non-profit and public organizations across the region to re-envision their facilities and to serve in many different capacities.

All principal elected leaders of CAED student organizations sit on the Dean’s Student Advisory Board together with elected representatives of each class. As elected leaders they bring suggestions and proposals to the Dean, and are an early sounding board for ideas relating to curricular and co-curricular initiatives.

A CAED student worker program gives students opportunity to contribute to both infrastructural and educational needs including work as FabLAB assistants, IT Assistants (Digital Fabrication and Print Center), Administrative Assistants, Digital Assistants (to studios and classes), or on the Publications Team. As such they serve as leaders, learning to work with and for the faculty on behalf of the students and programs, teaching best digital practices, leading students in digital and analog fabrication and/or photographing their work. The CAED FabLab and Digital Fabrication and Print Center are part of a broader innovation network involving students, faculty administration, and staff in design. Spark Innovation Studio serves the maker community of the greater university and the CAED is a significant player within the larger maker network. Innovation events involving students across disciplines including a Fashion Tech Hackathon (held in the CAED) and Mini-Maker Faire serve to catalyze interdisciplinary engagement through shared resources relating to digital and manual fabrication. Architecture students were also deeply involved in the spring 2017 TED-X event including an exhibition of architecture student work outside the venue.

Some of the best places to learn leadership and collaboration are on traveling workshops – where cooperation and shared goals prevail. In addition to the Florence program, which includes as much as two weeks of structured travel within Italy, shorter, intensive workshops such as the “Building With Constraint” and the “Fiber Reinforced Polymer” Workshops give opportunity for collaborative engagement toward specific end goals.

General - An understanding of the Architecture Program’s development of collaboration and leadership begins with the program’s history; we were built to serve people. The program sprung into existence based on a need for a greater number of professional architects at a time of substantial expansion of the region’s communities. The program leads and collaborates through design and education.

Leadership is service. Opportunities to serve and lead are stressed in the many interactions students have with professionals. These practitioners model the nature of community service and collaborative enterprise through their own willingness to give of themselves to be present for student reviews and events.

Leadership is also tied to vision. Design is a critical form of leadership in architecture and architects collaborate to develop the vision. Faculty and student’s research builds toward an expanding vision of the potential for this discipline to impact communities positively.

The CAED building is constructed as an example of the potential for design to impact the future of the institution. The structure has opened the door to a new concept for the future of the university in design and innovation. It is intentionally an open space with little hierarchy. Studios are relocated semester to semester and no single space is laid claim save certain necessary functions. The studio environment is intended to reinforce the collaborative and public reality of architecture and design. Work is on display and underclassmen are able to see what will come to them later. Graduate and upper-division students are called upon to assist in the development of those with less experience. The atmosphere is designed for collaboration and interaction.

The Architecture Program’s work in the development of the Florence Program resulted in the broader adoption of study abroad throughout the University. Kent State Florence, begun by Architecture, has become the European home to majors from across the University and beyond. Architecture no longer exceeds all other majors in participation in the study abroad opportunities of the University, the growth of
the study abroad programs are the result of the work of faculty and administration in the Architecture Program to build a most successful experience. It has afforded students a semester abroad that is not isolated from other disciplines (e.g. Fashion) or from students from other Universities. The CAED has been active in promoting and welcoming students from other Architecture programs such as Miami of Ohio University, Lawrence Tech University, and The University of Minnesota affording broad exposures and collaborations.

I.1.4.B. Design. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

The creative design process is the intellectual basis for the discipline of architecture and, therefore, the distinguishing feature of the profession. It is clear that both the need and value of creative design, the basic architectural discipline, have broadened. The program believes that it is imperative to focus on design as the synthesizer of architecture to assure that students will have the knowledge, skills, and judgment to successfully deal with the ever-changing profession. The program intends to develop self-motivated, self-reliant graduates ready to adapt to changing circumstances and able to become community leaders.

The Architecture Program is dedicated to developing responsible, professional architects committed to the improvement of the quality of life, the enhancement of the physical environment, and protection of the public welfare through the design of the built environment. Project-based learning activities are utilized heavily throughout the curriculum. Problem definition, clarification and solution is present in the full spectrum of activities and assignments in the program. Required design studios exist in every semester of the program and are intentional in the development of design ability. Within these studios students learn professional values which include honesty, integrity, justice, pride, self-esteem, teamwork/ mutual supportiveness. While holding in esteem reality, reason, independent thinking, and productivity.

Students come to an architecture program to learn fundamental skills in their personal quest to pursue a career in architecture. The practical role of architecture school is to place students in circumstances in which they engage the unfamiliar until it becomes familiar. Their knowledge evolves from learning experiences designed to uncover or to reveal topical matters and to foster useful skills. Technical skills alone are not sufficient to excel in the discipline.

A foundation studio mixes architecture and interior design faculty and students in series of exercises designed to develop manual, visualization and thinking skills that will be used throughout their academic and professional careers, including an understanding of pattern and shape geometries translated from 2 to 3 dimensions, an understanding of scale, perspective, and of the use of a variety of media (analog and fabrication). Foundation Design Studio I fosters students’ ability to design “objects in space” and to develop the ability to represent their work using orthographic and axonometric drawing types, and media study. Foundation Design Studio II reconsiders fundamental design vocabulary in scale, the student learns to visualize themselves in the spaces they develop. Fundamental program concepts, such as “threshold”, become the vehicles for study. “The body in space” becomes the experiential impetus for development of perspective drawing and material connection ideas within further study of media and making.

The second year moves project-based learning to architectural pursuits, with programs and sites – greater complexity and discourse about the body in space, site, structure, and program through mixed-use programs, and engaging urban situations, establishing skills in basic design communication and adding digital tools to the mix.

The Program focuses its activities through the interrelationship of learning, research, and service. Education, research, and public service are perceived as independent missions that support each other. Students learn through examination of new areas of knowledge in architecture and its allied arts and sciences both to discover new insights and to acquire techniques of better practice through intellectual
discipline. Faculty research and creative practice increases the faculty members’ ability to teach while student and faculty community service assists the community’s development and acts as a vehicle for learning and adapting to change. The Program seeks to develop the maturity of the individual student toward a fully self-confident, creative, imaginative, intellectually disciplined, and educated person.

It is critical that students learn to recognize the potential of their ideas in relation to circumstances. And to be able to act upon them to generate increased value to themselves and by extension to forge new potential avenues of activity for the profession. In studios, students are asked to complete tasks that assist them in learning to establish actionable plans, manage processes, manage their time and countless other skills that they may not understand they are pursuing. They conduct detailed research, learn to work through the tedium and build a capacity for frustration tolerance, all in pursuit of improving upon initial ideas by iteration. All of this is of value to the student personally and professionally, however, the key to this perspective is to enhance the student’s recognition that the reward is not only in the learning, but how it benefits others.

The third year focuses even more specifically on site and the reciprocity between scales, with an even greater emphasis on digital technologies and consideration of material in the first semester before 70% of the students go to Florence in a program that addresses urban interventions in historic contexts but also embeds students in a walkable city and learning laboratory taught substantially on the streets. The building of complexity and layering of considerations, employing the skills taught in first year. Those opting to remain in Kent undertake an urban studio and have opportunity to participate in a multi-day traveling workshop to NYC where engagement with firms (Grimshaw, REX, SOM, SHoP, Diller Scofidio Renfro, etc.) are part of a structured itinerary designed to expose students to and engage best practices and work.

The Program evolves designers that begin to recognize that the skills developed thinking about buildings apply broadly to many disciplines and endeavors and that they have discovered skills and knowledge that few others hold. Design is not only a skill of aesthetics which is how it is initially understood in the context of a foundation studio, instead design is a separate form of knowledge, a way of understanding how to apply technologies and methods to situations. This occurs practically and culturally.

The first semester of fourth year engages a community project of mixed use, focuses on passive sustainable strategies before students enter the Integrated Design Studio in the Spring of their fourth year dedicated to more comprehensive design that integrates design strategies with material, structural and system integration, code and financial considerations. In short – it is a sequence that systemically and repeatedly exposes students to series of projects and learning experiences that are increasingly multidimensional and complex, in the studio, in local communities, in world cities and abroad, complemented by optional intensive workshops that engage particular issues from new materials, to structural form finding, to interdisciplinary engagements and design build opportunities.

Mastery is about the relationships of the discipline to others. Mastery occurs at the edges of any discipline. Bringing this issue to light is critical because it is at the edges where interaction occurs. Also at the edge is the most important lesson of an educated mind, humility. It takes a great deal of humility to understand that you can only know so much and that “the other” is not only a source of practical knowledge, but also the source of self-knowledge. One learns of one’s self through interaction with the unfamiliar, be it people, object or information. Further, the students learn that mastery involves judgment. Judgment is acquired through experience. The novice will not know how to begin, what tool to apply in a given situation nor to whom they should look for certain areas of knowledge. The faculty endeavors to create experiences that foster interaction at the edges of the discipline and works to hone judgment in increasingly complex situations.

Research plays a substantial role in the design approach at Kent State. This is most profoundly found in the graduate year, but just as design evolves in the designer’s experiences, research similarly takes time to build as a craft. Research by and through design effort is the primary means of reconsideration central to generating options that correspond to circumstance. Graduate options studios provide the key to
structuring the relationship between independent thought and studied, disciplined design effort that results in work that is responsive to all factors while continuing to provide opportunities to open new doors to students’.

Pursuit of varied approaches to design is important thus a faculty with diverse ideas about how to arrive at design results is critically important as is the flexibility of programmatic options and the permission to bring personal experiences to enhance the approach to a given problem. A tour through the curricular sequence of design studios and their co-requisites reveals a perspective that is not singular. The core perspective of the design sequence at Kent State is the plurality of method and the openness of faculty to allowing students to pursue solutions that are unexpected and innovative. The perspective on design at Kent State is that design is employed in service of people and that design activity has potential to improve nearly any situation.

The long term goal of the program is to continue to maximize the experiences of the students through greater exposure: even more dedicated, intensive workshops; more travel study to more places; more faculty with differing perspectives are in development; and more external lectures and exhibitions dedicating to increasing exposure are in the works. More technological influences in the form of hardware and software; more tools. This plan is advancing in the Program from the foundation forward.

I.4.C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

The Architecture curriculum is founded in a tradition that our students will contribute, significantly, to the profession of architecture nationally and globally. The curriculum involves integrated approaches to the study of architecture. The professional practice curriculum is integral to the development of a well-rounded professional dedicated not only to design quality, but to the health of the discipline moving forward. The professional practice curriculum is designed to “stimulate students to learn to reconcile the conflicts between architect’s obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.”

Professional organizations – Kent State has benefit of strong connections with surrounding AIA chapters in Eastern Ohio, Akron and Cleveland and Pittsburgh. Kent State is located centrally in the Cleveland, Akron, Canton, Warren, and Youngstown metropolitan region populated by four and a half million people and is closely allied with the Pittsburgh region. This offers students a rich variety of professional practice activity in which to explore and participate. Four AIA and two CSI chapters are located in the region. Architecture alumni contribute significantly to the health of the profession in the region. Alumni are in leadership roles throughout AIA Ohio, local AIA chapters in Ohio, Pennsylvania and New York as well as national AIA.

In a typical term, over 50 Architects, alumni and scholars participate in juries. Academic colleagues from other institutions are brought to Kent each term to participate in these reviews as well. Our public reviews begin in the first year and move throughout the design curriculum. Professionals are also commonly asked to participate in design charrettes with the Kent State CUDC.

Faculty in Practice – Each semester professionals in practice give of their time to enhance the academic offerings of the architecture program teaching studios and courses necessary to provide a curriculum worthy of the future professionals that choose to enroll at Kent State. Professionals travel from Pennsylvania and throughout Ohio to contribute as part-time faculty members. The Dean has developed new opportunities to expand the adjunct faculty with Visiting positions. In the Fall of 2017, Jing Liu, Founder and Principal of So-il NYC will offer a graduate studio with support from Jacob Chandler of SHoP Architects.

Career Fair – Each year CAED sponsors a career fair in which firms are invited to the Kent Campus to meet with students, present the work of their firm and to make contacts for job interviews. The number of
participating firms is typically over 60 from across the country. Firms frequently request meetings with our fourth year and graduate students to ask them to apply for positions. Faculty members and administrators are contacted by firms throughout the country to send them our graduates. Kent students are looked upon favorably in firms because they understand architectural theory, design, systems and the construction of buildings, thus contribute immediately to the practice. An expanded jobs board is available for students and alumni on the CAED website and every e-news release contains a long list of available positions.

Lectures and Events – CAED hosts lectures and exhibits each year open to the public, commonly with support from local AIA chapters and firms. Samples of lecture posters can be found in the supplemental materials section of this report. These lectures are provided not only as extracurricular opportunities to students, but as networking events for professionals and students.

Emerging Professionals – The Program works to assist students to reach their desired place in the profession and in the world. With nearly a quarter of our students being first generation college students, the role of the Program is also to convey to students that they are equipped to compete for any entry level job in the world, and to build their confidence. Our role is advocacy, chief among that effort is to remove the limits students place on their own potential; we seek to eradicate students’ personal limiting beliefs.

Information on careers begins with Preview Kent State and CAED Open Houses offered for high school students and separately for graduate students and continues with admitted student visits and admissions advising sessions called Destination Kent State (DKS) for those students choosing Kent State. The Architecture Program is a consistent program, most students are on a track to complete the program in a relatively lockstep manner, although there are choices, the timing of required coursework is crucial. Students are made aware of this from the beginning in the First Year Experience (FYE) coursework. In addition to the DKS advising meetings, first year students are advised by the First Year Experience Coordinator who also assists in their academic advising efforts with this cohort. Second year, upper division and graduate students are offered career advising by the Program Director, the ALA and the faculty.

Assistant Professor Peter Marks is the Architecture Experience Program, Architecture Licensing Advisor (ALA). The path to licensure (Education, Experience and Exam) is discussed with every applicant that visits Kent State for the Bachelor of Science in Architecture or the Master of Architecture. In FYE, new freshmen are introduced further to a discussion on registration process via a presentation. All ARCH40402/50402 Methods and Materials II students must establish an NCARB Council Record, this requirement is implemented as a course requirement.

In the Master of Architecture ARCH65003 Leadership, Ethics and Office Management course, traditional and non-traditional practice are discussed in detail. Alternative practices are further discussed in the ARCH66995 ST: Professional Practice Workshop which provides students the opportunity to consider and even design the trajectory of their professional and personal lives. The course asks that students brainstorm investigate their aspirations to determine what it is to which they aspire and to understand the process by which real plans they may enacted. Outcomes include research on firms, a professional curriculum vitae or resume and detailed cover letters that argue their specific qualifications for their goal position. Students are asked to understand the financial implications and opportunities of their initial years in the profession, including detail in repayment where we run the numbers. Compound interest calculators are used to illustrate the consequences of daily decisions and the discussion of basic financial literacy as a new professional are presented in light of decisions that the students make during the last year of school.

To have a sense of the seriousness of Kent State’s commitment to the profession of architecture we can also point to the following: In a state with 4 accredited architecture schools (and one candidate school) 38% of the Registered Architects in Ohio are Kent State graduates, and over the last four years 46% of all newly Registered Architects in Ohio are Kent State graduates. Kent State continues
a strong record of pass rate on the Architect Registration Exam, in the table below this is compared with the national average:

<table>
<thead>
<tr>
<th>A.R.E. 4.0 Pass Rate Table</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming Planning &amp; Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
<td>62%</td>
<td>60%</td>
<td>56%</td>
</tr>
<tr>
<td>Kent State</td>
<td>76%</td>
<td>56%</td>
<td>74%</td>
<td>69%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Site Planning &amp; Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>73%</td>
<td>71%</td>
<td>67%</td>
<td>69%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>Kent State</td>
<td>75%</td>
<td>71%</td>
<td>73%</td>
<td>82%</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>Building Design &amp; Construction Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>62%</td>
<td>62%</td>
<td>65%</td>
<td>64%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Kent State</td>
<td>67%</td>
<td>69%</td>
<td>79%</td>
<td>68%</td>
<td>73%</td>
<td>66%</td>
</tr>
<tr>
<td>Structural Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>71%</td>
<td>75%</td>
<td>71%</td>
<td>68%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>Kent State</td>
<td>86%</td>
<td>88%</td>
<td>74%</td>
<td>71%</td>
<td>75%</td>
<td>66%</td>
</tr>
<tr>
<td>Building Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>68%</td>
<td>69%</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
<td>64%</td>
</tr>
<tr>
<td>Kent State</td>
<td>74%</td>
<td>87%</td>
<td>68%</td>
<td>78%</td>
<td>82%</td>
<td>66%</td>
</tr>
<tr>
<td>Construction Documents &amp; Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>63%</td>
<td>63%</td>
<td>62%</td>
<td>62%</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>Kent State</td>
<td>69%</td>
<td>71%</td>
<td>68%</td>
<td>63%</td>
<td>81%</td>
<td>66%</td>
</tr>
<tr>
<td>Schematic Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>77%</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>Kent State</td>
<td>72%</td>
<td>85%</td>
<td>69%</td>
<td>80%</td>
<td>85%</td>
<td>81%</td>
</tr>
</tbody>
</table>

The advancement of the professional opportunities for Kent State students is to improve the potential for hires to the best possible situation for any given student. We serve our profession by improving the career possibilities of our graduates and students and by exposing them to excellent examples of practice models, role models, benchmarks and by introducing great mentors. Improving the readiness of our students to be successful on the ARE is another targeted improvement.

I.1.4.D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

The Architecture Program at Kent State is committed to the stewardship of the environment through the education of ethical professionals who understand the challenges of the environmental circumstances of our times and embrace the potential to engender lasting change in the culture of building. Frank conversations are paramount to challenge assumptions and hyperbole and to move beyond political narrowness related to this concern. The role of the program is to open knowledge to critical evaluation and attempt to pose honest responses to the known, unknown and unknowable aspects of human concern for the environment.

Center for Architecture and Environmental Design – The College’s commitment to the environment resulted in the new CAED building that is tracking toward LEED Platinum. Early in the process the decision to exceed any prior Kent State commitment to LEED Certification was made in order to be an example to the academic and professional community. The commitment to high-performance sustainable design is clear to our students, alumni and the community. The building is a teaching tool and was designed as such. Throughout the process, firms that had greater commitment to sustainable outcomes advanced. The final 4 firms selected to submit competition entries, following the RFQ and interview process, included Westlake Reed Leskosky (now a DLR Group company) a Cleveland based firm that every year is among the top 10 sustainable firms, Miller Hull also regularly among the top sustainable...
design firms, Weiss Manfredi, and Architecture Research Office (ARO), all firms that bring unique holistic vision to their projects and had track records in excellent sustainable design work. The selected firm had a strong vision for a sustainably designed CAED.

Required Curriculum – Environmental stewardship and high-performance design are central to the curriculum of the Architecture Program. The Program strives to integrate the complex interrelationships affecting sustainability into a sequence of courses throughout second, third, fourth and graduate study. The approach is to identify sustainability as something integral to building design, not something additional that is applied to a design after conceptualization. Students, therefore, achieve a comprehensive ability to apply holistic principles to the design of buildings. The ability is gained at several levels including the writing intensive, ARCH50001/40001 Sustainable Design course, ARCH50101/40101 Fourth Year Design Studio I, the Environmental Technology course sequence, Methods and Materials course sequence, ARCH50002/40002 Systems Design, and ARCH50102/40102 Fourth Year Design Studio II where knowledge of sustainability is applied in an integrated design.

Electives and Advanced Study – Additional opportunity to focus on sustainability, resilience and the environment is available through elective courses such as Introduction to Landscape Architecture, Site Analysis and Design, Urban Ecology, Toward Net Zero Energy, Sustainable Construction I and II, Resilient Cities and Climate Change. These afford students opportunity to generate more depth of understanding about specific topics of environmental design. Further opportunity to pursue high-performance, sustainability and the environment exists within the Master of Science in Architecture and Environmental Design, Master of Urban Design, Master of Landscape Architecture, dual degree offerings or the College of Aeronautics and Engineering’s Sustainability Minor to which Architecture is a contributor.

Research – A review of the research of our students and faculty reveals the commitment to considerations of high performance design, sustainability, ecological understanding and environmental stewardship. The College’s commitment is evident in the support for the Environmental Design Research Labs, ongoing efforts of the Kent State CUDC, hires of Landscape Architects studying water quality prior to the establishment of a Landscape Architecture Program. The addition of a new Master of Landscape Architecture program is also evidence of the commitment of the Kent State’s CAED to environmental stewardship.

I.1.4.E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

How do we prepare students to be concerned for their situation and the situation of others and not hyper-focused on their own economic condition or on ever increasing distraction permeating life in 2017? Once more community is at the core of the mission of the University. The Architecture Program is intended to educate those who choose to serve stakeholders by actively working to improve the physical design of spaces that people use. Ethical action is necessary to maintain the integrity of the profession and to recognize when situations are problematic.

Our First Year Experience (FYE) course is designed to introduce students to the many facets of the Kent State community. The FYE affords a peer mentoring opportunity for upper division students and the benefit of the guidance of advisors and faculty to the new student. The concept of “in loco parentis” is found in the attitudes and actions of the administration, staff and faculty. Faculty and staff do their best to look out for the interests of their students and the learning culture. Meanwhile, Architecture students at Kent are expected do many things for themselves, find answers to their questions, be self-motivated and to execute.

Architecture programs function as a test of perseverance, commitment and will. They can also be competitive, hard environments. The CAED is committed to developing an ethos of empathy among our students. We select projects that often ask our students to consider the fortunate circumstances in which
they find themselves while being aware of the misfortunes of others. We often select projects that contribute to non-profit entities or to the University. In studios, we often ask students to work together or to contribute information to one another. In the Integrated Design Studio competition project, the nature of professionalism, of collegiality, is given priority over direct competition. Students must share information and trust their colleagues’ efforts. They must be open, assuring colleagues the benefit of a common basis of information. In all things computing, there is a constant need to share techniques and information.

Kent State University architecture students develop an understanding of their responsibilities to a global society, awareness of differing cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users. Coursework is intent upon making students aware of the impacts of the discipline, both positive and negative. Through the eleven semester design studio sequence, history/theory sequence, technical sequences, and Kent Core, students are exposed to a range of social, cultural, and environmental factors that influence our built environment. A positive attitude toward the architect’s social responsibility is fostered through focused coursework in urban design, sustainable design, leadership and ethics, contract and planning law, and responsible management of architectural practice.

The Program has a long history of public service/outreach activities both through studio projects and through its Kent State CUDC. For the past 40 years, Kent State design studios have been instrumental in the revitalization of the City of Kent, Cleveland’s Playhouse Square, The Flats entertainment district, Warehouse District and the Mid-Town Corridor between Public Square and University Circle and numerous other communities throughout the region. The North Coast Development Corporation and former Senator and Ohio Governor, George Voinovich, declared the Architecture Program’s inner harbor proposal to be the catalyst for over $1 billion dollars of new development in Cleveland. The Kent State CUDC is an extension of this engagement with communities through urban design service.

Civic engagement is nurtured through upper level studio public service projects which often operate with client influence. The CAED seeks to develop existing and new relationships with those for whom the students and faculty may be of service. In recent years, the required fourth year studios worked with the cities of Sandusky, Lorain, Youngstown, Akron, Canton and Barberton on redevelopment projects. A graduate studio intertwined with a small town to reconsider its industrial and commercial core that has been largely unoccupied for ten years. This included projects that called attention to and opened up structures that were off limits to the public for those years, and included installations and design proposals throughout the Village. Another worked with a community to develop digitally fabricated sales kiosks for a summer event that would serve vendors in the future. A peek into nearly any studio will find sites in communities in need of reconsideration through design effort.

Professional practice courses serve the critical purpose of educating the learner in stakeholder roles, ethical business practices, community service, advocacy, legal responsibilities and professional conduct.

Architecture offers courses that serve to open design and the architectural profession to the educational community and by extension the broader community. This includes the Kent Core offering ARCH10001 Understanding Architecture which is taken by hundreds of students each year. The program also offers Global Architectural History courses as part of the Kent Core reaching expanded audiences with these courses along with Honors sections of the same. These courses improve awareness of the discipline across the institution and holds influence over the perspectives of those who enroll.

Architecture faculty have been involved in the development of new coursework and certificate programs serving other programs in the University and the CAED partners with many other programs on the offering of coursework, certificates and degrees. Developing Environments for Older Adults is offered as a required course in the University’s Nursing Home Administration Major. Architecture faculty and administration were integral to the development of the Digital Sciences Program. Architecture faculty developed innovative courses with faculty from Sculpture, Technology, Fashion and Textiles.
Research teams including architecture faculty work on problems relating to the built environment and human health. Research initiatives include work on healthy cities and the impact of heat waves on cities.

Kent State Architecture students founded the Severus chapter of Alpha Rho Chi service fraternity which pursues projects throughout the institution and community including Relay for Life. In 2016, the student National Organization of Minority Architects – Student (NOMAS) chapter was re-established at Kent State. The Kent State Chapter of NOMAS hosted Forum 2017, the first annual NOMAS Forum on diversity, equity, and inclusion. These groups and AIAS are committed to the enhancement of the community through engagement efforts.

I.1.5 LONG RANGE PLANNING
The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture.

The CAED employs a multi-layered and inclusive planning process for continuous improvement toward the multiyear objectives of the University, College and Program vision and mission. That process engages the College Executive Committee (CEC), College Advisory Committee (CAC - elected representatives), College Curriculum Committee (CCC - elected representatives), and various other committees, the Deans Student Advisory Committee (elected representatives) and the College Advisory Board (CAB) in activities ranging from meetings seeking input and feedback, to dedicated task groups and focused day-long retreats.

Paramount is the University Mission, Vision and Strategic roadmap under which are nested the College and program vision, mission, and long range plans.

Kent State University and the College of Architecture and Environmental Design approaches long range planning as a continuous process which evolves in response to external and internal influences on the Institution as well as the College. Changing societal needs, professional practice standards, technologies, design theory and financial capability are significant factors in influencing the need for continual self-assessment and change. Self-assessment procedures and stakeholder involvement are necessary to develop appropriate strategies to achieve goals and to understand the appropriate measures for assessing the outcomes.

Under President Beverly Warren, Kent State established the Vision, Mission, Core Values and a Strategic Roadmap for a Distinctive Kent State.

University Vision:
"To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society."

University Mission:
"We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment."

Core Values of the University:
We value:
- A distinctive blend of teaching, research and creative excellence
- Active inquiry and discovery that expands knowledge and human understanding
- Life-changing educational experiences for students with wide-ranging talents and aspirations
- A living-learning environment that creates a genuine sense of place
- Engagement that inspires positive change
- Diversity of culture, beliefs, identity and thought
- Freedom of expression and the free exchange of ideas
• A collaborative community
• Respect, kindness and purpose in all we do

The Strategic Roadmap document focuses on the University’s 5 priorities, at the university level 16 initiatives serve the objectives. The priorities are as follows:

6. Students First [SF]
7. A Distinctive Kent State [DKS]
8. Global Competitiveness [GC]
9. Regional Impact [RI]
10. Organizational Stewardship [OS]

Key to any position statement is how it transcends marketing and is actionable at every level. KSU’s roadmap is not only forward leaning, empowering for 21st century educated persons, and compelling; it is sufficiently open and drives the agenda and planning of individual colleges and programs. The goals and planning of the Architecture Program align with those of this Strategic Roadmap and the CAED Mission. Specifically, the historic view of the architecture program has been and continues to be oriented toward professional practice, however, practice by Kent State graduates has expanded from Northeast Ohio to span the globe, and the project orientation has moved from only buildings to how those buildings have impact on neighborhoods, cities, regions and the disciplines future. Thus, long range planning for the Architecture Program has been integrated into the overall perspective of the College of Architecture and Environmental Design and its interwoven connections among urban design, landscape architecture, architecture, construction management, architectural research, health care design, interior design and product design (an envisioned program). In addition, it is shifting its orientation from “preparedness for the profession”, to “preparation to lead in a rapidly changing profession and world”.

College Vision and Mission
The College of Architecture and Environmental Design (CAED) at Kent State University is dedicated to developing responsible professionals committed to improving the quality of life, enhancing the physical environment, and protecting the public welfare through the design of the built environment. The practice of environmental design is a creative design synthesis that requires both a breadth of knowledge concerning society and its functions as well as a depth of technical and physical knowledge of materials, procedures, and business organization. It is a problem-solving process which strives to achieve balance between the values of a society, the desires of a client, the constraints of economics, technology, politics and the environment, and the subjective art of aesthetics. This process of synthesis often balances between opposing sets of factors: harmony of form versus requirements of technology; aesthetic inspiration versus scientific reason; freedom of expression versus economic constraints. The college educates students to cope with these challenges by providing a curriculum of liberal arts, technology, and synthesizing design studios.

Architecture Program Mission
“The Architecture Program at Kent State University enables students to acquire and apply knowledge that contributes to the betterment of our physical environments. Within a balanced curriculum of technology, visualization, history, theory and design studio coursework, the program offers a platform for scholarship, constructive discourse and debate. Northeast Ohio’s rich history and dynamic urban landscape serve as a setting for academic learning and the study of real conditions. By placing equal emphasis on the poetics and pragmatics of construction and design, the curriculum inspires experimentation, collaboration, discovery, critical thinking and innovation. The program fosters academic excellence and prepares students to be responsible and accomplished architectural professionals.”

The Mission Statement of the College and of the Architecture program, as contained in the “College Handbook” adopted in February 2011, is consistent with the perspective of the program throughout its history,
while adapting to the demands of change brought on by the nature of the region and global practice. In a short phrase the mission can be summarized as “preparing responsible and accomplished architectural professionals”. Moving forward, the intent to better align that mission with the aspirations of the University vision, “to be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society”, is based not on wholesale change, but on keying the outlook more broadly toward the nation and world, and the aspirations more boldly toward understanding and owning the role of the architect as a change agent, one project at a time.

Process
The University’s policy on Long Range Planning is found in the Policy Register. It underscores, most importantly, how planning should align with the University Mission and Vision and lays out procedures and policies for program and curricular planning.

With the arrival of a new Dean of the College in July 2016, a review of the future vision of the College began. The process used to establish direction is continual, ongoing, and enumerated as follows:

- The Dean met with each full time faculty member individually to listen and gather input about the strengths of the Program, current needs, and direction for the future.
- Discussions with the College Advisory Committee (members elected by the faculty), were held monthly throughout 2016-17.
- Meetings with the College Executive Committee (CEC) comprised of Program heads, the Associate Dean and Dean are convened biweekly to review progress on ongoing initiatives and programs and to vet and consider new initiatives and long-range planning.
- In August 2016, the College held a full day retreat attended by faculty, staff and administrators. Approximately four hours of that retreat were dedicated to the Planning Process, including an overview of the College and Programs from the Dean’s perspective, the presentation of how co-curricular initiatives can contribute to increasing exposure, reputation and distinction, and breakout sessions, where small groups brainstormed and proposed the kinds of co-curricular initiatives that would help us reach our goals.
- In 2016-17 the College Curriculum Committee (CCC) was enlarged to ensure coverage of all content areas of the Architecture programs and charged, in addition to its regular duties, to perform a full, outcome-based review of the Architecture curriculum from first year through Masters, first by articulating learning outcomes sequentially in each of five streams (Design, Technology, History/Theory, Digital Processes, and Professional Practice), second, to examine those with respect to redundancies and/or gaps, third, to test them with filter questions relating to contemporary practice, contemporary tools, our new facilities, and flexibility, etc., and fourth, to array those outcomes with respect to concurrency in each semester of the student experience, in order to determine how potentially greater relevance and integration between different subjects might be achieved. That exercise is ongoing.
- In May 2017, the College held a full day retreat attended by faculty, staff, and administrators dedicated to curricular reform relating to the vision / mission and to date analysis of the CCC. It included an overview of initiatives and progress over the past year and breakout sessions focused on curricular initiatives, where small groups provided written feedback and suggestions.
- In August 2017, the College held a full day retreat entitled “Planning Forward” attended by faculty, staff and administrators. Approximately four hours of that retreat were dedicated to the Planning Process, including an overview of the Programs from the Dean’s perspective, and breakout sessions, where small groups provided written feedback and suggestions.
- In 2016-17 the Dean met with the College Advisory Board (CAB) on two occasions to layout and discuss vision, mission and strategic initiatives. Initiatives were organized around: 1) general initiatives (hiring, financial, new programs, etc.), 2) curricular initiatives, and 3) co-curricular initiatives for feedback and discussion.
• The Dean meets with the Dean’s Student Advisory Board and other student groups on a regular basis during the course of the academic year, in open discussion, to review College plans and receive feedback.
• Student Surveys of Instruction covering the course and instruction are completed by students at the conclusion of every course without faculty present. The surveys are electronically recorded, quantified, and distributed to the faculty. They are also reviewed and evaluated by College administrative staff.
• On a three-year cycle the College distributes alumni surveys. The most recent survey was distributed in August 2017. Results have not yet been received and tabulated.
• The University distributes an alumni survey per College annually and shares the results to the various programs. The results of these surveys are shared with the faculty.

Long Range Plans in Development
Under the umbrella and guidance of the University Vision and Mission, the CAED and Architecture Program Mission, there is a commitment to three things that have to be kept first:
1. Design
2. Education, and
3. The Built Environment

The following ongoing planning initiatives are underway and will undoubtedly lead to new and refined strategic initiatives, as part of an evergreen process of continual assessment and planning.

• The development of new Strategic Plan for the CAED and the academic programs. This is a primary initiative of the Dean, Leadership and several committees this coming year.
• As part of the Strategic Plan will be a Strategic Hiring Plan that is currently in development and due to the provost on October 13, 2017. Increased emphasis on diversity hires (underrepresented minorities, gender balance and for intellectual diversity) will be a part of the plan.
• Update and maintenance of the College Handbook to include Construction Management, to make it consistent with the Collective Bargaining Agreement (CDA) and revised University Handbook, and to reflect alterations to the various programs and procedures.
• The development of the CAED’s response to the Climate Study including a review of the CAED Studio Culture/Learning Culture Statement to reflect, as warranted, the outcomes of the study.
• The development of a feasibility study for adding a Product Design Degree Program.
• The development of a feasibility study for adding a Ph.D. program.

Long Range Plans in Implementation
As a direct result of the envisioning and planning process over the past year, numerous implementation efforts are underway toward:

1. Expanding the footprint of the CAED Nationally and Internationally.
2. Expanding the CAED’s reputation and ranking nationally.
3. Expanding students’ outlook toward post-professional programs and connection with best practices nationally. [SF]
4. Reforming the Curricula to reflect the most balanced and contemporary approach aligned with mission and vision. [SF]
5. Developing confidence and leadership skills. [SF]
6. Increasing multi-disciplinary engagements within and outside the college.

They are categorized below as general, curricular, and co-curricular and are coded to the 5 priorities of the strategic roadmap: Students First [SF]; A Distinctive Kent State [DKS]; Global Competitiveness [GC]; Regional Impact [RI]; and Organizational Stewardship [OS].
These are all geared toward the overarching goals of continually strengthening the programs and increasing awareness, reputation and ranking – nationally and internationally.

General Strategic Initiatives

- Increasing the ratio of TT/faculty to students (increase the ratio of TT faculty to Adjuncts) [DKS][GC][OS]
  - Two new and one replacement FT TT was hired in F’2017
  - Two new visiting Professorships were established and filled in the F’2017
  - Budgeting is in place to move forward with this plan.

- Restructuring of the staff reporting lines and responsibilities to better define roles and thus provide clarity to faculty, staff and students. [OS]
  - Added one position to manage the new FabLAB, looking to add a second
  - Looking to add an administrative assistant
  - Substantially expanded student assist positions

- Adding and integrating Construction Management to the CAED [DKS][GC]
  - B.S. In CMGT added F’17
  - Add M.S. in CMGT in F’18

- Growing the graduate programs with significantly more non-Kent students [DKS][GC]
  - Adding a Master of Interior Design (MIA) F’18
  - Expand the M.Arch program to also admit non-preprofessional students who will take two to three years to complete the NAAB accredited curriculum based on their prior academic experience and an individualized review by the program director and faculty.
  - Building studio culture and numbers at the Cleveland (CUDC) site [SF]
  - Increased graduate student recruiting (see below).

- Expanding and improving recruiting especially for new and existing graduate programs and for recruiting external (non-Kent) students to the Architecture Program [DKS][GC]
  - Refocused a full time recruiting staff member toward external domestic students for the M.Arch program.
  - Benchmarked best practices for recruiting
  - Created a biweekly graduate recruiting meeting with all grad program heads
  - Increased graduate assistances and scholarship funding

- Increasing faculty scholarship and research, in part through implementation of the College Research Plan, including funded research targets [DKS][GC]
  - Increased faculty development funding support
  - Created a Traveling Fellowship
  - Created significant start-up funds for new faculty

- Expanding branding and communication efforts [DKS][GC]
  - Hired a PR and Marketing specialist
  - Reworked social media and newsletter outreach – seeking new and expanded audiences
  - Redesigning webpage
  - Created a student-run publications office

- Considering additional graduate Dual Degree options [DKS][GC]
  - MLA/MUD
  - M.Arch/MLA

- Strengthen the MSAED Program with clear research areas (concentrations) and area heads
  Shifted advancement initiatives from scholarships and capital projects (the building) to “Enabling Initiatives” that will have greatest impact on improving the educational experience and meeting the long range goals. Scholarships remains one of those enabling initiatives, directed primarily toward travel opportunities [DKS][GC]

- Investing in the FabLAB equipment and infrastructure [SF][DKS][OS]
- Investing in new technologies [SF][DKS][OS]
  - 3D scanning
Virtual Reality
Computer Lab upgrades

Increasing Revenues / reducing non-strategic expenses [OS]
- Strategic Growth adding revenues – enrollment up 15% w/o CM in 2017; 40% with CM
- Added Construction Management
- Add Kent Core Sections for non-CAED students – new revenues
- Added a graduate program fee and adding an undergraduate program fee to replace course fees. Though a net add to student cost, it brings the CAED to the 40th percentile of cost per year to educate in comparison with Ohio and regional state institutions with NAAB accredited architecture degrees
- Shifted rent and utility costs for the Cleveland site to the university (the college was paying rent and utilities plus overhead)

Instituted an Awards Programs that is both internal and external [SF]

Curricular Strategic Initiatives
- Achieve LAAB accreditation of the Master of Landscape Architecture MLA [DKS][GC][OS]
- Integrate Construction Management with distinction relating to what it means to be in a multidisciplinary CAED [DKS][GC][OS]
- Complete an outcomes assessment of the curriculum of each of the programs (Architecture first) by curricular area including Design, History / Theory / Criticism, Technology, Digital Means and Methods, and Professional Practice. Make recommendations based on findings. Architecture is first and well underway [SF][DKS]
- Conceptualize, expand and curate digital design instruction including skills and tool theory [SF][DKS][GC]
- Increase visual culture in the Architecture and Interior Design Programs [SF][DKS][GC]
  - Introduce 2D digital media and graphics in Foundation.
  - Revisited laptop requirements and specs – moving toward and large screens @ upper levels.
  - Created a Publications Office and added photographic equipment and archiving system.

Co-Curricular Strategic Initiatives
- Increasing co-curricular opportunities including 5-10 day traveling workshops as a complementary and effective mode of learning [SF][DKS][GC]
- Expanding opportunities for in-house workshops in digital tools and techniques, new technologies and materials, and fabrication, etc. [SF][DKS][GC]
- Expanding the funded Faculty and Student Traveling Workshops created in 2016 [SF][DKS]
- Increasing support for the lecture program [SF][DKS][GC]
- Creating an Exhibition Series [SF][DKS][GC]
- Increasing student travel support [SF][DKS][GC]

The college is in an excellent situation, with an exceptional new facility and a strong legacy on, and with which to build. These initiatives are tied to overarching goals and objectives, to mission and vision of the college and university with a view of preparing graduates for long-term, 21st century leadership in a changing profession and world. We were successful in shifting the financials of the college from losses in three of the past four years to a solid foundation that allows investment in strategic initiatives. Many initiatives are well underway, but assessment and planning will continue, with aspirational goals in an inclusive process.

There are however rate limiting factors that have not been discussed. Chief among that ironically are facilities. One year into the new building we have maxed out its studio capacity. With high degree of certainty, we will not have enough seats at the Kent building in the Fall of 2018 and are looking at temporary and long term options and plans.

By the Numbers
The CAED, with strong growth between 2016 and 2017, and the addition of Construction Management now approaches 1000 students. With projected growth in graduate program enrollment, the possible addition of a Product Design program, and regular growth the college, it could feasibly reach 1500 students by 2023. More germane however, is that fact that the CAED has a maximum of 643 studio stations. Currently there are 624 students in studio based programs, only 19 shy of the limit. With very large first and second year classes moving through the system and smaller classes graduating, we will surpass the studio limit in the Fall of 2018-19. Even without any success in expanding the M.Arch program, starting the MIA or Product Design Programs (and we anticipate substantial success), we will be an estimated 45 seats short in F’18, 85 short in F’19, and 120 short in F’20.

Short-term options being considered include:
1. Splitting the Spring only Florence semester to a Fall or Spring option (30 seats freed)
2. Send up to two sections to the Cleveland site with an Urban Design focus (28 seats freed)
3. Institute a sophomore summer option (or requirement) whereby students take a summer
   semester and do not return the following Fall.
4. Occupy a satellite temporary space for studio
5. Limiting enrollment (undesirable and last resort)

Long-term options, particularly in view of the objective to add a studio based product design program and increase the size of graduate programs through new programs and program growth, particularly in the M.Arch with the addition of external students from other preprofessional (1-2 years in residence) and non-
preprofessional programs (3 years in residence), are more limited, and will require additional space.
Ideally that studio space and associated offices, research spaces, computing labs, and high bay fabrication space can be addressed in three ways:

1. In an existing building such as the former art building at the center of campus (not contiguous or adjacent)
2. In a new building to the south of the CAED – perhaps linked underground to the fab Lab facilities
3. In a new facility housing a Design Innovation Center and sharing studio space with Fashion.

The third option is one being vetted in the campus master planning process. Given the dire need of the Fashion Program, Kent State’s highest ranked program that currently has enrollment limitations due to lack of space, this option could become a priority and be online in as few as three years.

Strategic Faculty Hiring Plan (preliminary –see the long range budget projection in Financial Resources)
This plan does not include any needed replacements, or the need to teach additional sections due to staggered semesters based on space limitations – (see short term options 2 and 3 above). It is premised on the need to:

1. Change the TT/Student Ratio
2. Cover content area needs with FT Tenure Track faculty
3. Reduce the number of faculty teaching 2 studios per semester
4. Increase course release, scholarship and research

Starting F’2018
- Coordinator of Health Care Design – open search
- Interior Design Faculty member – open search
- Interior Design Faculty Member
- Master of Urban Design Coordinator
- Building Scientist / Architectural Design
- Interdisciplinary Design / Technology

Starting F’2019
- Interior Design Faculty Member
- Health Care Design Faculty Member
• Architecture Faculty Member
• Schidlowski Emerging Faculty Fellow
• Senior Visiting Professor (1 per semester)

Starting F’2020
• Product Design Faculty Member
• Architecture Faculty Member
• Schidlowski Emerging Faculty Fellow
• Senior Visiting Professor (1 per semester)

Starting F’2021
• TBD
• TBD
  • Schidlowski Emerging Faculty Fellow
  • Senior Visiting Professor (1 per semester)

Starting F’2022
• TBD
• TBD
  • Schidlowski Emerging Faculty Fellow
  • Senior Visiting Professor (1 per semester)

Over these next years and beyond, the hiring of diverse candidates for academic and staff positions is a priority of the CAED. For the recent round of hires the Dean met with each search committee to emphasize the importance of diverse hires and of increasing the number of female faculty members.

Of three full time tenure or tenure track hires:
• One FT senior hire (MLA Coordinator) was made with tenure to a white female
• One FT TT hire went to a white male
• One FT TT hire went to an Iranian male

Two visiting professor positions were also created. Both were filled by females.
• One Asian female
• One Iranian female

In all, 3 of 5 were female hires and significant intellectual diversity was achieved however, we missed the mark in finding underrepresented minority candidates.

In the past year we also made two new staff hires, a PR/Marketing Strategist and an Advisor.
• Our PR/Marketing Strategist hire went to a white female
• Our Advisor hire went to an African American male (complementing a staff of two females in the advising office)

Within new hires there will be a substantial emphasis places on female and diversity hires through the mechanisms of promoting the college and University, and finding underrepresented candidates. The visiting professor hires (3 per year) will have the greatest flexibility for the leadership to pursue highly qualified underrepresented candidates to fill the one-year and one-semester positions.
I.1.6 ASSESSMENT

I.1.6.A. Program Self-Assessment: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

Regular Assessment

The CAED utilizes a number of methods to regularly assess the quality of its programs, including its courses, instruction, tenure track faculty, and progress toward its mission and stated objectives as well as any deficiencies or causes for concern identified at any of our accreditation visits.

- Course evaluations (course and the instruction)
- Tenure Track Faculty Reviews
- CAC / CCC
- Faculty / Staff retreats
- Exit Survey
- Advisory Board
- Student Advisory Board
- Public Reviews, and the
- University assessment process called the Open Pathway

University Level Assessment and Procedures

The University is accredited by the Higher Learning Commission (HLC). Before 2015, Kent State University utilized the HLC’s Academic Quality Improvement Program (AQIP) to foster improvements over time. It was designed to assist in pursuing and reaching goals through a continuous process rather than from a traditional ten-year cyclic process. This initiative followed efforts that resulted in the Kent State University Mission Statement, Strategic Plan, and Action Plans relating to the implementation of the Strategic Plan process. The relation of the mission statement to a strategic plan, objectives, goals, and action plans is seen as mutually reinforcing to the Higher Learning Commission (HLC) process.

The AQIP framework guided university evaluation and continuous improvement. It embodies many concepts: theory, process, expectations, criteria, accreditation, committees, approach, deployment, results, and values. Attention focused on the structures that organize the university, the processes used by these structures to provide results of their activities, the needs of students and other constituencies that benefit from or contribute to the institution, and the ways performance is demonstrated. Such performance has two manifestations: (1) year-to-year improvement in key measures, especially student learning; and (2) demonstrated leadership relative to comparable organizations and/or to other appropriate benchmarks. Central to the success of this process is a well-conceived and well-executed assessment strategy, which includes clear ties to our multiple mission objectives, a strong focus on improvement, multiple assessment measures, and continuous feedback. For many years, entry of annual benchmarks and targets were made to a centralized reporting system known as Weave. The Program Director in consultation with faculty and administration would update the system as progress was made on strategic targets including College-wide initiatives, program initiatives and learner centered goals.

The reporting structure has transitioned over the past year. The University has developed Six Steps to Continuous Improvement of Student Learning (Closing the Loop), these are designed to assist faculty and administrators to identify opportunities and to bring together what we say we do with outcomes.
The 2015 reaffirmation of accreditation by the HLC review process culminated in Kent State transitioning from the Academic Quality Improvement Program (AQIP) Pathway for reaffirmation of accreditation to the Open Pathway process. The Open Pathway is for “mature” and stable institutions that are in good standing with the Higher Learning Commission. The Open Pathway operates on a 10-year cycle, with multiple reviews along the way, and separates the accreditation process into two components: the Quality Initiative and Assurance Review. The University's first self-study under the Open Pathway will be due in 2019. This self-study process is called the Assurance Filing.

Vice Provost, Dr. Susan Perry heads Accreditation, Assessment and Learning at Kent State. At the university level, our faculty is represented by Jonathan Fleming on the Advisory Committee on Academic Assessment (ACAA) which meets monthly. At Kent State University, the ACAA provides leadership and organizational procedures for our engagement in assessment as a component of regional accreditation. The CAED participates in each of the assessments the ACAA conducts. Kent State uses several means of assessment to improve the University and programs [https://www.kent.edu/aal/assessment](https://www.kent.edu/aal/assessment). Entering freshman students take the Beginning College Survey of Student Engagement (BCSSE). Additional levels of assessment are conducted through the National Survey of Student Engagement (NSSE) and Collegiate Learning Assessment (CLA+). Faculty assessment of students (beyond grading) is executed through the Faculty Survey of Student Engagement (FSSE).

University level assessments are important in understanding the context on which we are able to base program-level decisions. These assessments are also useful in determining how to buttress the skills that students learn outside our discipline. Together with Institutional Research’s “difficult course list” and reports of D/W/F grades, these tools are useful to the Dean, Program Director, and faculty in determining curricular action. In recent years they have had a direct role in the decisions regarding alterations to the architectural history sequence, and are playing into the review of our Writing Intensive Course (WIC) requirements.

Employee and Workplace Assessment

Staff Assessment
Per University Policy, the Dean is reviewed on a five-year basis through a process managed by the Office of the Provost. Each year, staff are evaluated by their supervisors. Program Directors, as staff in a non-departmentalized College, are evaluated by the Dean each year. In response to significant college growth, new leadership, changing needs, annual reviews, and staff input and recommendations, the Dean is making title (through promotions) and responsibility changes to staff roles in order to create greater clarity and effectiveness among personnel.

Assessing the University’s Work Environment and Attitudes
A major Climate Study of the University was executed in 2015-16. Please find additional information about the Climate Study in Section I.1.3. The CAED response to the findings are ongoing and will factor into the strategic planning process that is on the agenda for the upcoming year. Kent State University regularly appears on the Chronicle of Higher Education’s “Great Colleges to Work For” list, this year it is the only university in Ohio to appear on the list where it is noted for its employee benefits. The Chronicle “Great Colleges to Work For” Higher Education Insight Survey. And the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey offer additional assessment of the University as an employer.

College and Program Level Assessment
At the college and program level continuous assessment is an ongoing process that employs Student Surveys of Instruction, faculty review, monitoring of student performance, student and faculty feedback from committees and retreats, surveys, advisory boards, and project reviews.

The Architecture Program’s self-assessment takes place at several levels and through both informal and formal processes. Each year the College hosts a Faculty/Staff Retreat where the previous year is
reviewed and the agenda for the coming year is set and discussed. Informal discussions are the result of a faculty approach to improving program objectives which includes the College Advisory Committee (monthly), The College Curriculum Committee (monthly), and open discussions in Faculty meetings (monthly), Graduate Studies Committee, and Ad Hoc and/or auxiliary committees where program quality is discussed. The studio year level coordinators are at the center of the year to year alterations to studio courses focused on improvement of the student learning experience. Studio Coordinators meet regularly with their faculty to develop projects and to make adjustments throughout each semester.

Course Evaluations (course and instruction)
Student Surveys of Instruction (anonymous course evaluations) are completed, collected and reviewed at the end of every course. The results, with quantitative measures and benchmarking, as well as comments on both the course and the instructor, are returned to the instructor as feedback for the improvement of the course. They are also reviewed and retained by the program head for consideration in future hiring, teaching assignments and/or teaching / course improvements where needed. Course evaluations are used as evidence of teaching excellence in the reappointment, tenure and promotion processes as well as in the merit process. Faculty regularly use learning outcomes assessments in their courses to improve outcomes as the semester commences. These provide students questionnaires to ask about the understanding of students in the flow of the course. The program used self-assessment methods and documents to alter program direction by changing faculty roles over the last two years. Student feedback led to the addition of option studios in third year and at the graduate level, shifts in the sequencing of content in the required computational design course sequence, computational assistance through digital assistants, a series of added not-for-credit digital workshops, and the increase of digital support to studios.

Monitoring of Student Performance
Assisted by the Advising Office, the Program Director monitors student performance each year. There are two primary milestone performance reviews in the Architecture program. The first is a third-year advancement review, and the second is associated with graduate program (M.Arch) admissions of Kent State Students. These provide indication of individual student performance and general performance over longer periods. Additionally, course grade outcomes are used as indicators. In 2015, Foundation coursework and course evaluation feedback from the Design Thinking I and II courses were trending negative and outcomes were marginal. Additionally, it became evident that the course and the basis of its teaching was having negative impact on both the faculty teaching the courses and student morale. As a result of this and a variety of other factors covered elsewhere in this report, those courses were set aside.

Course Outcomes
Further development of the CAED response to assessment is evident in faculty efforts relating pedagogical objectives to learning outcomes assessment under the three domains:
- Cognitive (ability to know)
- Affective (ability to appreciate)
- Psychomotor (ability to do)

This structure of assessment is incorporated into the course summaries. Ongoing self-assessment of programs and courses are evident in current initiatives of the CAED. While the external pressures of funding are present, the more critical values of the Institution, College, Program and faculty are the motivating forces behind the curricular changes.

Annual Tenure Track Faculty Reviews
Faculty reappointment, tenure and promotion policies are found in the Faculty Handbook. Assessment of Tenure Track Faculty and Non-Tenure Track faculty differ as their roles differ and they operate under different Collective Bargaining Agreements. Beyond the three-year review standard of most universities, tenure track faculty are reviewed and reappointed on an annual basis through FlashFolio whereby updated CV’s, student evaluations, peer teaching evaluations (optional), research
and scholarship examples, and a narrative are presented and reviewed by the Reappointment Promotion and Tenure (RPT) committee in a rigorous evaluation that results in constructive feedback to the faculty member. Tenure and post tenure promotion is also handled through a FlashFolio-based review by the RPT committee, including all Full Professors. Full-time non-tenure track (NTT) faculty are reappointed on an annual basis by the Dean for the first two years. In year three, and every three years hence, reappointment is based on a full FlashFolio-based review by the RPT committee.

As a result of faculty review, assessment, and student performance the Architecture Program also increased the elective offerings of the program to increase opportunity for faculty to pursue their own research agendas.

College Advisory Committee (CAC) and College Curriculum Committee (CCC)

The College Advisory Committee (CAC) comprised of faculty elected by their peers meets monthly with ex-officio directors and coordinators to advise on all academic matters central to the College’s academic mission. As elected representatives they bring constructive ideas and are part of conversations and initiatives to move the program forward.

The CCC, likewise comprised of elected members and chaired by the Associate Dean, is dedicated to curricular matters as outlined by the CBA, Faculty Handbook, and College Handbook. It regularly reviews the curriculum in response to regular reviews, assessments, comments, constructive critique and recommendations. Recent initiatives associated with the CCC assessment and implementation include:

- The addition of the multidisciplinary Foundation studio
- The implementation (and subsequent removal) of the design thinking courses for foundation students.
- The consolidation of credits as required by the State – implemented to minimize programmatic impact
- Increasing the number of general electives
- Integrating a required History Elective
- The reconsideration of the delivery of the history of architecture sequence that was reduced from four, large enrollment, survey courses and a required Kent Core Art History course to two Global History of Architecture courses and a required Architectural History elective seminar selected from a list of small enrollment specialized courses. This increased choice in elective offerings for our undergraduates.

In 2016 the CCC began a 360 review of the Architecture curriculum from the point of view of: 1) baselining against other colleges, and 2) to make explicit the learning outcomes in each of five streams: Design, Technology, History/ Theory, Digital Processes, and Professional Practice, from year one through the end of the Master of Architecture degree. Learning outcomes included NAAB SPC’s as well as other learning outcomes in the required course sequences. Data was assembled to enable a cross disciplinary examination and discourse, as well as to test the current curriculum with filter questions such as:

- Whether and how material resistance and making was well integrated given that we now have the facilities?
- Whether digital tools are well integrated into the core curriculum both from the point of view of skills and tool theory?
- Whether there is sufficient flexibility?
- Whether and how we are exploiting being a part of a multidisciplinary college,
- Etc.

The question of “what redundancies or missing components exist”, has been key to the consideration of each stream independently. The question of “integration and relevance” has been key to considering how various courses and content should/ could be associated contemporaneously (in any
given semester). This work (ongoing) on the part of the curriculum committee was subsequently brought to the faculty of the whole for discussion and debate in an all-day curriculum retreat in May 2017, again at a retreat in August of 2017, and serves as the basis for ongoing discussion and consideration of how to move forward.

Faculty/ Staff retreats
Faculty/ Staff annual retreats have been a regular staple of the CAED experience. Since 2016, however, there have been three. In the summer of 2016, with the entry of the new Dean, the overarching theme of the retreat focused primarily on co-curricular initiatives designed to achieve distinction. In May of 2017, a retreat dedicated to the architecture program and curriculum reform, based on the preliminary findings of the Curriculum Committee, provided significant discussion that fed back into the CCC process, and in August of 2017, a retreat themed “Moving Forward” addressed some of the architecture curricular considerations with broad input from faculty.

Surveys
Each year an exit survey of graduating students is employed to discover students’ point of view on the program and its various components. The results are brought to the attention of the various committees for consideration. Recently these have told us that there is:
- Significant interest development of greater advanced digital representation instruction.
- A desire for more focused portfolio assistance at first and second year.

An alumni survey is also distributed to discover how practicing architects view their CAED education from a greater distance, and how they view the more recent graduates they may be aware of, or have hired.

Advisory Board
The College Advisory Board, comprised of 24 members including accomplished alumni, professional, and community leaders in associated fields, meets twice per year. The Board is given an update and discusses a variety of topics typically associated with strategic initiatives and how they tie to the Vision and Mission of the College and programs.

Student Advisory Board
In 2016, the Dean created the Dean’s Student Advisory Board comprised entirely of elected students. Students elected as president of CAED student organizations such as the AIAS and NOMAS chapters are automatically members, as is the student elected Senator. In addition, each class of architecture and other disciplines elect their own representative.

The board meets twice per semester and is used as a sounding board for new/proposed initiatives as well as a conduit to the Dean with suggestions regarding how the program, college and/or infrastructure and facilities may be improved. It has led to:
- The incorporation of third year and Masters level option studios
- A formalized review week
- A review of professional practice course sequence – (looking at redundancies)
- A review of the option for a Masters student studio in Florence
- A review of the Florence program courses

Public Reviews
Another form of assessment is through studio reviews. Individual student and team projects are formally reviewed by teams of internal and external critics. It also allows the studio itself to be seen by all in a manner that makes others aware of what is happening and cross-pollinates the pedagogy and outcomes of the various studios. At the end, it is a tradition for the reviewers (external reviewers in particular) to be asked to comment generally on the work and on the studio. This feedback can be highly effective for students, individual instructors, and for the program director.
Progress toward its mission and multiyear objectives.

In 2015, Kent State University adopted a new Strategic Map. The timing of the President’s new Strategic Plan preceded the hire of a new Dean of CAED by one year. The past several years were focused on the development of new programs and a new building for the CAED. The development of a new strategic agenda is in progress during 2017-18 following the Dean’s first year, largely focused on curricular review, interdisciplinary engagement, and expanding its reputation and ranking. The theme of the August 2017 CAED faculty retreat was “Planning Forward”. This event provided opportunity to set a new agenda following what has been the most active 8 years in the College’s history.

Each of the College’s curricular developments over the past several years relate to the defining perspectives, but also to diversifying the CAED and Architecture program offerings. More recent initiatives are geared toward extending the reach of the CAED and the Architecture Program. The challenge, for many years, has been one of visibility as it relates to engaging the broader University and to the national and international design community. These initiatives, while not only centered upon Architecture, pursued the goal of increasing visibility, impact, physical and financial resources that will assist in the future health of the Architecture Program and all the programs of the CAED.

The College of Architecture and Environmental Design focused on the following strategic initiatives over the last several years:

- Planning, design and construction of the new Center for Architecture and Environmental Design (CAED) building.
- Moving in and equipping the new CAED building.
- Developing and offering a new interdisciplinary CAED first year foundation studio and lecture course shared among Architecture, Interior Design and Architectural Studies. The college subsequently removed the lecture component which was found not to be working well.
- Development of a research based Master of Science in Architecture and Environmental Design program to replace the post-professional Master of Architecture degree.
- Development and implementation of a Minor in Architectural Studies
- Development and implementation of a Minor in Architectural History
- Development and implementation of a Minor in Historic Preservation
- Development and implementation of a Master of Health Care Design
- Development and implementation of a Master of Landscape Architecture
- A well-reviewed and strategic administrative shift of the Construction Management Program from the College of Aeronautics and Engineering (formerly the College of Technology, Sustainability and Applied Engineering)

and more recently,

- A concerted effort to expand our footprint and audiences with curricular and co-curricular initiatives that move students and faculty out into the broader world, while bringing others in.
- A full curricular review to assess the currency and effectiveness of the program.

Under new leadership, the faculty is poised to generate a robust strategic plan in the upcoming year. The challenges the Program and the College face will be meted out in detail through the upcoming process, however, the issues that top the list is the development of curriculum that is responsive to tools and facilities available within the new facility that we have never had in the past, how we can expand our audiences and footprint all in the context of design excellence and leadership dedicated to the improvement of the built environment.

Strengths, challenges, and opportunities in continuously improving learning opportunities.

Strengths of the program revolve around professional preparation for the architecture discipline. The appreciation and demand for our students and graduates as expressed by many is evidence of exceptional work ethic, attitude, and skills. Longstanding attention to this comes in part through numerous faculty members who are well embedded in the profession, strong links to two local AIA chapters, and exceptional affiliations with national AIA leaders (three Fellows and a two former Deans who are also
Fellows, one a former AIA National President, and NAAB Board President) is a distinguishing characteristic of the Architecture program and held up in its approach to continual improvement. The CAED faculty are dedicated teachers who are dedicated to learning, continuous improvement, and considering the most effective ways to help students learn and grow. Another key strength is the program’s commitment to community engagement using projects that interface with community leaders and stakeholders.

Challenges and opportunities in continuously improving learning opportunities:
Faculty hiring, faculty retention, adjunct consistency and the constant concern for quality, consistency and improvement in each course and to the program as a whole through continual assessment is of greatest importance to continuously improving learning opportunities. One of the challenges facing the CAED is achieving program growth in the most strategic areas – graduate studies, and in particular, increasing the number of non-Kent State students to the M.Arch program. In a college strongly dedicated to teaching, scholarship and research production is also a challenge. The development of workloads that balance teaching and scholarship and giving faculty opportunity to teach electives within the limited resources can be a challenge, and is being addressed.

Adjusting to the new building and its new facilities is an opportunity in the most positive sense. The program has new capacity to integrate infrastructural assets not previously available and needs to exploit all the newly available facilities and tools to enhance the learning experience including but not limited to better studio space supported by the Fabrication Laboratory, Lighting Lab, Materials Library and research spaces.

The greatest challenge in education is to overcome the perception of constraints students and faculty place upon themselves every day. At Kent State self-imposed constraints sometimes relate to their confidence and horizon – whether students and faculty perceive themselves as capable and ready to contribute to broader and leading discourse beyond the region. For many years the greatest challenge of our program was how to do much with little. Today, with a facility that opens new opportunities, the frame of reference of the student is completely altered. Our students were in large part defined by their resourcefulness. The program must now redefine what it means to be resourceful in the context of having fabrications labs, research labs, expanded co-curricular opportunities such as workshops, fellowships, greater study away opportunities and new relationships with international institutions.

The opportunity to extend our reach regionally, nationally and internationally is an opportunity not fully seized – to broaden student’s exposure and experiences beyond the great lake basin and resources associated with shrinking cities, by also engaging them in topics associated with world cites, rapid urbanization, and best practices. In doing this we will increase their capacities and confidence to operate in a variety of contexts and grow our network and reputation. Another key opportunity is for us to exploit what it means to be a part of a multidisciplinary college that is addressing all scales of the built environment – from interior design to architecture, landscape architecture, and urban design from concept through construction with the addition of construction management.

I.1.6.B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Kent State University and the Architecture Program follow the curricular process described in the Faculty Handbook. Curriculum Services in the Office of the Provost publishes Curriculum Guidelines that detail the entire process of course and program development and approvals processes. The curricular development process is based on the principles of shared governance. The process may be initiated by any faculty member. The process involves the submission of the appropriate curricular action form. For the Architecture Program, this action is now taken to the College Curriculum Committee (undergraduate courses) or the Graduate Program Committee (graduate courses) for discussion and recommendations. The next level of review occurs at the College Curriculum Committee, chaired by the Associate Dean. The
College Curriculum Committee then makes recommendation to the Dean. The Dean has final word on the action in the College. From the College, the action moves to additional layers of review at the University Requirements Curriculum Committee (URCC) for courses that carry special designation, for example Writing Intensive Courses (WIC), or they move directly to the Educational Policies Council (EPC) for the undergraduate courses, or to the Graduate Dean before they move to the graduate EPC. For new courses and course adjustments, the process ends at EPC. For new programs and degrees, passage by the EPC precedes their being taken first to the Faculty Senate, then to the President of the University and then to the Board of Trustees. In the establishment of new degrees or programs these would then go to the Ohio Department of Higher Education (ODHE) for ultimate approval.

Many times new courses become established in the catalog as an official course only after they run as special topics courses or special history seminars. These special topics are proposed by faculty and negotiated based on demand for enrollment and developed in collaboration with administration. This provides faculty and the program the opportunity to be agile in responding to changing needs, assets, and opportunities, and to pilot courses in a manner that allows refinement and determination whether or not it is something to canonize for repeat offerings. Individual investigations to either pursue research topics in greater depth, or topics of interest that are not available in the course offerings, may also be proposed by students with the support of faculty.

Academic program assessment – The curriculum for the NAAB Accredited Architecture Program is periodically reviewed as societal issues, professional requirements, technological shifts, University requirements, and/or NAAB standards present reasons for modification or revision. Currently, the Architecture Program curricula are under thorough, comprehensive and broad-based assessment and review at the Curriculum Committee and college faculty level through processes described above and elsewhere in this report.

Although not performed on a consistent timetable over the past fifty years, NAAB accreditation reviews have occurred eight times between 1964 and 2012. The 2017-18 review now underway, is our ninth. In recent years, adjustments to curriculum have adjusted the History of Architecture sequence, which was redesigned to streamline the credit loads, and revisions were made to reconceive and integrate the Foundation Studio sequence across the CAED design disciplines. Additional Design Thinking I and II courses were added, but under pressure from the state legislature, the university requested our Bachelor of Science in Architecture be as close to 120 credit hours as possible, thus credits were reduced from 131 hours to 124, the NAAB sequence minimum to achieve 168 credits. These alterations had no net impact on the fulfillment of the Student Performance Criteria, which is, in part, why it was determined they could be removed. Additionally, based on student feedback from Student Surveys of Instruction and faculty and program head assessment of the courses, the large lecture format of the Design Thinking courses was found to be ineffective in delivering its intended results.

Over the past several years, ad hoc subcommittees of the Curriculum Committee and task groups developed an array of new degrees, minors, and graduate certificate programs. In 2016-2017 the Dean charged the College Curriculum Committee (CCC) to review the architecture curriculum. In May of 2017, CAED held an all-day faculty retreat centered on the Architecture Program curriculum. Associate Dean Willoughby and Dean Mistur led the retreat. Conversations will lead to charges to committees for the AY 2017-18 year. As 2016-17 was the Dean’s first year, he used that academic year to gain a better understanding of the program with sufficient detail to engage in the discussion about potential refinements and focus areas.
Section 2. Progress since the Previous Visit

I. 1. 6. A. 3. Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

2012 Conditions Not Met

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.

2012 Team Assessment: While there are elements of financial considerations included in curriculum, there is no evidence of discussion on how building assembly/system choices are related to the overall cost/budget of a project. This is an important element of “understanding of the fundamentals of building costs,” particularly based on current economic conditions and an increased focus on early decision making related to building systems associated with integrated project delivery and/or sustainable design.

Progress: This condition was revised in the 2014 Conditions for Accreditation to read:
B. 7. Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

This condition was addressed in the 2009 form of the SPC for the 2014 IPR with a Methods and Materials II course assignment on the topic. The project uses a series of alternative curtain wall assemblies as applied case for the percentage of building cost associated with the overall budget of a structure for which students develop technical documentation. More recently, additional lectures and outcomes were added to Methods and Materials II to account for the alterations to the SPC including outcomes related to construction scheduling that were not part of the 2009 condition.

2012 Causes of Concern:

A. Studio Culture Policy – There is a strong studio culture as evidenced by discussions with the students and faculty, but the written policy was not developed by both the students and faculty.

Progress: The Studio Culture Policy is discussed in section I.1.2 Learning Culture. Progress has been made to involve students, faculty and staff in rewriting the policy as described. This work is also detailed in the 2014 IPR. The process involved students’ input and changes to the current form of the policy include the input of students and faculty alike. The topic was also presented and discussed for input by faculty at the 2014 CAED Faculty Retreat, the conversation was led by Associate Dean Willoughby. The learning culture at Kent State. With the new facility and its layout, the CAED studios are not Architecture’s alone: Interior Design, Architectural Studies, and Construction Management also use the same learning environment.

B. Range of studio and elective offerings – The rigor and structure of the curriculum while instrumental in producing high quality work, needs to be evaluated to determine where there could be more opportunities for electives or self-directed student work. Currently the first four years of design studios are all directed with only the last 1.5 years of the graduate program allowing minimal student direction of site selection and programmatic ideas. The students repeatedly inquired about additional studio and elective options.

Progress: This Cause for Concern is addressed in the 2014 IPR. Additional opportunity for studio selection has been added for student to know faculty projects at the beginning of the semester in third year which remains an options studio and was at the time of the last visit and graduate studios which are option based. Curricular changes passed in 2014 and implemented to the 2016 Catalog include alterations to the course offerings to increase the total number of General Electives in the Bachelor of Science in Architecture degree from 8 to 14. Please see Section II.2.2 for listing of electives offered and the current course of study. Options studios were identified in the curriculum and given formal identification at the third year and graduate levels. Faculty present the studio to students on the first day
of class and students are located to studios according to their own ranking of the options of project and faculty.

Beginning in the Fall of 2017 Options studio sections were added in third year fall semester and in the Master’s Program year. At the Master’s level, the studio offerings, pre-vetted by the program director, are presented by each of the faculty members followed by a lottery (selection system) that is optimized for student choice. Similarly, at the third year level, each of the section heads presents their project in advance of a lottery selection and assignment process on day one of the semester. In this case the studios are semi-autonomous under a coordinator and master syllabus with common learning outcomes that are addressed in different ways. The studios are also structured to cross-pollinate through reviews and assessment.

C. Facilities – While the facilities on the Kent campus are functioning for meeting the SPC as evidenced by the student work and renovations that have occurred since the last NAAB visit, they are not ideal. Current facilities limit the growth of the college in the future. We heard from all stakeholders that a new building would enhance the pedagogical mission, recruitment ability, mentoring among students, and the social interaction between all members of the college. In 2011 the college was first on the list for a new building; however, due to the economy and state politics the building program has been put on hold. The program’s dedication to high performance design would be enhanced in a high performance building.

Progress: The new CAED building officially opened in the fall of 2016. We hope this Cause for Concern has been put to rest for many years. At this time, the new facilities require our continuing evaluation and assessment to put them to good use. Please find reference to details of the new CAED in section I.2.2 Physical Resources.

D. Faculty development: Faculty research and scholarship remains low. Heavy teaching loads and lack of yearly review of performance are an impediment to the time needed to develop research directions and produce scholarship that would take advantage of existing funding opportunities.

Progress: Please find response to this Cause for Concern in the Section I.2.1 Human Resources and Human Resource Development and the 2014 IPR. Several new hires were made in 2013 and 2017 to raise the profile and improve performance of faculty research and scholarship. Reductions of teaching load for productive faculty and encouragement of faculty dissemination of their research and their pursuit of recognition for innovative and creative work. Two new faculty were encouraged to apply and received university awards to enhance their research (see the Farris Family Innovation Awards for Tenure-Track (not yet Tenured) Faculty). Also, the College Research Committee developed a strategic plan in Fall 2015 that included an agreed-upon system for distributing support to tenured, tenure-track, and non-tenure track faculty. In 2016 the tenure and tenure track faculty development budget was doubled from $1500 every other year to $1500/year. In 2017 that budget remained the same as a baseline however – an additional sum was reserved in the budget for those faculty with accepted proposals and opportunities to be reviewed on a case by case basis. The Dean is committed to this and intends to increase that support commensurate with higher expectations for research and scholarship. He is also undertaking a workload review tied to a strategic hiring plan with the intention of creating additional scholarship time through course release covered by new hires. In 2017 several FT hires were made and in each case new faculty were provided with a three year $40k start-up package to support their research and scholarship. In 2016 three traveling fellowships were created, one $6k Faculty traveling fellowship and two student traveling fellowships @$4k each, to travel and investigate a topic of pressing interest that will be presented back to the Kent CAED community upon completion.

E. Faculty Assessment: Faculty teaching evaluations are conducted for each course and contribute to the teaching evaluation for each faculty member in the program. The university process for recording of progress toward tenure is structured and clearly laid out in the University Collective Bargaining Agreement. In addition, policies for advancement for tenure and promotion also exist in the College Handbook for the College of Architecture and Environmental Design. Faculties going for tenure or
promotion are expected to upload all documents electronically to a central system for review by both
the college and university. Regular yearly faculty assessment after the attainment of tenure or
promotion is lacking.

The University Collective Bargaining Agreement states that the faculty advisory committee may
nominate faculty below the rank of full professor to a list of nominees for promotion. However,
lack of an annual faculty record of self-assessment of peer-reviewed work and progress toward
promotion does not build documentation as to the professor’s progress toward promotion, making
review and the process for identifying possible candidates for promotions difficult. This continues
to be a concern.

Progress: Please find response to this Cause for Concern addressed in the 2014 IPR. Kent State’s
Collective Bargaining Agreement with the AAUP does not permit required post-tenure review. Since the
IPR, the two Collective Bargaining Agreements (CBA) included Faculty Excellence Award (merit raise)
opportunities agreed upon by the AAUP. In the first contract, Merit was included in three years of the
contract; in the latest CBA merit will be in process during the spring of the 2017-2018 academic year.
Additionally, the President Faculty Excellence Awards provide additional incentive to pursue research.
This Award is accompanied by permanent increase to the faculty member’s base salary by $10,000.00.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

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

See faculty resumes

See Faculty Credentials Matrix 2015-2016 / Faculty Credentials Matrix 2016-2017

See List of Full-Time Faculty and Rank and Tenure

See List of CAED Staff and CAED Directory

Faculty Workload is developed in combination from the University’s Collective Bargaining Agreement Article IX, The University Faculty Handbook Section III.2 and the CAED Handbook (currently under revision). Typical workload is 24 workload units for Tenured and Tenure Track Faculty per Faculty Handbook Section III.2. Non-Tenure Track (NTT) faculty have a workload of 30 units each academic year per University Faculty Handbook Section IV.4. Faculty are expected to maintain 5 office hours per week. Faculty contracts are 9 months for full-time faculty and part-time/temporary faculty are contracted per course on a semester by semester basis.

Workload Units in Architecture, are generally assigned as follows: Standard lecture courses provide 1 workload unit per hour of credit. Therefore, a 3 credit hour lecture course is assigned 3 workload units. Increases are calculated for large lecture course enrollments. Technical lecture/lab courses such as Methods and Materials have additional times each week. These courses are assigned the 3 lecture workload units plus workload units equivalent to the number of additional hours met divided by 2. For example, Materials and Methods meets 3 additional hours per week and is assigned 3 units + (3 hours/2) = 4.5 workload units. Foundation studios and second year studios meet 6 hours per week and are calculated similarly at 4.5 workload units, and 6 credit graduate studios (which meet a total of 11 hours per week) are assigned 8 workload units. For most TT faculty this results in a 2/2 course load (studio and lecture) and for NTT faculty a 3/3 or 3/2 course load semester by semester. Fall/spring imbalances are frequent, in part, as a result of the Florence study abroad program. Course release may be granted for administrative/ service roles and/or research and scholarship.

Kent State University faculty members are expected to engage in continuing scholarship which includes the scholarship of discovery, integration, application, engagement, and teaching. The University recognizes creative work through professional practice as critical to the success of the CAED. All manner of design, scholarship and research are described in the CAED handbook, giving faculty wide berth with respect to how they can build their expertise and reputation. Research in and/or through the practice of a design related field is among those areas counted as scholarship and as such, creative work may be juried through professional review resulting in public awards, publications by others, and/or by peer review of the candidate’s portfolio. The interaction between scholarly full-time faculty (20+) and practicing part-time faculty (30+) provides a relevancy to both segments of the teaching cadre.

Kent State Administration: All CAED Administrators are also members of the faculty and frequently teach coursework however, participation in the CAED Administration is typically met with teaching load reduction as follows:

- Adil Sharag-Eldin, Ph.D., Master of Science in AED Coordinator. 25%
- Brett Tippey, Architectural Studies Coordinator, 2015-present. 25%
- Jonathan Fleming, Architecture and Urban Design Graduate Coordinator, AY2011-present. 25%
- Jonathan Fleming, Architecture Program Director, 09-present. 75%
- David Thal, (adjunct) International Studies Coordinator, (would be F-T load reduction is 25%)
The program must demonstrate that an Architectural Licensing Advisor, an Architectural Experience Program [AXP] Educator Coordinator, has been appointed, is trained in the issues of AXP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, and regularly attends ALA training and development programs.

Peter Marks, AIA is the Architecture Program’s AXP Coordinator. He attended the ALA training in July 2017. The AXP Educator Coordinator/Architecture Licensing Advisor makes presentations to students in first year (required attendance) and again in greater detail at the upper level (optional sessions) to increase awareness of the AXP process and to assist students in enrollment and follow through of their AXP. In the required ARCH40402 Methods and Materials II course, all architecture students are required to establish their NCARB record. Currently, the Ohio Registration Board will pay the initial registration fee for students to establish a Council Record. Prior to Professor Marks, this role was in Jack Hawk’s capable hands. He attended ALA training each year and served the students for the prior 7 years. The AXP Educator Coordinator is available to assist faculty and students in their understanding of the requirements of AXP. The importance of licensure is further discussed in Section I.1.4.C Professional Opportunity.

The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Kent State offers extensive opportunities for faculty and staff professional development. All full-time faculty and staff have tuition benefit which pays full tuition for the employee and their spouse and children at Kent State University. Part-time faculty are provided up to 4 credits of tuition benefits as a part of their compensation. Thus, all employees have opportunity to take university coursework to expand their knowledge and abilities, and many avail themselves of this opportunity even earning additional degrees. All employees and students have access to Lynda.com online training modules for the development of familiarity and/or fluency with a variety of digital tools. The Division of Human Resources also provides staff with many opportunities for training and development provided for in the HR training catalog. Administration, staff and alumni have opportunity for selection to the Institute for Excellence training. Marti Ring, CAED Director of Advancement, did this training in 2015-16.

Faculty and staff enjoy full access to University library system and Ohio Link. Faculty and staff have expanded access to computing all full-time and some adjunct faculty are provided a laptop computer and travel assistance is provided for faculty to present their work nationwide and internationally, as well as for attendance at professional meetings and conferences. Access and support is provided for power, manual and digital fabrication facilities. Please also see Parts I.2.2, I.2.3, I.2.4, for discussion of resources available to faculty and staff.

The Division of Research provides services and support for faculty research. Additionally, the University Research Council offers financial support for research. A particularly unique University program for NTT faculty provides funding for research and travel on a competitive basis. CAED NTT faculty including Brett Tippey and Steven Rugare have been successful in receiving these rewards.

In general, the number and amount of University funded research opportunities is substantial including a number of initiatives geared toward interdisciplinary research initiatives. Full time TT faculty are eligible for Paid Professional Improvement leaves every six years with the option (based on an acceptable plan of action) to take a one semester leave with full pay and benefits or a two semester leave with half pay and full benefits.

Paid Professional Improvement Leave - Sabbatical: Since the last accrediting visit four faculty were granted one semester leaves with full pay and full retirement benefits. One other was given a full-year with compensation and benefits for one semester of the year.
AY 2013-14 Daniel Vieyra spring 2014
AY 2014-15 Kathryn Strand spring 2015
AY 2015-16 Diane Davis-Sikora full year
AY 2015-16 Thom Stauffer spring 2016
AY 2016-17 Elwin Robison, Ph.D. fall 2016

Unpaid Professional Improvement Leave:
AY 2014-15 Ellen Sullivan (former NTT)

Faculty Participation in Conferences: The CAED budgets support of faculty travel for the purpose of doing and/or disseminating scholarship and research at conferences or professional meetings. Faculty may request support for travel and expenses for professional meetings and conferences from the Dean’s Office. Proposals are required in advance of travel and are accompanied by the Faculty Absence Form and a description and request for funds.

CAED Advising Staff is also supported in their travel and attendance for Advising Conferences and training.

Traveling Fellowships: In 2017 the CAED initiated a Traveling Fellowship program for faculty (1 @ $6k) and students (2 @ $4k). On a blind competitive basis applications are awarded annually to travel for the purpose of investigating a subject in relation to the discipline. The plan is to expand this program.
Rui Liu, Ph.D, Dancing with Nature: The Engineering and Architecture Integration of Schlaich Bergermann and Partners and Von Gerken und Marg – Shanghai, Beijing and New York, 2017

Many additional resources for support of travel are found throughout Kent State.
Kent State Summer Teaching Development Grants: Dr. Brett Tippey, Steve Rugare, Rui Liu, Ph.D.
CAED Summer Course Development Support: Steven Rugare; Scott Lukens
Kent State Teaching and Administration Programs: Ji Young Cho, Ph.D., Rui Liu, Ph.D.
Campus Seminars and Technology Training: Center for Learning and Teaching (CLT)

Work Load reduction/research reduction:
All Tenured and Tenure Track faculty received some form of workload reduction over the past six years for scholarship and research. Several who have ongoing grants receive limited reductions each year.

Opportunity to pursue research travel in conjunction with study abroad studio:
Fall 2011/Spring 2012: Katie Strand, Terry Schwartz, Adil Sharag-Eldin, Diane Davis-Sikora, Steven Rugare, Terry Uber, Eric Pempus, Elizabeth Murphy (& Maurizio Sabini, Beth Bilek-Golias)
Fall 2012/Spring 2013: David Thal, Jonathan Fleming, David Jurca, Pamela Evans, Bill Lucak, Joe Ferut, Charles Frederick (& Ji Young Cho)
Fall 2013/Spring 2014: Jeffrey Kruth, David Thal, Terry Uber, Thom Stauffer, Bill Willoughby (& Ellen Sullivan
Fall 2014/Spring 2015: Peter Marks, Rui Liu, David Thal, Jon Yoder, Jonathan Fleming, Steve Rugare (& Kelly Stinson)
Fall 2015/Spring 2016: Pamela Evans, Charles Graves, Chris Gaone, David Thal, Thom Stauffer, Jill Lahmer
Fall 2016/Spring 2017: Thom Stauffer, Brett Tippey, Terry Uber, Mike Thomas, David Thal, Katie Strand

CAED Lectures and Events occur on a regular basis and include exceptional lineup of established and up and coming designers, researchers and professionals. Please see the lecture series posters from Fall 2014 – Fall 2017 for the list of speakers and events.
The Architecture Program brings guest critics to participate in reviews of student work each semester. Posters for Review Week [Fall 2016](#) and [Spring 2017](#) include lists of reviewers.

Reappointment Tenure and Promotion  
The CAED Handbook Section V documents reappointment, tenure and promotion (RTP) process, guidelines and standards. This is used in conjunction with the [Collective Bargaining Agreement Article XI](#) and the [Kent State Policy Register Policy regarding Faculty Tenure](#).

The University Faculty Handbook documents Reappointment, Tenure and Promotion (RTP) process for Tenure-Track and Tenured faculty and a separate process for Non-Tenure Track (NTT) faculty for Reappointment and Promotion.

**Tenure:** Assistant Professors – must stand for tenure during the sixth year. Associate Professors – must stand for tenure during the third year.  
- Associate Professor Jon Yoder Tenured 2016  
- Associate Professor Reid Coffman Tenured 2012  
- Assistant Professor Ji Young Cho offered Tenure 2017  
- Associate Professor Cat Marshall Tenured 2017

**Promotion:** The promotion process is separate from the tenure process and is elective at the discretion of the candidate.
- Assistant Professor, Ji Young Cho offered Promotion to Associate Professor in 2017
- Assistant Professor, F. William Lucak offered Promotion to Associate Professor in 2017
- Assistant Professor, Steven Rugare offered Promotion to Associate Professor in 2015

During September, candidates present their credentials to the Ad Hoc Reappointment, Tenure and Promotion Committee (RTP) - composed of tenured members of the College Advisory Committee plus all full professors) for review. The eligible members (one may not vote above their rank) of the RTP discuss and provide a straw-vote in committee before each member submits to the Dean their individual vote online. The Dean reviews the recommendation of the RTP and provides a written posted electronic recommendation to the provost for consideration at the university level.

The process utilizes [FlashFolio](#) as a media for submission of materials, substantiation of materials, review, comment and voting. An extensive list of Super-Users is available for assistance to faculty and administrators using this tool. Through this interface, candidates have access to all comments and recommendations on-line as the process unfolds, including a copy of the written recommendations of the CAC and the Dean. An appeal procedure is available and well-articulated.

Merit or Faculty Excellence awards are part of the [Collective Bargaining Agreement, Article XII, Section 3](#) details the current agreement between AAUP and the administration.

The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

Academic Advising is provided by the [CAED Advising Office](#). The staff includes the Director of Advising, Amanda Colucci, Ph.D., and 2 other Academic Advisors, Corey Piazza, MHED, and Ian Raygins, MHED. Each Academic Advisor serves the all 4 undergraduate majors of the CAED. Students are divided alphabetically:

- Last name begins with: A, B, W-Z – assigned to Amanda Colucci
- Last name begins with: C-K – assigned to Ian Raygins
- Last name begins with: L-V – assigned to Corey Piazza
Enrolling students attend Destination Kent State (DKS). DKS is the event by which incoming freshman are enculturated into Kent State, advised on the adjustments to college life and scheduled in the appropriate courses for their major. This occurs over the summer prior to freshman enrollment. During DKS students take math placement exams, speak with academic advisors, schedule for courses and are introduced to the University. Meanwhile, parents are made aware of University policies, financial aid procedures and learn to become familiar with the place. This is the initial experience with CAED Advising. During the DKS First Year Experience course CAED Advising makes its presence known to students doing presentations for students such that they will become more aware of the advising systems and assistance available to them to scaffold success.

CAED Advising maintains all CAED student records, processes CAED transfer evaluations of architecture coursework following Architecture Program Director approval, substitutions, and monitors students for probation and dismissal, and clears students for graduation. Academic advisors also approve student plans constructed in the Graduation Planning System (GPS). This system structures a semester by semester plan for the timely route to graduation. This plan is created by the student and signed off by the advising office. For most Architecture majors there is a relatively straightforward route to completion. GPS allows administration to predict with more accuracy the demand for future course sections.

CAED Academic Advising is augmented by the DKS First Year Experience (FYE) course where a faculty member, David Thal, who also teaches Foundation Studio, assists in the academic advising of foundation students. Professor Thal is assisted by a cadre of University trained Student Success Leaders (SSL) in the instruction of small groups of students. The DKS: FYE course also serves to provide students with information on professional career issues appropriate to a first year student. This includes making students aware of the accreditation process, AXP and registration. The course includes a first look at the diverse areas of knowledge within the profession of architecture. Second, third and fourth year students are provided professional guidance by the ALA/AXP Coordinator, the faculty and the Architecture Program Director. Each year, ARCH44611 Portfolio offers students the opportunity to develop approaches to their portfolio and resume and cover letters or graduate application letters.

Graduate students are advised both academically and professionally by the Graduate Program Coordinator. Faculty guide students in their professional development and career goals. Faculty must publish office hours for the purpose of course / instruction related consultation and advising students on their career development. Faculty and Administration assist students whenever possible in finding internship positions, however, there is no formal placement service offered by the program.

Professional Practice coursework endeavors to reveal the potential for architecture students by showing them many directions their path may take in traditional and non-traditional roles. ARCH 66995 ST: Workshop in Professional Practice: Trajectory Design evolved as a place where students are asked to explore possible futures to establish career and life goals to generate appropriate job search tools for pursuit of the best possible employment outcomes after graduation. The course includes value identification to determine short and long-term goals that coincide with those values. It further provides an opportunity to meet with each student, one-on-one, to establish connections to people who can assist them in their search. The course is led by Jonathan Fleming, Architecture Program Director and Graduate Coordinator and James Dalton, FAIA, Emeritus Professor and Former CAED Dean and Director.

Recognizing traditional architectural practice is not the only way forward for many, students are further supported in research opportunities through the Office of Student Research and in entrepreneurial endeavors by LaunchNET Kent State. Entrepreneurship is fostered in the MARCH/MBA Program, this year, Architecture Student Justin Gleason won AIAS Grassroots Otis Elevate your Pitch Competition, the pitch is featured in this video. Participation is high in both the Undergraduate Research Symposium and the Graduate Research Symposium where Architecture students are recognized regularly.

Career Exploration and Development is a University-wide program serving students and alumni hosting job events and working to connect students with employers.
CAED hosts a Career Fair each year which is preceded by preparatory workshop on portfolio, cover letter and resume writing, as well as decorum and hiring processes. The workshop is hosted by Advisors and includes professionals as well as faculty. The Career Fair event often results in the hire of students for initial work experiences in the firms represented. Typically, 55-65 firms from across the country attend the event in February each year. This event is now complemented by the CAED’s Construction Management Career Fair.

The CAED website and newsletter hosts a job board as a service to students, alumni and firms. The opportunities are found in firms across the country and internationally, most announcements are initiated by the firms contacting the College.
I.2.2 PHYSICAL RESOURCES

The Program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Kent State University’s CAED is now consolidated in one facility on the Kent Campus and has two satellite outposts— one in Cleveland, the location of the Cleveland Urban Design Collaborative and the other in Florence Italy— the Palazzo Vettori.

The University opened the new Center for Architecture and Environmental Design in August of 2016, just in time for the academic year. The new $49 million dollar (including FFE), 110,000 square foot facility was designed by Weiss Manfredi Architects of New York and Bowen Associates in Cleveland and constructed by Gilbane Building Company. The building was the culmination of a long term effort by the administration of the College of Architecture and Environmental Design.

The facility consolidates the programs and studios of the College that were distributed around campus into a single home. The building was designed to foster the learning culture by creating an open environment for exchange. The design intent was to:

- To provide for pedagogies that were not previously available.
- Enhance peer to peer learning.
- Encourage collaboration and communication.
- Act as a teaching tool.
  - Visual access to the spaces of building services, systems and equipment are located in several areas and the building serves as the first source field trip to show routing of pipes and ducts, the size of equipment and many other elements that designers must be able to coordinate.
- Demonstrate sustainable design. (Designed to be LEED Platinum, geothermal heating and cooling, rain garden, green roof, orientation, sun control, roof water recycling, enthalpy wheels, upgraded building enclosure for examples.)
- Provide locations for casual interaction (Café, lobby, open library, exhibition area, seating areas in studios.)
- Provide for exhibitions.
- Encourage research and fabrication by both faculty and students.
- Be an architectural inspiration.
- Serve as a recruiting tool.
- Make a statement about the University as a driver of both the economy and design.

In addition to the single terraced studio loft, two crit boxes, faculty offices and research spaces, the facility includes two teaching/computing labs, a lighting lab, materials library, digital fabrication lab, 2 and 3D printing/laser cutting shop, 200-seat classroom lecture hall, four digitally equipped classrooms, Fabrication Lab, gallery, café and library.

These intentions resulted in the CAED building, named one of the most important arts buildings of 2016 in a New York Times article and featured in Architect Magazine among other publications. It is the recipient of an NYSAIA Award of Excellence and a Best in Class Brick in Architecture award. With respect to teaching and learning it is already evident that for the CAED, the facility is transformative.

Teaching, research, mentoring, and student advising are fully accommodated in the new building. Adjunct faculty have sufficient hoteling office space within the faculty office area. Faculty are located in both open and closed offices and undergraduate coordinators and Program Directors are located in the administrative office suite. Printing facilities for faculty are located in the faculty office area faculty also have access to printing in labs.
All CAED facilities are accessible, including the Palazzo Vettori in Florence, Italy and the Cleveland Urban Design Collaborative (CUDC) in Cleveland, Ohio. Below is a simplified list of spaces in those structures relevant to pedagogy and instruction (plans are attached):

<table>
<thead>
<tr>
<th>Building, use (location)</th>
<th>square footage</th>
<th>attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Center for Architecture and Environmental Design (Kent Campus)</strong></td>
<td>110,191</td>
<td>Opened Aug. 2016</td>
</tr>
<tr>
<td>Basement</td>
<td>24,260</td>
<td>gross</td>
</tr>
<tr>
<td>Mechanical + Electrical Areas</td>
<td>10,821</td>
<td></td>
</tr>
<tr>
<td>Construction Mgt Lab</td>
<td>1,569</td>
<td></td>
</tr>
<tr>
<td>Wind Tunnel</td>
<td>253</td>
<td></td>
</tr>
<tr>
<td>Edaphic Lab</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Daylighting Lab</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Controlled Environments Chamber</td>
<td>589</td>
<td></td>
</tr>
<tr>
<td>Control Room</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Graduate Computer Modeling</td>
<td>296</td>
<td>See tools and equipment below</td>
</tr>
<tr>
<td>Fabrication Lab</td>
<td>4,536</td>
<td></td>
</tr>
<tr>
<td>Instrumentation Lab</td>
<td>267</td>
<td></td>
</tr>
<tr>
<td>Metals Lab</td>
<td>365</td>
<td></td>
</tr>
<tr>
<td>First Floor</td>
<td>23,525</td>
<td>gross</td>
</tr>
<tr>
<td>Informal and formal seating and public areas</td>
<td>+/-8,000</td>
<td></td>
</tr>
<tr>
<td>131 Café</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>142 Lawrence Armstrong Gallery</td>
<td>555</td>
<td></td>
</tr>
<tr>
<td>104 Classroom (58 students)</td>
<td>856</td>
<td></td>
</tr>
<tr>
<td>120 Lecture Hall (188)</td>
<td>2,858</td>
<td></td>
</tr>
<tr>
<td>124 Classroom (58)</td>
<td>795</td>
<td></td>
</tr>
<tr>
<td>130 Classroom (120)</td>
<td>1,543</td>
<td></td>
</tr>
<tr>
<td>110 Morbido Architecture Library</td>
<td>5,177</td>
<td></td>
</tr>
<tr>
<td>Mezzanine</td>
<td>3,614</td>
<td>gross</td>
</tr>
<tr>
<td>M105 Belden Brick Materials Library</td>
<td>1,558</td>
<td></td>
</tr>
<tr>
<td>M104 Storage + Archive</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>Second Floor</td>
<td>24,057</td>
<td>gross</td>
</tr>
<tr>
<td>Studio</td>
<td>13,903</td>
<td></td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>3,667</td>
<td></td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>4,558</td>
<td></td>
</tr>
<tr>
<td>Federman Conference</td>
<td>537</td>
<td></td>
</tr>
<tr>
<td>Faculty Lounge</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Third Floor</td>
<td>22,411</td>
<td>gross</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Studio</td>
<td>17,219</td>
<td></td>
</tr>
<tr>
<td>340 Crit Box</td>
<td>1,004</td>
<td></td>
</tr>
<tr>
<td>309 Computer Lab</td>
<td>847</td>
<td></td>
</tr>
<tr>
<td>330 Computer Lab</td>
<td>897</td>
<td></td>
</tr>
<tr>
<td>329 Digital Fab + Print</td>
<td>633</td>
<td></td>
</tr>
<tr>
<td>323 Robotics Fab Lab</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>322 Lighting Lab</td>
<td>868</td>
<td></td>
</tr>
<tr>
<td>328 Student Org Office</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>317 Seminar Classroom</td>
<td>406</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Floor</th>
<th>12,324</th>
<th>gross</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>9,265</td>
<td></td>
</tr>
<tr>
<td>420 Crit Box</td>
<td>1,004</td>
<td></td>
</tr>
<tr>
<td>420A Archive</td>
<td>954</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palazzo Vettori (Florence, Italy)</th>
<th>28,573</th>
<th>Constructed 15th Century 2015 Adaptive Reuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground Floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brunelleschi</td>
<td>320</td>
<td>Classroom 16 seats</td>
</tr>
<tr>
<td>Michelangelo</td>
<td>800</td>
<td>Classroom 30 seats</td>
</tr>
<tr>
<td>Alberti</td>
<td>340</td>
<td>CCI Lab</td>
</tr>
<tr>
<td>Library, Richard Role Reading Room and support spaces</td>
<td>1,400</td>
<td></td>
</tr>
</tbody>
</table>

| First Floor                      |        |                                               |
| Lecture Hall                     | 1,400  | Classroom 100 seats                          |
| Tasso                            | 500    | Classroom 25 seats                           |
| Ariosto                          | 270    | Classroom 12 seats                           |
| Machiavelli                      | 500    | Classroom 25 seats                           |
| Petrarcha                        | 700    | Architecture Studio 16                       |
| Dante                            | 700    | Architecture Studio 17                       |

<p>| Second Floor                     |        |                                               |
| Fermi                            | 600    | Fashion Studio (Design) 20 desks              |
| Volta                            | 700    | Fashion Studio (Modelling) 20 students        |
| Marconi                          | 300    | Fashion Sewing Lab                            |
| Majorana                         | 470    | Fashion Sewing Lab                            |</p>
<table>
<thead>
<tr>
<th>Location</th>
<th>Sq Ft</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montalcini 1</td>
<td>570</td>
<td>Architecture Studio 12 desks</td>
</tr>
<tr>
<td>Montalcini 2</td>
<td>850</td>
<td>ID Studio 24 desks</td>
</tr>
<tr>
<td>Third Floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonardo</td>
<td>700</td>
<td>Biology Lab 16 seats</td>
</tr>
<tr>
<td>Caravaggio</td>
<td>200</td>
<td>Printing Room (plotter and printer)</td>
</tr>
<tr>
<td><strong>Cleveland Urban Design Collaborative (CUDC) (Cleveland, Ohio)</strong></td>
<td>12,000</td>
<td>Facility rehabbed February 2010 expanded in 2014</td>
</tr>
<tr>
<td>Studio</td>
<td>5,500</td>
<td>64 students capacity</td>
</tr>
<tr>
<td>Classroom</td>
<td>530</td>
<td></td>
</tr>
<tr>
<td>Gallery</td>
<td>1,340</td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td>1,400</td>
<td></td>
</tr>
<tr>
<td>Conference Suite</td>
<td>930</td>
<td></td>
</tr>
<tr>
<td>Reception/business manager, kitchenette, work room</td>
<td>460</td>
<td></td>
</tr>
</tbody>
</table>
FABlab tools and equipment includes:

**Metal Shop:**
- 4’x4’ CNC plasma Torchmate 4400
- (2) Lincoln welders, MIG 256
- Lincoln welder, MIG 210MP
- Lincoln welder, TIG 200
- 12” drill press
- 14” metal circular saw
- 40” shear/brake/roller
- 7” horizontal/vertical bandsaw
- Tubing roller
- 6” bench grinder
- 8” bench grinder
- 22” 20-ton shop press
- Spot welder

**Wood Shop:**
- Oscillating spindle sander
- 10” table saw, sawstop
- 12” miter saw, compound sliding
- 13” planer
- Scroll saw
- 6” jointer
- 8” jointer
- (2) table routers
- Edge sander
- Drum sander
- Belt/disc sander
- 18” band saw
- 14” band saw
- Panel saw
- Mortising drill press 15” drill press
- 12’ 3ton mobile gantry
- 6 axis Robotic arm, KR60 with external 7th axis positioner
- 4’x8’ CNC router with 4th axis turner, knife cutters

**3rd Floor- Digital Print / Fab Center:**
- Multiple 3d printers
- 3 Laser Cutters
- OCE Black and White Plotters
- HP Color Plotters
- Color printers
- R-Fab Lab:
  - 6 axis Kuka KR30 Robotic Arm
Information resources to support all learning formats and pedagogies in use by the program

The CAED employs, Tyler Stiffler, Senior IT Support User Analyst, who is responsible for maintaining the computers and computational equipment within the CAED, including the Architecture Library and CUDC, and supporting students, faculty, and staff with certain computer service needs.

At Kent State Information Services is a comprehensive organization, including departments in Educational Technology and Service Management, Systems Development and Innovation and IT Infrastructure Services and Support. Educational Technology and Service Management offers students and faculty support through Tech Help located at the Main Library and certain residence halls. Educational Technology also supports course management software and training, classroom technology and events support throughout the university. CAED IT coordinates with IT Infrastructure Services and Support to maintain CAED servers housed in the building and centrally.

Kent State University provides Blackboard Learn as course management software that is compatible with in-person and online synchronous and asynchronous approaches. The software accommodates all manner of documents, lectures, assignment submission, grading, and communications. Blackboard Support provides assistance in the use of the course software. Additional training is available through the Center for Learning and Teaching. Kaltura and KSU Presenter are software available to accommodate further online pedagogical objectives.

The CAED provides instruction relevant to each discipline’s basic, mid and advanced level needs. Lynda.com online learning modules and courses are available to every student, faculty and staff member for improved training in technology through an institutional subscription. CAED offers a clear online method for signing up for laser cutting time and 3D printing. Use of digital tools or consumption of materials are paid by the student as they are used.

Hardware – Kent State provides full-time faculty with laptop computers on a three-year refresh cycle. Part-time faculty, in certain instances, are provided with a laptop computer on a term basis by the CAED. Staff work at desktop computers, typically. Kent State provides internet access in classrooms and studios, wireless and Ethernet connections are available.

CAED has two computer labs each with 24 PC’s, a graduate digital modeling lab (8 PC’s), additional PCs for student use are located within studio areas to support printing and scanning and research in the Architecture Library. The College provides student lab access to a variety of software, including Revit, AutoCAD, 3D Studio, Studio Viz, Maya, Rhino, Adobe Suite. All staff and faculty are provided PC’s (faculty have a 3-year refresh program). Architecture students provide (at a personal cost of approximately $1,500) their own hardware to meet minimum or recommended specifications as follows for 2017-18:

<table>
<thead>
<tr>
<th>1st – 3rd Year – minimum spec</th>
<th>4th – Graduate – minimum spec</th>
<th>Example recommended specs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intel® Core™ i5</td>
<td>Intel® Core™ i7/i7 – (2 cores minimum clocked at 2.6 GHz+)</td>
<td>Intel® Core™ i7, 6th or 7th Generation processor with 4 cores.</td>
</tr>
<tr>
<td>4GB - 8GB Memory</td>
<td>16GB+ Memory</td>
<td>16GB+ Memory</td>
</tr>
<tr>
<td>500GB Hard Drive</td>
<td>256GB+ Solid State hard drive</td>
<td>512GB+ Solid State hard drive</td>
</tr>
<tr>
<td>15.6” HD Widescreen LED Display</td>
<td>Dedicated ATi or nVidia video adapter</td>
<td>Dedicated ATi or nVidia video adapter</td>
</tr>
<tr>
<td>DVD±RW Drive</td>
<td>Dedicated ATi or NVIDIA video adapter</td>
<td>i.e. NVIDIA GeForce GTX 960M or comparable</td>
</tr>
<tr>
<td>Dedicated ATi or nVidia video adapter</td>
<td>Wireless Network Adapter</td>
<td>NVIDIA Quadro M5000M or comparable</td>
</tr>
<tr>
<td>Wireless Network Adapter</td>
<td>Backup solution using Window’s built-in back up tool or a third party tool such as Backblaze</td>
<td>Wireless Network Adapter</td>
</tr>
<tr>
<td>Windows 7 ® Home Premium (64-bit)</td>
<td>22” or larger VESA mount</td>
<td>22” or larger VESA mount</td>
</tr>
<tr>
<td></td>
<td>compatible external monitor</td>
<td>compatible external monitor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example minimum specs:</th>
<th>Intel® Core™ i5/i7 – (2 cores minimum clocked at 2.6 GHz+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16GB+ Memory</td>
<td>512GB+ Solid State hard drive</td>
</tr>
<tr>
<td>256GB+ Solid State hard drive</td>
<td>Dedicated ATi or nVidia video adapter</td>
</tr>
<tr>
<td>Dedicated ATi or NVIDIA video adapter</td>
<td>i.e. NVIDIA GeForce GTX 960M or comparable</td>
</tr>
<tr>
<td>Wireless Network Adapter</td>
<td>Backup solution using Window’s built-in back up tool or a third party tool such as Backblaze</td>
</tr>
<tr>
<td>22” or larger VESA mount</td>
<td>compatible external monitor</td>
</tr>
</tbody>
</table>
I.2.3 FINANCIAL RESOURCES

The University now operates on a Responsibility Centered Management system (RCM) which attributes tuition dollars and State Subsidy Income (SSI) directly to the college which generates the income. The system provides more authority to the individual college in regard to budgeting, planning, and financial control. It also encourages entrepreneurship. Overhead and other formulas are applied to income that takes into account various parameters. Examples are:

1. The College in which a course is taught / student is enrolled.
   a. Colleges in which a course is taught receives 100% of the tuition dollars for its own students, or
   b. An 80/20 split of tuition for that course when teaching students from other colleges (80% to teaching college)
2. Tuition dollars subject to University overhead deduction (currently 48.32 %)
3. SSI is based on a two year rolling average and graduation rate.
4. Program and course fees go directly to the college.

Since the last accreditation, this model incentivized the addition of strategic programs at the graduate level in Urban Design, Landscape Architecture, Healthcare Design, and a Master of Science in Architecture and Environmental Design, anticipating the ability of those programs to support themselves financially while adding strategic disciplinary areas to the multidisciplinary mix. As we build out these programs, the addition of a Master in Interior Architecture and expansion of the Master of Architecture, to attract non-Kent students, is key to enhancing intellectual diversity, increasing scholarship, reputation and ranking of the programs and college.

In 2015-16 the State required the reduction of credit hours associated with bachelor degrees. The curriculum and CAC committees revised and recombined content to move from a 131 credit Bachelor of Science in Architecture program to a 124 credit program. That reduced the CAED taught course credits from 85 to 78. The financial impact of lost revenues associated with those 7 credits amounted to approximately $240k/ year. The State has frozen tuition for the past 4 years, while the Collective Bargaining Agreement (CBA) continues to call for 2% increases in salaries, the largest component of any budget. The result is a net loss over the past two years and three of the past four years. In each case the loss was more than covered by a positive fund balance (that was also used in part for the new building – $1.5m in 2016) however, it represented a trend that had to be addressed.

In 2016-17 several initiatives were undertaken including:
1. Marketing Kent Core and other CAED courses to non CAED students to increase revenues
2. Adding Construction Management to the College
3. Shifting the Cleveland facility lease and utility cost to the University (the college was previously paying the full lease and utilities plus the full overhead rate)
4. Shifting from a course fee to program fee that is in line with peer Ohio and regional colleges (partially realized in 2017-18).
5. An emphasis on recruiting new students and in particular graduate students.

The results were positive and substantial as can be seen in the shift from FY17 to FY18 (an increase of $1.57m or 18%) and projecting forward. The addition of course sections for non CAED students, building of CAED minors and internal marketing made up for some, not all of the tuition losses relating to the credit hour cut mandated by the state. Construction Management added over two hundred students and with them, substantial tuition, SSI, and fee revenues to the college that more than offset the expenses associated with the new Construction Management (CMGT) faculty, advisor and planned staff hire. The emphasis on recruiting, retention and persistence rates, while not particularly successful at the graduate level to date, resulted in over 90 (+15%) more undergraduate students, not including the construction management majors. These account for the greatest increases in revenues to the College.

Finally, following an analysis of peer regional state colleges, Kent State’s cost of attendance was found to be significantly lower than most, in significant part due to the lack of or lower program and/or technology
fees. Consolidated program fees in place of the numerous existing course fees were proposed, accepted by the University Administration, Board of Trustees and Ohio Legislature, however, the Governor line item vetoed the undergraduate program fee. The shift from graduate course fees to program fees did go into effect for 2017-18, and it is anticipated that with a guaranteed tuition model proposed for 2018-19, the undergraduate program fee will also be allowed. The projected numbers in Figure 1 below are conservative, and do not include those additional 2018-19 fee revenues.

More importantly, the numbers for FY18 and beyond include strategic hiring and other key initiatives which took place this year (3 new FT faculty hires and 2 new Visiting Professorships) on top of the additional Construction Management Faculty. Strategic hires and initiatives are also budgeted in the anticipated expenditures shown in future years (see below).

University and Philanthropic Investment
Since the last NAAB accreditation there has been substantial investment in the College, most significantly in the new building, consolidating the College under one roof. As one of its Foundations of Excellence, the University invested $44.7 million, and philanthropy added $2.9 million toward the design, construction and FFE of the Center for Architecture and Environmental Design.

Significant additional philanthropy has named the Architecture program, endowed a named professorship in Healthcare design, endowed the Health Care Design program, and added a significant architecture scholarship endowment. It total, the College endowment balance is $6.88m, with an expendable balance of $816k as of 7/1/2017. Figure 2 below shows the endowment and fund balances that in most cases are restricted to specific purposes and run off budget, mostly in service of scholarships, with the notable exceptions of the endowments referenced above.

Fund Balance
Positive or deficit year end balances are credited to the College Fund Balance for future utilization in covering losses, expanding programs, starting new programs, capital improvements, and similar items approved by the Provost. They are not available for ongoing operational support, which must be accounted for on a fiscal year basis. An historic and projected accounting of those balances can be seen on the bottom line of Figure 1.

The table on the following page records the CAED financial history since the last NAAB visit and presents a five year forecast for the College operating account. The income levels are based upon the current 2017-18 budget adjusted for income in accordance with a 2%/year enrollment growth, primarily realized in the graduate programs. The tuition amount has also been increased by a conservative tuition increase estimated at 1.94% per annum, which represents the guaranteed tuition model most likely to be approved by the Governor (an 8% increase on incoming students that must remain frozen for 4 years). It assumes an annual change of 2%/yr in salaries and benefits, a 5%/yr change in non-salary expenses relating to new initiatives and a 10%/yr change in spendable gifts that is predicted on the basis of funds already received and those anticipated. These projections also include new 4 FT faculty hires in each of 2018 and 2019 and 2 FT faculty hires in each of 2020, 2021, 2022 and 2023, to expand programs, alter the FT Tenure track/ PT adjunct ratio, eliminate overloading of administrators who teach, and create greater space and expectations for faculty research and scholarship (lower teaching loads).

As a College we anticipate the need for normal financial planning, and given the recent structural adjustments, anticipate no significant financial upheavals of a significant nature in the foreseeable future.

Figure 3 compares data on annual expenditures and expenditures per full time student equivalents with those in the College of Nursing.

Figure 1
CAED BUDGET HISTORY AND FORECAST
Figure 2
**CAED ENDOWMENT and ACCOUNT BALANCES**

<table>
<thead>
<tr>
<th>Account Name</th>
<th>Fiscal Year</th>
<th>Total Contributions</th>
<th>Total Investments</th>
<th>Total Revenue</th>
<th>Total Expenses</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment A</td>
<td>2022</td>
<td>$1,234,567</td>
<td>$1,098,765</td>
<td>$876,543</td>
<td>$789,657</td>
<td>$98,886</td>
</tr>
<tr>
<td>Endowment B</td>
<td>2023</td>
<td>$1,345,678</td>
<td>$1,213,456</td>
<td>$987,654</td>
<td>$876,543</td>
<td>$111,111</td>
</tr>
</tbody>
</table>

*Note: Figures are in thousands.*
### COMPARISON OF EXPENDITURES CAED AND NURSING

<table>
<thead>
<tr>
<th>Department</th>
<th>CAED</th>
<th>Nursing</th>
<th>CAED - Nursing</th>
<th>Nursing - CAED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
<td>$630,500</td>
<td>$120,500</td>
<td>$510,000</td>
<td>$530,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>$240,000</td>
<td>$60,000</td>
<td>$180,000</td>
<td>$180,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$60,000</td>
<td>$10,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Insurance</td>
<td>$45,000</td>
<td>$15,000</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Rent, R &amp; R</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Utilities</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Office</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$865,500</td>
<td>$206,500</td>
<td>$659,000</td>
<td>$654,000</td>
</tr>
</tbody>
</table>

**Total Costs**

<table>
<thead>
<tr>
<th>Type</th>
<th>CAED</th>
<th>Nursing</th>
<th>CAED - Nursing</th>
<th>Nursing - CAED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$865,500</td>
<td>$206,500</td>
<td>$659,000</td>
<td>$654,000</td>
</tr>
</tbody>
</table>

**Total Expenditures**

<table>
<thead>
<tr>
<th>Type</th>
<th>CAED</th>
<th>Nursing</th>
<th>CAED - Nursing</th>
<th>Nursing - CAED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$865,500</td>
<td>$206,500</td>
<td>$659,000</td>
<td>$654,000</td>
</tr>
</tbody>
</table>
I.2.4 INFORMATION RESOURCES:
The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

Introduction
The Joseph F. Morbito Architecture Library was founded in 1987 was named in honor of the founder of the School of Architecture at Kent State University. One of four branch libraries (Performing Arts, Fashion, Map) on the main campus of Kent State University, its location in the Center for Architecture and Environmental Design, is in the same building as the College of Architecture’s administrative, laboratory and instructional facilities.

Kent State University Libraries has membership in the OhioLINK consortium of higher educational institution libraries. University Libraries also belong to the Association of Research Libraries (ARL). The Architecture Library, the students and faculty of the College of Architecture and Environmental Design, partake of the rich academic resources provided by OhioLINK. The consortium, its membership and resources are described on the website:

The Ohio Library and Information Network, OhioLINK, is a consortium of 88 Ohio college and university libraries, and the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research. Serving more than 600,000 students, faculty, and staff at 89 institutions, OhioLINK’s membership includes 16 public/research universities, 23 community/technical colleges, 49 private colleges and the State Library of Ohio. Together OhioLINK and its member libraries provide access to:

- 48 million books and other library materials
- Millions of electronic articles
- 14,000 electronic journals
- 150 electronic research databases
- 62,000 e-books
- Thousands of images, videos and sounds
- 26,000 theses and dissertations from Ohio students

Library Constituents.
The Architecture Library has as its primary constituency students and faculty of the College of Architecture and Environmental Design. It serves, via in-person and e-mail communication, the research and curricular needs of undergraduate and graduate students studying at the Kent State University main campus, graduate students at CAED’s Cleveland location, and third year students studying in the Florence, Italy program, where there is a collection housed. Students and faculty from related studies also use the library. They represent the following: School of Art; School of Fashion Design and Merchandising; School of Visual Communication Design; Performing Arts (Theatre); and History. Members of the community as well as professionals frequently make use of the Architecture Library’s resources and reference services. Annual statistics for FY 16-17, included in this section, show the following: circulation transactions; reference inquiries; and visitors.

Administrative Structure of the Library.
The Architecture Library is administered by the University Libraries, located in the Main Library building. The supervisor of campus branch libraries is the Associate Dean of University Libraries who reports to the Dean of University Libraries. The Head of the Architecture Library reports to the Associate Dean, and the Assistant Librarian, (Assistant Professor (NTT), position reports to the Head of the Architecture Library.

Library and visual resource collections, services, staff, facilities, and equipment.
Contents, extent and formats represented in the Architecture Collection.
Printed Materials: Approximately 15,500 print titles are in the architecture collection at Kent State University. The majority are housed in the Architecture Library with additional materials accessible via
Online requests to the Northeast Regional Depository which is located in nearby Rootstown. A minimum number of architecture books are located at the University Library where a considerable collection of relevant visual arts material is also housed.

Online Resources: Resources can be accessed by Kent State University students and faculty from the campus wireless environment found in all campus libraries, most buildings and in campus residential structures. Connections from remote sites to the libraries’ KentLINK resources can also be established by VPN connection.

E-books: Full texts of architecture and other books are available from KentLINK database.

E-journals: A number of online full-text journals relevant to architectural studies are available in OhioLINK databases.

The Electronic Journal Center (EJC): Full text articles representing many disciplines.

JSTOR: The database is full-text, covering many scholarly journals, including engineering, technology, building sciences and environmental studies. The search engine allows for access by journal titles or subjects. Examples of online journal titles include: Architectural History; Journal of Architectural Education (JAE); Journal of the Society of Architectural Historians; and Perspecta.

Avery Index to Architectural Periodicals: This is the principal source for architectural and design research, indexing past and current articles. The Avery Index to Architectural Periodicals database offers a comprehensive listing of journal articles on architecture and design, including bibliographic descriptions. It contains over 600,000 entries surveying over 2,500 American and international journals, including many that are peer reviewed. Publications from professional associations and regional periodicals are also included.

Academic Search Complete: Many relevant architectural and environmental topics are found in the online database. Some citations are abstracts others are full text in either PDF or HTML formats. Examples are: Architectural Design; Buildings and Landscapes; Design Studies; and Structural Design of Tall Buildings.

LexisNexis Academic: Of special interest to researchers of current topics; it provides full-text articles in international and major American newspapers; also included are press releases and company reports. Topics relevant to architecture include recent building construction, urban planning and design, technology, real estate, construction, and reviews by architecture and design critics.

Business Source Complete: Includes timely coverage of businesses and economics.

Serials: The Architecture Library subscribes to a total of 93 journals, of which 11 are classed and these, because of popular demand, circulate for 3 days. Of the print journals, 21 are also accessible in electronic format. Current periodicals are shelved alphabetically in the library. Available in the library are a selection of bound volumes covering 2005 to the present. There are two other locations for bound print architectural journals: the Main Library and the Northeast Regional Depository. Materials from both places can be requested online and are delivered to the library within five days. Articles from journals can also be requested online through InterLibrary Loan.

List of Architecture Library Journals:

*E available electronically; check KentLINK homepage, Journal Finder, for availability

- AA Files (2012-2016)
- ACSAnews (2005/2006-2011 ceased publication)
- A + T (2013-Present)
- Abitare (2011/12-2015)
- Architectural Digest *E
- Architectural Lighting (2013-Present) *E
- Architectural Record (2012-Present) *E
- Architectural Review (2012-Present) *E
- Architecture & Urbanism, A + U=Kenchiku to toshi (2012- Present)
- Architecture Australia (2012-2016) *E
- Architecture: The AIA Journal 2004-2006 (title changed to Architect)
- Architektur Innenarchitektur Technischer Ausbau: AIT (2012-Present)
- Architektur DK (2012-2013; title changed to Twentyfirst 1/2014))
- ARUP Journal (2006-Present) *E
- Blueprints (2006-2009 ceased publication; sent to DEPO)
- Building Design and Construction (2006-Present) *E
- Building Ohio (2006-2012 ceased publication)
- Built Environment (2012-Present) *E
- Canadian Architect (2012-2016) *E
- Casabella (2012/2013-Present)
Art and Architecture Database: The database is part of the OhioLINK Digital Media Center and contains approximately 3,000 art and architectural images.

Classed Serials
- AND (3-day collection NA685 .A53 -)
- CLOG (stacks NA1.C67 2012#2-Present)
- Competitions (stacks NA2335.C665 20-)
- El Croquis (3-day collection)
- Global Architecture: GA (3-day collection)
- GA Architect (3-day collection)
- GA Documents (3-day collection)
- GA Documents Extra (3-day collection)
- Journal of Interior Design (2012-Present)
- Landscape Architecture (2012-Present)
- Lighting Design + Application: LD +A (2012-Present)
- Living (2014- substituted for Abitare during a brief hiatus in 2014)
- Log (2014-Present)
- Magazine Antiques *E
- MD: Moebel Interior Design (2012-Present)
- Metal Architecture (current year)
- Metropolis (2012-2016) *E
- Modernism Magazine (2006/07-Winter2012/13 ceased publication)
- Oculus (2011/12-Present)
- Old House Journal (2011/2012-Present)
- Perspecta (1999- NA1.P64 v.-)
- Places (2006- Spring 2009 ceased publication)
- The Plan (2016-Present 3-Day Collection)
- Praxis (1999-) NA1.P674 v.-
- Preservation (2012-Present)
- Professional Services Management Journal: PSMJ (2012-Present)
- RIBA Journal (2011-12-2015)
- Society of Architectural Historians Newsletter (2006-2010)*E
- Society of Architectural Historians of Great Britain Newsletter (current year) Ceased publication 2016
- Texas Architect (2012-Present)
- Twentyfirst (formerly Arkitektur DK; 2013/2014)
- Thirty Sixty Ninety (2013 ceased publication)
- Urban Design Quarterly (2012-Present)
- Wood Design & Building (2011/2012-Present)
- GA Houses (3-day collection)
- GA Traveler (3-day collection)
- Lotus International (stacks NA9.L6)
- Perspecta (stacks NA1.P46)
- The Plan (3-Day collection)
- Praxis (stacks NA1 .P674 1999- )

Visual Collections; Online, Media, and Print:
Although the Architecture Library does not collect slides, OhioLINK provides online access to a number of visual resource databases relevant to the study of architecture, especially history; they include the following:

Art and Architecture Database: The database if part of the OhioLINK Digital Media Center and contains approximately 3,000 art and architectural images.

Art and Architecture from the University of Cincinnati: The OhioLINK Digital Media Center database includes works by Eisenman, Fellheimer & Wagner, Latrobe, Elizabeth Nourse, and Frank Lloyd Wright.
ARTstor: An online digital library of nearly one million images. Areas covered include art, architecture, the humanities, and social sciences. A set of tools for viewing, presenting, and managing images for research and teaching purposes is included. Images are available for use in classroom projects and presentations for educational or other noncommercial uses.

Building Types Online: published by Birkhauser, is an important source for the study of building details by the world’s most famous architects.

Media: The Architecture Library has for loan an in-house collection of approximately 55 DVDs. At the Main Library, there are approximately 300 DVDs and videos, relevant to architecture, history, and design. The resources can be requested online with delivery to various locations. Media not at Kent State University can be requested online from OhioLINK libraries as well as from InterLibrary loan.

Streaming Media: There are several online resources which provide streaming media related to the environment, architecture, urban studies and history. Among the most recently acquire are:

Kanopy: streaming films, with a catalogue of over 900 titles relevant to architectural studies.

OnArchitecture: an ongoing compilation of interviews and works by current global architects of note.

Print: Architectural Drawings, Urban Plans: The Architecture Library has an archival collection of project drawings of the Cleveland architectural firm John Justin Carr/Carr and Cunningham. They consist of approximately eleven full size drawers of numbered project drawings, blue and line prints, renderings, specifications, elevations, cross sections, etc. of 1950s' and 1960s' commercial, residential, and religious buildings and renovation projects. Also included in the library’s print collection are seventeenth century historic engravings of Plan de Paris; approximately 210 facsimiles of John Reps’ Historic Urban Plans; and a selection of sets of drawings for Louis Kahn’s Salk Institute and the Museum for the Kimbell Arts Foundation. Reproductions of Frank Furness’ Pennsylvania Academy of the Fine Arts are also in the collection.

Compilations of Design and Construction Drawings: Reference works include: Frank Lloyd Wright; Louis Kahn, and Mies van der Rohe.

Collection Development for Architecture Library:
The collection development profile for the Architecture Library reflects and supports the curriculum of the College of Architecture and Environmental Design; its degrees, special programs and research interests. The scope of the architecture library collection follows. It is organized according to research levels. The profile reflects that of the Yankee Book Peddler, GOBI approval and slip plan, which the libraries utilize as their primary book vendor.

The following subject areas are collected at the research level:
The following subject areas are collected at the advanced instructional level:

Initial Study Level:
Architectural Completions and Awards, Drawing and Model Building, Selected Building Types, Vernacular and Third World Architecture, Feminism and Architecture, Gender and Space, Land Use, History of Technology, Industrial Buildings, Regional Planning Reports and Zoning, Historic Maps of Cities (Facsimile), Campus Planning, CAD Technology, Digital Technology, Industrial Archaeology, Architectural History Surveys, Movements in Modern Design, Stylistic Analysis of Architecture, Guides to Sites and

The following parameters are applied to the areas covered in the profile.
Language: Primary emphasis - English language materials or English combined with other languages.
Date of Publication: Emphasis on current scholarship.
Society or Publisher Emphasis: Emphasis on titles published by major university presses, scholarly societies and professional organizations exemplified by the American Institute of Architects (AIA), and the Association of Collegiate Schools of Architecture (ACSA).
Multiple Copies: Under special circumstances only.

Access to Collections:
The architecture library collection is processed at the Main Library by the technical services department. MARC records for library materials gleaned from OCLC databases are processed and downloaded into the library’s online catalog. The Library of Congress Classification system is used for cataloging library materials. They are forwarded to the library within two or three weeks after having been received for processing. Original cataloging is done for special materials. The University Libraries’ Online Public Access Catalog (OPAC) is called KentLINK. The database provides information for library users, such as author, title, call number, location and availability. Holdings of titles at all Kent State campuses and branch libraries can be viewed from KentLINK. Materials can be requested online, to be sent to a location of choice. Remote access to KentLINK and OhioLINK databases are available to university staff, students, and faculty.

The Architecture Library is open to students, faculty and the community during Fall and Spring semesters, six days per week, a total of sixty hours. It is closed on Saturday. The library hours are convenient for students and faculty since they cover the entire day: Monday through Thursday from 9:00 a.m. until 8:00 p.m.; Friday from 9:00 a.m. until 5:00 p.m.; and Sunday from 4:00 p.m. until 8:00 p.m. The Associate Professor Head Librarian and NTT Assistant Professor Librarian are available for in-person reference queries during the hours of 9:00 a.m. until 5:00 p.m. Requests for reference during off-hours are made via e-mail on the library’s contact page.

CAED faculty can place print and media materials on reserve for classes at the library’s circulation desk. Students can also access reserve materials online by selecting the reserve module to locate a course or a professor. Faculty can also place course materials on electronic reserve for students by using the university’s online reserve system ERES, accessible by password.

Collection Development Funding:
Sources of funding for library materials are provided through allocations to subject areas. For Fiscal Year 2016-17, CAED received $27,135 for library materials. This includes cost of serials, reference materials, monographs and standing orders. The Head Librarian monitors expenditures for acquisitions. Budgets for student employees and library equipment requests are made to the Dean of University Libraries, and to the library budget office.

Library Services
Reference: There are several levels of reference service provided at the Joseph F. Morbito Architecture Library. The goal of the library is to have staffed at all times graduate library science students in addition to undergraduate students and the Tenured, Associate Professor, Head Librarian and NTT Assistant Professor Librarian. The library staff deals with various levels of reference inquiries exemplified by the following: computer assistance for electronic databases; locating information in printed sources; directional questions; policy, loan, and circulation inquiries. Reference questions at the Architecture Library are primarily answered in-house, but often requests are made by E-mail and telephone. The Associate Professor, Head Librarian and the NTT Assistant Professor Librarian, by far, answer the majority of reference inquiries. They often relate to using research tools gain access to desired
information. Statistics are maintained for reference questions at the Architecture Library’s circulation desk. For example, 2016-2017 fall and spring semesters recorded 962 reference questions.

Delivery of Library Materials to Faculty Offices - The delivery of library materials to all faculty offices and dormitories on campus can be made by online request.

InterLibrary Loan - Requests for articles in journals not held by Kent State University is made online. Turnover time for ILL requests is from a week to 10 days. Articles are forwarded electronically to patrons’ e-mail accounts. Books are delivered to the library patrons’ select when making the request.

Library Staff
Head Librarian, Associate Professor, Tenured – Tom Gates
The head of the architecture library, appointed in 1994, is a tenured associate professor with Masters’ degrees in library science and art history. He is a member of the University Libraries’ faculty. An ad hoc library committee meets once a semester to inform CAED faculty library representatives of the budget, collection development status, and other relevant matters. Notices are sent to CAED faculty and the beginning of the semester soliciting books and journals for research and classroom projects. Requests for electronic journals and databases are also solicited from CAED faculty and are requested from the library acquisition department for gratis trials, which are evaluated by the faculty and considered for purchase.

The Head Librarian communicates to the branch libraries’ supervisor, the Assistant Dean of University Libraries about library concerns which include service, staffing, equipment, personnel issues, and budget items.

Assistant Librarian, Assistant Professor, Non-Tenure Track (NTT) – Marsha Cole
The Senior Library Associate position was reassigned to a Non-Tenure Track (NTT) Assistant Professor Librarian position in 2013. The incumbent has been on the staff since 2005 and has a Master’s degree in librarianship. In addition to overseeing daily operations of the library, she assists with preparing bibliographic guides for students and faculty, executes research requests, maintains the library’s Facebook page, assists with promotion of the library and provides library orientation sessions to visitors and students. They are held both in the library and classroom. She also assists with development and maintenance of the library’s website and participates in events’ planning. The Assistant Librarian also works in conjunction with the CAED programming staff and prepares bibliographies and displays for forthcoming lectures and programs. The NTT Assistant Professor Librarian regularly attends training sessions at the Main Library involving issues such as library system upgrades, and policies, and procedures for implementing new technology.

Library Move to Center for Architecture and Environmental Design (2016):
The Joseph F. Morbito Architecture Library moved during the summer of 2016 to a space in the new Center for Architecture and Environmental Design (CAED). The new library space occupies the first floor, west side of the new Weiss/Manfredi structure. It was designed to accommodate reading and lounging areas for students and faculty. The interior of the new library is enclosed with glass, secured by a double door allowing for visibility and easy access to the stack area which approximates the footprint and linear feet of shelving of the former Taylor Hall Library. This area is made secure by a double-sided 3M security system gate in proximity to the front entrance of the library. A unified staff area with a storage room, three work stations and shelving for restricted and reserve books allows for convenient storage, retrieval and processing of library materials.

Summary of Architecture Library Expansion and Equipment

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Reading Room Tables: 6</td>
</tr>
<tr>
<td>2)</td>
<td>Reading Room Chairs: 36</td>
</tr>
<tr>
<td>3)</td>
<td>Lounge Chairs: 16</td>
</tr>
<tr>
<td>4)</td>
<td>Small Round Tables in Lounge: 8</td>
</tr>
<tr>
<td>5)</td>
<td>Linear Feet of Banquette Seating in Lounge: 50</td>
</tr>
<tr>
<td>6)</td>
<td>Linear Feet of Periodical Shelving in Lounge: 84.5</td>
</tr>
<tr>
<td>7)</td>
<td>Linear Feet of Shelving in Library Stacks: 1,641</td>
</tr>
<tr>
<td>8)</td>
<td>Linear Feet of Shelving in Staff Workroom: 87.5</td>
</tr>
<tr>
<td>9)</td>
<td>Circulation Desk Work Station with P.C., Linear Feet and Depth: 39.6 feet by 2.8 feet deep</td>
</tr>
<tr>
<td>10)</td>
<td>4 public Workstation desks P.C.s and chairs</td>
</tr>
<tr>
<td>11)</td>
<td>1 B/W Xerox Workcentre 5325 Xerox copy machine</td>
</tr>
<tr>
<td>12)</td>
<td>1 H.P. Color LaserJet 4700n public color laser printer and Netprint license station</td>
</tr>
<tr>
<td>13)</td>
<td>1 public scanning station, iVina, A3 Bookedge Scanner</td>
</tr>
<tr>
<td>14)</td>
<td>1 H.P., B/W printer (workroom)</td>
</tr>
<tr>
<td>15)</td>
<td>2 Staff P.C.s (workroom)</td>
</tr>
</tbody>
</table>
Joseph F. Morbito Architecture Library Annual Report for the Year 2016-2017

Statistics:

Reference Inquiries:

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>914</td>
</tr>
<tr>
<td>Phone</td>
<td>37</td>
</tr>
<tr>
<td>Email</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Library Patron Count: 40849
Total Circulation Transactions: 5086
Total KentLINK Requests: 135
Total OhioLINK: 252
Total Pick-up Anywhere: 2
Total ILL Requests 30

Bibliographic Instruction Total by Subject; Number of Students:
14 Architecture Sessions, 125 students

Student Wages:
Budgeted: $24,000
I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

I.2.5.1 Administrative Structure:
The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

Kent State University is led by the President of Kent State University, Dr. Beverly Warren. The organizational structure of the President's Cabinet and Decanal Leadership describes the relationships among the various divisions of the University. The Senior Vice President for Academic Affairs and Provost is Dr. Todd Diacon. Dr. Diacon reports to the President. The Office of the Provost Organizational Chart describes the relationships among administrators under the Provost's administration within Academic Affairs. The College of Architecture and Environmental Design is one of nine independent colleges of Kent State University. The Dean of the College of Architecture and Environmental Design, Mark Mistur, reports to the Provost.

The Master of Architecture Degree (NAAB accredited degree) and Bachelor of Science in Architecture pre-professional is housed within the Architecture Program which is headed by the Architecture Program Director who also serves as a Graduate Coordinator for Architecture and Urban Design. This individual reports to the Dean of the College of Architecture and Environmental Design. The following chart defines the administrative structure of the College. The Organizational Chart and Position Descriptions applicable to the Architecture Program follow:

Dean (Mark Mistur)
The Dean reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for the following functions:
a. Administers University and College policies.
b. Is responsible for the effective operation of the College.
c. Establishes and Chairs the College Executive Council (CEC) and the College Advisory Board (CAB)
d. Consults with and Chairs the College Advisory Committee (CAC).
e. Provides leadership and support in development of curricula and programs.
f. Initiates and implements short-range and long-range planning.
g. Represents the College within the University, to alumni, the public and the profession.
h. Administers the College budget in consultation with the CAC and CEC.
i. Recruits and hires Faculty, NTT faculty, and staff.
j. Seeks to expand funding for the College.
k. Directs recruitment efforts of a highly-qualified and diverse student body.

Twelve-month contract, full-time administrative position.

**Associate Dean and Graduate Director (William Willoughby)**
The Associate Dean reports to the Dean and is responsible for the following functions:

a. Represents the Dean as requested.
b. Represents the College at the Assistant and Associate Deans Council.
c. Chairs the College Curriculum Committee.
d. Oversees, with the College’s Program Directors, the implementation of College recruitment programs, student records, grading standards and processes.
e. Assists the Program Directors in implementing University initiatives including the HLC assessments and internal program assessment.
f. Assists the Program Directors in implementing diversity recruitment goals and standards.
g. Aids in the development of College or program recruitment materials, as requested.
h. Assists the College Advancement Officer with the development of public relations activities, newsletters, and alumni events.
i. Assists the Dean in leadership initiatives, scholarships, and awards.
j. Promotes the lecture series, exhibitions, external reviews, student organizations, and internships.
k. Chairs the Graduate Studies Committee (GSC)
l. Represents the College on the Graduate Studies Academic Council (GSAC).

Twelve-month contract, full-time administrative position.

**Architecture Program Director (Jonathan Fleming)**
The Architecture Program Director reports to the Dean and is responsible for the following functions:

a. Represents the academic program at the Chairs and Directors Councils.
b. Establishes and chairs the appropriate Program Advisory Board if such a Board is appropriate.
c. Is responsible for the recruitment and admission of students within the respective programs.
d. Is responsible for credit transfer evaluation in consultation with Faculty of the appropriate program areas.
e. Oversees the promotion and advancement of the program for which he/she has oversight.
f. Assists the Dean in monitoring the programs, scholarships, and awards
g. Is responsible for course scheduling and teaching assignment for Faculty, NTT, and part-time faculty with the Dean’s approval.
h. Is responsible for academic and professional advising of students.
i. Is responsible for curriculum development and oversight.
j. Ensures that the College’s Program Assessment and Review procedures are followed and that feedback is incorporated into each program curricula.

k. Consults annually with each Faculty member to identify and establish objectives for that Faculty member's development during the following year.

l. Communicates to faculty the course requirements, exam dates, review schedules, grading policies as well as College and University policies.

m. Assigns teaching in consultation with the Dean.

Twelve-month Contract, 75% release time from teaching.

**Graduate Coordinator Architecture and Urban Design (currently incorporated into Architecture Program Director)**

The Graduate Coordinator reports to the Dean, and is responsible for the following functions:

a. Provides leadership for existing and new graduate programs.

b. Is responsible for promotion, recruitment and admissions to the graduate programs.

c. Assists the Program Directors with course scheduling and curriculum development.

d. Coordinates with the Director of the CUDC in maintaining the CUDC’s academic coursework.

e. Assigns graduate assistant positions in coordination with the Program(s), Program Directors and in consultation with Faculty.

f. Is responsible for academic and professional advising for graduate students.

g. Is a member of the CEC and International Studies Committee.

h. Develops University reports related to the graduate programs.

Nine-month contract, 25% release time, stipend for summer.

**International Studies Coordinator (David Thal)**

The International Studies Coordinator reports to the Dean, chairs the International Studies Committee and is responsible for the following functions:

a. Oversees the admission procedures and orientation for all College study abroad programs.

b. Develops, with the approval of the Dean, the budgets for undergraduate and graduate international programs.

c. Works closely with the Program Directors which participate in study abroad programs.

d. Is responsible for implementation of international curricula in collaboration with the Program Directors.

e. Reports to the CCC on international curricula.

f. Is a member of the Graduate Studies Committee.

g. Is responsible for overseeing the return of all student work to the Kent campus.

h. Assigns and coordinates Faculty reviewers for the College’s international undergraduate and graduate studios, with the approval of the Dean.

Nine-month Contract, 33% release time from teaching. David Thal is adjunct, no release time is currently applied.

**Research Coordinator (Dr. Adil Sharag-Eldin) also MSAED Graduate Coordinator**

The research Coordinator reports to the Dean, and is responsible for the following functions:

a. Teaches in the graduate program.

b. Provides support for Faculty research endeavors.

c. Facilitates access to funded and non-funded research opportunities.

d. Suggests curricula proposals supporting the research mission of the College.

e. Fosters student research initiatives.

f. Reviews and recommends research facilities and technologies.

g. Acts as a liaison between the College and external funding organizations and industries.
h. Acts as a liaison between the College and University research offices.

Nine Month Contract, release time from teaching commensurate with the semester’s research agenda.

**Director Cleveland Urban Design Collaborative (Terry Schwartz)**

The Director reports to the Dean and is responsible for the following functions:

**Administrative Duties:**
- Encourages and supports the College in the development of outreach programs.
- Promotes and engages in grant and funding development.
- Oversees and manages CUDC staff, services and programs.
- Administers the budget of the CUDC which is prepared in consultation with the Dean.
- Reviews all contracts for community design and other research and public outreach services.
- Oversees and administers the recruitment of CUDC staff and consultants in consultation with the Dean.
- Promotes public awareness of the CUDC and its various activities.

**Academic Duties:**
- Teaches, if teaching may be part of the Director’s initial appointment.
- Is a member of the CEC.
- Supports student recruitment efforts for the Graduate Program in Urban Design.

Twelve-month contract, full-time administrative.

**I.2.5.2 Governance:**

The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

Shared governance – Administration and governance of Kent State University are regulated by Chapter 2 of the University Policy Register. Curricular matters progress through a process discussed in section I.1.6 which details the process by which program and course additions and alterations are made through CAED committees to University level committees.

The **Faculty Senate** is among the most influential governing bodies at Kent State. The Faculty Senate is composed of faculty that are peer-elected, volunteer or appointed. As senators and senate committee members, these constituents directly participate in the shared governance of the University. Dr. Terrence Uber is the CAED Faculty Senator and is a member of the key Faculty Senate Budget Advisory Committee (FasBAC).

The CAED has student representatives on the **Undergraduate Student Senate** and the **Graduate Student Senate**.

CAED involvement is woven into the structures of the University. CAED faculty and/or administration participate in:
- President’s Administrative Council – Dean Mistur, Associate Dean Willoughby, Program Directors, Jonathan Fleming and Dr. Pamela Evans (Interior Design)
- Faculty Senate – Associate Professor Terrence Uber
- Faculty Senate Budget Advisory Committee (FasBAC) – Associate Professor Terrence Uber
- Honors College Policy Council (HOCOPOCO) – Dr. Brett Tippey
- Graduate Studies Advisory Council – Associate Dean Willoughby
- Educational Policies Committee for Undergraduate Programs – Dean Mistur, Dr. Pamela Evans
- Educational Policies Committee for Graduate Programs – Associate Dean Willoughby, Dr. Sharag-Eldin
- Provost’s Advisory Committee – Dean Mistur
- Office of Global Education Advisory Committee –David Thal
The CAED Committee Structure outlines the committees, duties, annual charges and timeframes for accomplishment. The Committee Appointments document defines the membership of these committees designating faculty, staff and student participation. These two documents are located at the end of Section I.2.5.2. The College Advisory Committee (CAC) and the College Curriculum Committee (CCC) are elected by the Faculty. The College Handbook establishes the basis for the committee structure with the Dean having discretionary authority in certain committees.

In addition, opportunities for input into and feedback related to governance by numerous methodologies are available, some of which are as follow:

- Annual faculty/staff retreat: August, Faculty-Staff
- All College Meeting: August, Faculty-Staff-Students
- Dean Student Advisory Committee: 2X / semester, Students
- Course evaluations: Each semester, Students
- Alumni questionnaire by CAED: Three-year cycle, Alumni
- Alumni questionnaire by Kent State: Annually, Alumni
- College Advisory Board: Twice Annually, Alumni-Friends

Input from these sources is utilized by the Dean, Program Directors and Faculty Committees for evaluating and developing objectives for continuous improvement and decision making.

**Degree programs within the College of Architecture and Environmental Design:**

- Bachelor of Science in Architecture
- Master of Architecture (44) NAAB Accredited Degree
- Master of Urban Design
- Master of Science in Architecture and Environmental Design
- Master of Health Care Design
- Certificate of Health Care Facilities
- Dual Graduate Degrees: Master of Architecture + Master of Business Administration, Master of Architecture + Master of Urban Design
- Bachelor of Arts in Interior Design
- Bachelor of Arts in Architectural Studies
- Bachelor of Science in Construction Management

(The current Master of Technology in Construction Management is converting to a Master of Science in Construction Management and is in the process of moving to the CAED)

**CAED Committee assignments spreadsheet for 2016-17**

**CAED COMMITTEE STRUCTURE 2017/2018**

**College Executive Committee (CEC)**

**Duties:** Per the Collective Bargaining Agreement and the College Handbook

**Charges for 2017-2018**

- Advise the Dean on College issues as itemized in the Collective Bargaining Agreement.
- Participate in the RTP Process as detailed in the Handbook.

**College Advisory Committee (CAC)**

*Duties: Per the Collective Bargaining Agreement and the College Handbook.*

Members are elected by the Faculty of the College. The Dean, in consultation with the CAC, sets the agenda for its meetings. Advises the Dean on College issues as itemized in the Collective Bargaining Agreement. Participates in the RTP Process as detailed in the Handbook.

**Reappointment, Promotion and Tenure Committee (RPT)**

*Duties: Per University Policy and the College Handbook*

**College Curriculum Committee (CCC) (the Dean may appoint other in order to achieve representation)**

*Charges for 2017-2018*

- Complete an outcomes assessment of the curriculum of each of the programs (Arch, ID, ARCS, MLA, MUD, HCD)
  - By curricular area (vertically by year):
    - Design
    - History / Theory / Criticism
    - Technology
    - Digital Means and Methods
    - Practice
  - Synchronously (horizontally, by concurrent student experience)
  - Make recommendations based on findings
  - Complete / submit the Full Proposal for the Master of Interior Architecture

- Working with the Dean, develop a feasibility report and curriculum proposal for a Product Design Program.
- Working with the Graduate Studies Committee, complete the installation of the MIA and 3-year M.Arch Degrees
- In consultation with the Associate Dean, review and makes decisions on student appeals regarding course substitutions.

**Graduate Studies Committee** *(Graduate program heads + staff)*

*Charges for 2017-2018*

- Recruiting to increase graduate enrollment in each program by Fall 2018.
- Develop and review new proposals for the graduate curricula and programs.
- Work with the CCC to implement new or revised curricula.
- Finalize and complete required submission(s) for a Master in Interior Architecture and forward to the Dean for submission to the EPC and State if required. Realize the program in time for recruiting in the Fall of 2017 for the Fall of 2018.
- Finalize and complete required submission(s) for a 3-year Master of Architecture Degree and forward to the Dean for submission to the EPC and State if required. Realize the program in time for recruiting in the Fall of 2017 for the Fall of 2018.
- Consider and report on the prospects for a PhD.
- Advise the Graduate Coordinator on matters relating to the administration of the College’s graduate programs.
- Review and recommend candidates for graduate study and make recommendations to the Graduate Coordinator.
- Review and recommend candidates to the Dean for tuition waivers and graduate assistantships.
- Review credentials of Faculty members for appointment to graduate faculty status.
- Monitor the graduate faculty status of all faculty members.
- Assists the Graduate Coordinator in writing and updating the Graduate Student Handbook.

**Student Academic Complaint Committee**

*Duties: To hear and make a recommendation to the Dean on all academic*
appeals as per the University Guidelines.

**Lectures and Events Committee**

Charges for 2017-2018
- Develop events which expand education beyond traditional course methodologies utilizing funds from both the CAED budget as established and from funding sources outside the College and University.
- Seek creative alternative means to deliver these educational events utilizing multiple methodologies.
- Develop synchronously linked events to and from the CUVC.
- Capture and disseminate content.
- Develop a “Conversations with…” series of books associated with select lecturers.
- Utilize the events as a means to enhance the reputation of the College and to assist in recruitment.

**Scholarships, Honors & Awards Committee**

Charges for 2017-2018
- Work with the faculty to develop Academic Awards for review and approval of the faculty and Dean.
- Work with the faculty to select awardees of academic awards
- Review need based scholarship applications including input from Financial Aid Office and recommend awardees.
- Review and modify the thank you process
- Develop a recommendation and plan for mentoring students for awards submissions

**Handbook Committee**

Charges for 2017-2018:
- Review and revise the CAED College Handbook to reflect today’s conditions and visions for the College. During that review record the basic rationales that determined the recommended changes to the College Handbook.
- Align the College Handbook with the University Handbook
- Integrate considerations relating to the addition of Construction Management to the College of Architecture and Environmental Design

**Branding Committee**

Charges for 2017-2018:
- Social Media implementation – reaching new and larger audiences
- Oversee the Web page redesign and implementation
- Oversee brochure redesign and implementation

**Graduate Recruitment Committee**

Charges for 2017-2018:
- Meet Graduate Enrollment Goals – overall increase graduate enrollment by 50%
- Balance domestic and international students
- Develop most effective means and methods
PART TWO (II): SECTION 1 – EDUCATIONAL OUTCOMES AND CURRICULUM
II.1.1 STUDENT PERFORMANCE CRITERIA

Program Matrix
A matrix cross-referencing each required course with the performance criteria it fulfills follows. The cell on the matrix that points to the greatest evidence of achievement has been highlighted with a target symbol.

Matrix: B.S. in Architecture + Master of Architecture

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

The curiosity of a student is the primary requisite to learning research at Kent State. Learning to research is intertwined with Use of Precedents and Investigative Skills SPC. Research foundations are set through these capabilities. The history of architecture sequence begins a process of investigating buildings, their historical context and production. Second year studios use precedent analysis as a means to investigate the ways others have solved similar problems. This building of skills continues throughout the program. Environmental Technologies I ARCH 30501 and Environmental Technologies II ARCH 40502 includes methods of energy design, life-cycle analysis and principles of evidence based design in the area of environmental simulation. Materials research is conducted in Methods and materials coursework.

In ARCH50001/40001 Sustainable Design and ARCH50101/40101 Fourth Year Design Studio I, the approach to sustainability is to develop an evidentiary basis for design decisions. Evidence is often developed through analysis and simulation exercises wherein an initial design is tested then redesign is initiated by the things learned from the analysis. An ethic of proof is the intention of this approach. Building simulation techniques are required in the Integrated Design Studio, ARCH50002/40002 Systems Design and ARCH50102/40102 Fourth Year Design Studio II. Wind simulations, solar radiation modeling, shadow studies and daylighting, electrical lighting and energy analysis are all involved in the decision making process of the Integrated Design Studio in the Fourth Year.

ARCH60102 Graduate Design Studio II is an options studio where students engage in applied research involving the limits of architectural production. These studios are applied research projects and often have ties to research topics students pursue in ARCH60922 Methods of Inquiry.

ARCH60301 Theories of Architecture includes the research projects that often involve literature search, extensive readings, and, frequently, interviews in the development of written and verbally presented work with focus on a single idea and a single theorist. ARCH60922 Methods of Inquiry requires the development of advanced research skills through a research paper and poster which informs design work. These courses are designed to introduce epistemological approaches to design work in the most meaningful terms. Quantitative and qualitative research methodologies and practices are taught in the context of the Methods of Inquiry course. Students’ research from this course is often awarded at the Kent State Graduate Studies Graduate Research Symposium. Design research and “research by design”
ideas are investigated in the course as a basis for the thinking through the topic. Design permits students to investigate the subject matter at high orders of thought frequently identifying new problems and pursuing increasingly refined solutions that emerge from this type of study.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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

The Integrated Design Studio (IDS) is conducted in the final semester of the Bachelor of Science in Architecture or early in the Graduate program for students found to not have the SPC complete. ARCH50102/40102 Fourth Year Design Studio II and ARCH50002/40002 Systems Design are co-requisites that encompass the IDS approach at Kent State. The program has been noted as a unique strength of the program at Kent State by several past NAAB visiting teams. The Architecture Program has a 46-year history of experience in developing the quality of the comprehensive, now integrated studio approach in fourth year studios. Begun in the 1970’s as the Ohio Edison Project with the sponsorship of the energy company, it remains for many alumni affectionately known as OE. The studio was renamed the Integrated Design Studio in 2003. Adapting the studio to BIM software in 2007, Autodesk was integral to that adaptation and wrote a white paper involving the studios use of Revit in 2011. In 2014, Kent State was invited to present the IDS as an exemplar at a best practices session at the ACSA National Conference in Miami.

The teaching team for the studio involves seasoned Architects leading studios. The team is coordinated by N.T.T. Assistant Professor, Joe Ferut, who has taught the studio for a total of 15 years. The last few years has involved five sections of the studio. In addition to the IDS, three studio faculty also teach methods and materials courses and two teach environmental technology coursework. Professional engineering consultants are also studio and systems instructors and critics. Additional external consultants make presentations or are invited at mid-term and late semester reviews. Engineering consultants assist students in thinking about options available in their respective disciplines and offer consultation in making decisions about solutions to the unique problems of a given team’s designs. Meanwhile, the five faculty ensure the attention of students’ consideration of all of the systems that must be orchestrated for integration by the students. The course involves critique and consultation and the understanding of how these methods of interaction differ in the delivery of services. The team is also a means to introduce the nature of Integrated Project Delivery based, in part, on the early involvement of consulting engineers in the design and criteria establishment process. The benefits of the strong professional and alumni support of the program is revealed in the turnout of critics especially for reviews of this studio.

Students work in teams of two to develop their projects and the collaborative experience enhances the priority for communication and collaborative decision making. The IDS brings to bear the student’s ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into an integrated building design that is typically over 150,000 square feet and several stories. Building Codes research is integral to decision making in the studio. The project takes the student’s prior coursework and places it in service of learning how to consider the relationships among all the parts increasing the complexity by way of introducing the ways each system impacts another. The outcome of the studio is the integration and unification of systems decision making in the design thinking of architecture students. Students are held accountable to showing how their work is integrated and success requires both process and craft.
**Integrated Evaluations and Decision-Making Design Process** - Evaluation and criteria are established in the students' development of an analysis and programming document that frames the project and the concept for each building system in its relation with others.

Performance, visual, and physical integration concepts, advanced by Leonard Bachman, serve as a framework for students to consider the relationships among systems, for example, the building envelope’s impact on mechanical systems sizing; electrical lighting systems relationship to daylighting and envelope; architectural organization to the economy of plumbing systems; HVAC systems options on environmental impact and spatial distribution in the building. Students explore options that will afford them the ability to make the decisions on the building systems that are appropriate to the situation of their project. The development of multiple solutions is a key means to evaluating student performance in the studio and systems course.

**Integrative Design** - The building designs developed by students apply their knowledge, research and know-how to integrating clear responses to environmental stewardship, site conditions, building codes, accessibility, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Students generate priorities of architectural design in the circumstances of the site and program and work to ensure their designs are as unified a solution to the building problem as they can envision.

Outcomes for IDS involves the production of a researched analysis and program and set of technical documents including narratives, design development drawings and calculations for each building system. The table below expresses the studio’s core learning emphasis:

<table>
<thead>
<tr>
<th>Schematic Design</th>
<th>Cognitive</th>
<th>Establish issues of sustainable design within the philosophical context set by the section instructor</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interpret the issues of sustainable design and context into an appropriate theoretical framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Model the theoretical construct to formulate an understanding of the design problem</td>
<td>Approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Validate the outcomes against the stated objectives and issues</td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Incorporate the validated theoretical construct as a basis for the design proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verify the design proposal outcomes against the articles stated in the cognitive section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Compose the design proposals</td>
<td>Communicate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Development</th>
<th>Cognitive</th>
<th>Validate the design proposal based on input, organize a plan for development and documentation</th>
<th>Manage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collaborate with studio technical consultants</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Incorporate building systems as basis for design development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preserve design intent while addressing design issues raised by incorporation of the building systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solve system conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verify design intent as stated in the schematic design phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate design decisions based on gained experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Coordinate building systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrate building physical systems with occupant--based and contextually-based systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revisiting decisions based on evaluation of design intent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compose a complete set of DD drawings</td>
<td>Document</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competition</th>
<th>Cognitive</th>
<th>Ascertain the appropriate information to present</th>
<th>Problem / Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain and summarize the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Exemplify the design decisions</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support the design decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Compose and display the final product (poster)</td>
<td>Communicate</td>
<td></td>
</tr>
</tbody>
</table>
II.2.1 REGIONAL ACCREDITATION

Kent State University is accredited by the Higher Learning Commission (HLC). After successfully completing the reaffirmation of accreditation process during the 2015 cycle, Kent State University’s continuing accreditation was reaffirmed through 2024. This review process culminated in KSU transitioning from the Higher Learning Commission’s Academic Quality Improvement Program (AQIP) Pathway for reaffirmation of accreditation to the Open Pathway process. The Open Pathway is for “mature” and stable institutions that are in good standing with the Higher Learning Commission. The Open Pathway operates on a 10-year cycle, with multiple reviews along the way, and separates the accreditation process into two components: the Quality Initiative and Assurance Review.

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM:

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

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by non-accredited programs. Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified below. All accredited programs must conform to the following minimum credit hour requirements:

The Kent State University Architecture Program phased out the Post-Professional Master of Architecture (32) in 2012 and the last student in the program graduated in the spring of 2016 after, finally, completing the written thesis.

II.2.2.1 Master of Architecture.

Preprofessional-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a preprofessional degree in architecture or a related field before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.

Kent State’s Bachelor of Science in Architecture is 124 credits + Master of Architecture 44 credits = 168 credit hour NAAB curriculum. The program includes Professional Studies, General Studies and Optional Studies in accord with NAAB guidelines.

Non-preprofessional degree-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold an undergraduate degree from a regionally accredited institution before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.

To date, the Master of Architecture program has not admitted students from non-accredited schools. With this recent change to the NAAB requirements, a change to our admissions policy is proposed to permit students to pursue an extended form of the Master of Architecture degree at Kent State in the time that would be required to fulfill all the requirements including SPC’s. A review of their entry point and allowable transfer credits will follow the same process used for determining incomplete SPC’s that is currently applied to students from recognized pre-professional programs. The MArch requirements remain intact and any coursework required to fulfill the SPC’s will be required on a student by student basis.

II.2.2.2 General Studies

Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic
Kent State University requires a minimum of 51 credits of General Studies courses within the curriculum. The Bachelor of Science in Architecture degree includes the Kent Core courses above and an additional General Electives to fulfill the requirement for non-architecture coursework as a result of the inclusion of the Global History of Architecture sequence’s inclusion in the Kent Core. Currently, 14 credits of General Electives permit the student a wider range of course selections across the university at both the lower and upper division than does the Kent Core alone.

**II.2.2.3 Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extracurricular learning opportunities to supplement or complement required course work.

Please refer to the following graduation requirement sheets for additional information on each program, below is the typical credit structure:

**Bachelor of Science in Architecture 124 credit hours – Pre-professional Degree**

<table>
<thead>
<tr>
<th>General Studies</th>
<th>51 credit hours</th>
<th>Professional Studies</th>
<th>78 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses with other than architectural content = 20 credit hours</td>
<td></td>
<td>Professional courses with architectural content required of all students = 66 credit hours</td>
<td></td>
</tr>
<tr>
<td>Optional courses with other than architectural content = 31 credit hours</td>
<td></td>
<td>Optional professional courses with architectural content = 12 credit hours</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Architecture 44 credit hours – Professional Degree**

<table>
<thead>
<tr>
<th>General Studies - from pre-professional</th>
<th></th>
<th>Professional Studies</th>
<th>44 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses with other than architectural content = up to 9 credit hours by permission</td>
<td></td>
<td>Courses with architectural content required of all students = 34 credit hours</td>
<td></td>
</tr>
</tbody>
</table>

**II.2.2.4 Optional Studies (Curricular Flexibility).** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests either by taking...
additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the professional studies curriculum.

Graduation from the Bachelor of Science requires 14 credits of General Electives. These are courses taken in any discipline (except Architecture) and are not limited by the courses listed in the Kent Core. The Bachelor of Science in Architecture also requires 9 credits of upper division Architecture Elective and an additional 3 credits of History of Architecture Electives from a list of approved upper division History of Architecture courses.

Within the Master of Architecture students may petition to pursue courses that are not architecture courses among the 10 elective credits required to graduate from the Master of Architecture. These courses are approved in relation to a student’s specific area of research or concentration. In the dual degrees, these are in the respective disciplines of those degrees.

Architecture Electives grouped by Concentration and elective offerings by semester for B.S. and M.Arch. programs are found in the table below. Note dual-degree programs: Master of Architecture + Master of Urban Design; Master of Architecture 44 + Master of Business Administration see attached Program Sheets for elective option.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Concentration</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>History / Theory Concentration</td>
<td>Renaissance Architecture</td>
<td>ARCH 5/45210</td>
</tr>
<tr>
<td></td>
<td>Baroque Architecture</td>
<td>ARCH 5/45211</td>
</tr>
<tr>
<td></td>
<td>20th Century Architectural History</td>
<td>ARCH 5/45213</td>
</tr>
<tr>
<td></td>
<td>Frank Lloyd Wright</td>
<td>ARCH 5/45230</td>
</tr>
<tr>
<td></td>
<td>Sem: Los Angeles Modern</td>
<td>ARCH 45291</td>
</tr>
<tr>
<td></td>
<td>Sem: Modern Architecture in Spain</td>
<td>ARCH 45291</td>
</tr>
<tr>
<td></td>
<td>Sem: Architecture of World’s Fairs</td>
<td>ARCH 5/45291</td>
</tr>
<tr>
<td></td>
<td>Design Theory and Criticism</td>
<td>ARCH 5/45611</td>
</tr>
</tbody>
</table>

| Preservation Concentration | Introduction to Preservation | ARCH 5/45620 |
| | Current Issues in Historic Preservation | ARCH 5/45621 |
| | ST: Exploring Historic Structures I | ARCH 5/46995 |
| | ST: Exploring Historic Structures II | ARCH 5/46995 |
| | ST: Materials for Preservation | ARCH 5/46995 |

| Landscape Concentration | Introduction to Landscape Architecture | ARCH 5/45630 |
| | Site Analysis and Design | ARCH 5/45631 |
| | Design Visualization | LARC 50100 |
| | Site Engineering | LARC 60301 |
| | Landscape Architecture Construct Methods | LARC 60401 |
| | Plants and Planted Form | LARC 60601 |

| Urban Design Concentration | Theories and Principles of Urban Design I | ARCH 45701 |
| | Theories and Principles of Urban Design II | ARCH 45702 |
| | ST: Forces That Shape Cities | ARCH 46995 |
| | ST: Cities & People: The Post-Modern City | ARCH 46995 |
| | Reading Cities | ARCH 46995 |

| Graduate | Forces that Shape Cities | UD 55705 |
| Community Development Process | UD 65101 |
| Urban Systems | UD 65102 |
| Urban Ecology | UD 65103 |
| ST: Urban Design Charrette | UD 66995 |

Graduate Courses as approved at Cleveland State University College of Urban Affairs, includes:

| UD 66995 | ST: CSU UST 623 Urban Development Finance |
| UD 66995 | ST: CSU UST 653 Environmental and Sustainable Planning |
| Ud 66995 | ST: CSU UST 585 GIS Intro |
| Ud 66995 | ST: CSU UST 586 GIS Methods |
| Ud 66995 | ST: CSU UST 587 GIS Applications |
| Ud 66995 | ST: CSU UST 576 Historic Preservation |
| Ud 66995 | ST: CSU UST 512 Managing Urban Diversity |
| Ud 66995 | ST: CSU UST 664 Neighborhood Development |

| Digital Technologies Concentration | Advanced Computer Applications | ARCH 5/45601 |
| | ST: Building Simulation | ARCH 5/46995 |
| | Geometric Algorithms | ARCH 5/46995 |
| | Digital Crafting | ARCH 5/46995 |
| Optimization and Parametric Analysis: Towards Net Zero Energy Design | ARCH 66995 |

| Health Care Design and Facilities | Developing Environments for the Elderly | ARCH 5/45640 |
| | Evidence Based Design in Health Care | AED 63001 |
| | Health Care Facilities I | ARCH 63002 |
| | Health Care Facilities II | ARCH 63003 |
| | ST: Developing Environments for Patient Populations | ARCH 66995 |
II.2.2.5

Please refer to the following semester by semester curriculum sheets. These include reference to professional and general content coursework. A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

Bachelor of Science in Architecture – pre-professional
Post-Undergraduate Bachelor of Science in Architecture – pre-professional
Master of Architecture 44: Kent and CUDC options, Italy options
Master of Architecture 44 + Master of Urban Design: CUDC options, Italy options
Master of Architecture 44 + Master of Business Administration

Cleveland Urban Design Collaborative 1309 Euclid Avenue, Suite 200 Cleveland, OH 44115
Length of stay is the duration of the Master of Architecture 44 or the Master of Architecture 44 + Master of Urban Design dual degree.

See facilities description in Section I.2.2 Physical Resources, including the facility plan.
See program courses of study in the *Program Graduation Requirement* statements below.

Refer to the Branch Campus Questionnaire forms describing activities.

**Kent State University – Florence, Italy**

Palazzo Vettori, Florence-Italy

The CAED provides optional study abroad programs in Florence, Italy. Length of stay is up to one semester during the Bachelor of Science in Architecture and/or up to one semester during the Master of Architecture 44 or Master of Architecture 44 + Master of Urban Design dual degree programs.

See facilities description in Section I.2.2 Physical Resources, including the facility plan.

See program courses of study in *Program Graduation Requirement* statements below.

Refer to the Branch Campus Questionnaire forms describing activities.
# Program Graduation Requirements
## Bachelor of Science in Architecture

Professional studies are shown in grey tone. Architectural electives are taken in the third and fourth year, 9 credits min.

<table>
<thead>
<tr>
<th>1st Year – Fall</th>
<th>16-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AED</strong> 10101</td>
<td>Foundation Design Studio I</td>
</tr>
<tr>
<td><strong>ENG</strong> 11011</td>
<td>College Writing I</td>
</tr>
<tr>
<td><strong>SOC</strong> xxxxx</td>
<td>KENT CORE elective</td>
</tr>
<tr>
<td><strong>HUM</strong> xxxxx</td>
<td>KENT CORE elective</td>
</tr>
<tr>
<td><strong>US</strong> 10097</td>
<td>First Year Experience</td>
</tr>
<tr>
<td><strong>MATH</strong> 12011</td>
<td>Calculus with Pre-calculus I</td>
</tr>
</tbody>
</table>

(*) without a sufficient background in algebra and trigonometry (determined by the university admission office), this course must be substituted with:
- MATH 11010  Algebra for Calculus | 3 |
- TRIG 11022  Trigonometry | 2 |

<table>
<thead>
<tr>
<th>1st Year – Spring</th>
<th>15-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AED</strong> 10102</td>
<td>Foundation Design Studio II</td>
</tr>
<tr>
<td><strong>SOC</strong> xxxxx</td>
<td>KENT CORE</td>
</tr>
<tr>
<td><strong>HUM</strong> xxxxx</td>
<td>KENT CORE</td>
</tr>
<tr>
<td><strong>XXX</strong> xxxxx</td>
<td>Non-ARCH Elective</td>
</tr>
<tr>
<td><strong>MATH</strong> 12012</td>
<td>Calculus with Pre-calculus II</td>
</tr>
</tbody>
</table>

(*) course must be substituted (if MATH 11010 & TRIG 11022 were taken in the Fall) with:
- MATH 12002  Analytical Geometry and Calculus I | 5 |

(**) MATH 12002 is the BS program’s highest math requirement, for students placing into this course it is the only required math course.

<table>
<thead>
<tr>
<th>2nd Year – Fall</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 10011</td>
<td>Global Architectural History I (KFA)</td>
</tr>
<tr>
<td><strong>ARCH</strong> 20101</td>
<td>2nd Year Design Studio I</td>
</tr>
<tr>
<td><strong>ARCH</strong> 20601</td>
<td>Computer Applications in Architecture I</td>
</tr>
<tr>
<td><strong>PHY</strong> 13001</td>
<td>General College Physics I (KBS)</td>
</tr>
<tr>
<td><strong>PHY</strong> 13021</td>
<td>General College Physics Lab I (KBS)</td>
</tr>
<tr>
<td><strong>ENG</strong> 21011</td>
<td>College Writing II (KCC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Spring</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 10012</td>
<td>Global Architectural History II (KFA)</td>
</tr>
<tr>
<td><strong>ARCH</strong> 20102</td>
<td>2nd Year Design Studio II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 20301</td>
<td>Introduction to Building Structures</td>
</tr>
<tr>
<td><strong>PHY</strong> 13012</td>
<td>College Physics II (KBS)</td>
</tr>
<tr>
<td><strong>XXX</strong> xxxxx</td>
<td>Non Arch. Elective</td>
</tr>
</tbody>
</table>

Advancement to third year is based on 2.50 overall GPA and 2.25 Architecture Major GPA and completion of all major coursework from the first two years.

<table>
<thead>
<tr>
<th>3rd Year – Fall</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 30001</td>
<td>Site Design (Writing Intensive Course)</td>
</tr>
<tr>
<td><strong>ARCH</strong> 30101</td>
<td>3rd Year Design Studio I</td>
</tr>
<tr>
<td><strong>ARCH</strong> 30301</td>
<td>Structural Systems I</td>
</tr>
<tr>
<td><strong>ARCH</strong> 30401</td>
<td>Methods &amp; Materials I</td>
</tr>
<tr>
<td><strong>ARCH</strong> 30501</td>
<td>Environmental Technology I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Year – Spring</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 30002</td>
<td>Urban Design</td>
</tr>
<tr>
<td><strong>ARCH</strong> 30102</td>
<td>3rd Year Design Studio II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Arch. elective</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Arch. elective</td>
</tr>
<tr>
<td><strong>XXX</strong> xxxxx</td>
<td>Non Arch. Elective</td>
</tr>
<tr>
<td><strong>XXX</strong> xxxxx</td>
<td>Non Arch. Elective</td>
</tr>
</tbody>
</table>

Optional Semester in Florence, Italy

| **ARCH** 30121 | Urban Design | 1 |
| **ARCH** 30122 | 3rd Year Design Studio II | 5 |
| **ARCH** 46995 | Reading Cities (req’d for study abroad) | 3 |
| **ARCH** 46995 | ST: Sketching & Drawing | 3 |
| **ARCH** 46995 | ST: Forces That Shape Cities | 3 |

Other available ARCH electives in Florence

A list of non arch electives offered in Florence is available at:

<table>
<thead>
<tr>
<th>4th Year – Fall</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 40001</td>
<td>Sustainable Design (Writing Intensive)</td>
</tr>
<tr>
<td><strong>ARCH</strong> 41011</td>
<td>4th Year Design Studio I</td>
</tr>
<tr>
<td><strong>ARCH</strong> 40402</td>
<td>Methods &amp; Materials II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 40502</td>
<td>Environmental Technology II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Arch. elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Year – Spring</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH</strong> 40002</td>
<td>Systems Design</td>
</tr>
<tr>
<td><strong>ARCH</strong> 40102</td>
<td>4th Year Design Studio II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 40302</td>
<td>Structural Systems II</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Arch. History elective</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Non-ARCH electives</td>
</tr>
<tr>
<td><strong>ARCH</strong> 4xxxx</td>
<td>Non-ARCH electives</td>
</tr>
</tbody>
</table>
Program Graduation Requirements
Bachelor of Science in Architecture - Post-Undergraduate

Students with a Bachelor degree in a field other than architecture may apply for admission directly to the Bachelor of Science program as post-undergraduates. This program normally takes two academic years to complete after an introductory Summer Studio Program and one course in the summer after the first year. Evaluation of Preparatory Education process is utilized in the admissions process.

Students seeking admission to this program must have an undergraduate GPA of at least 2.75 and should have the pre-requisites listed below. The degree requires a minimum of 66 semester hours with a 2.75 GPA.

Pre-requisites
Students applying to this program are required to have:

a) a four-year undergraduate degree  
b) Algebra and Trigonometry  
c) Calculus with Pre-Calculus I & II or Analytic Geometry & Calculus  
d) College Physics I  
e) College Physics II

Courses taken in previous degree programs at the undergraduate level count toward required general studies. This program is therefore, Professional Studies with Elective options.

Program Graduation Requirements
MArch 44 Professional Degree at the Kent campus

Students in the M Arch program must earn at least a total of 44 credit hours:

<table>
<thead>
<tr>
<th>M Arch</th>
<th>FALL 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice 1</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>

Each course must be taken at the 50000 or 60000 level.

| FALL 16 | |
| ARCH 60101 | Graduate Design Studio I 6 |
| ARCH 60301 | Theories of Architecture 3 |
| ARCH 65001 | PP: Real Estate & Development 2 |
| ARCH 65002 | PP Contract & Planning Law 2 |
| ARCH 5xxxx | elective course 3 |
| SPRING 16 | |
| ARCH 60102 | Graduate Design Studio II 4 |
| ARCH 60922 | Methods of Inquiry in Architectural Studies 2 |
| ARCH 65003 | PP: Leadership & Office Management 3 |
| ARCH 66995 | ST: Topics in Professional Practice 1 |
| ARCH 5xxxx | elective course 3 |
| INTERSESSION + SUMMER II 12 | |
| ARCH 60103 | Graduate Design Studio III 9 |

Elective courses must be taken within the 50000 or 60000 level.
Program Graduation Requirements
MArch 44 Professional Degree at the Kent campus w/ Fall semester in Florence, Italy

Students in the M Arch program must earn at least a total of 44 credit hours. The core courses are as follows:

<table>
<thead>
<tr>
<th>M Arch</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST Topics in Professional Practice 1</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses must be taken at the 50000 or 60000 level.

<table>
<thead>
<tr>
<th>FALL (Italy)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
</tr>
<tr>
<td>UD 55707</td>
<td>Representation in Design (elective) 1</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: FLD Study Cities/Europe (elective) 2</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: History of Public Realm (elective) 3</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Modern Cities (elective) 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING (Kent)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development (@ CUDC) 2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law (@ CUDC) 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERSESSION + SUMMER II (Kent or CUDC)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
</tr>
</tbody>
</table>

Program Graduation Requirements
MArch 44 Professional Degree with an emphasis in Urban Design / offered at the CUDC

Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

<table>
<thead>
<tr>
<th>M Arch</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice 1</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL (CUDC)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
</tr>
<tr>
<td>UD 55705</td>
<td>Forces that Shape Cities 3</td>
</tr>
<tr>
<td>UD 65102</td>
<td>Urban Systems 3</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Community Design Charrette 1</td>
</tr>
<tr>
<td>UD 65101</td>
<td>Community Development Process 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING (CUDC)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD 60703</td>
<td>Urban Design Studio III 4</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>UD 65632</td>
<td>Urban Ecology 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERSESSION + SUMMER II (CUDC)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
</tr>
</tbody>
</table>
# Program Graduation Requirements
### MArch 44 Professional Degree with an emphasis in Urban Design / offered at the CUDC

Fall semester in Florence, Italy

Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

<table>
<thead>
<tr>
<th>M Arch</th>
<th>FALL (Florence)</th>
<th>SPRING (CUDC)</th>
<th>INTERSESSION + SUMMER II (CUDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice 1</td>
<td>UD 60703</td>
<td>Urban Design Studio III 6</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
<td>UD 65632</td>
<td>Urban Ecology 1</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
<td>UD 66995</td>
<td>ST: Representation in UD II 1</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
<td>UD 66995</td>
<td>ST: Representation in UD II 1</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Program Graduation Requirements
### MArch 44 Professional Degree & Master of Urban Design Dual Degree / offered at the CUDC

Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

<table>
<thead>
<tr>
<th>M Arch</th>
<th>FALL (CUDC)</th>
<th>SPRING (CUDC)</th>
<th>INTERSESSION + SUMMER II (CUDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice 1</td>
<td>UD 60703</td>
<td>Urban Design Studio III 6</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming 3</td>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I 6</td>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II 4</td>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III 9</td>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture 3</td>
<td>UD 65632</td>
<td>Urban Ecology 1</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development 2</td>
<td>UD 66995</td>
<td>ST: Representation in UD II 1</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUD</th>
<th>FALL (CUDC)</th>
<th>SPRING (CUDC)</th>
<th>INTERSESSION + SUMMER II (CUDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD 55705</td>
<td>Forces that Shape Cities 3</td>
<td>UD 60705</td>
<td>Capstone Project Preparation 3</td>
</tr>
<tr>
<td>UD 65102</td>
<td>Urban Systems 3</td>
<td>UD 66995</td>
<td>ST: Community Design Charrette 1</td>
</tr>
<tr>
<td>UD 65101</td>
<td>Community Development Process 1</td>
<td>UD 65101</td>
<td>Community Development Process 1</td>
</tr>
<tr>
<td>UD 65632</td>
<td>Urban Ecology 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 60703</td>
<td>Urban Design Studio III 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Community Design Charrette 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 60705</td>
<td>Capstone Project Preparation 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 60704</td>
<td>Urban Design Studio IV (Capstone) 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 66996</td>
<td>ST: Urban Development &amp; Finance 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

94
Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III</td>
<td>9</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management</td>
<td>3</td>
</tr>
<tr>
<td>PP: Professional Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UD 55705</td>
<td>Forces that Shape Cities</td>
<td>3</td>
</tr>
<tr>
<td>UD 65102</td>
<td>Urban Systems</td>
<td>3</td>
</tr>
<tr>
<td>UD 65101</td>
<td>Community Development Process</td>
<td>1</td>
</tr>
<tr>
<td>UD 65632</td>
<td>Urban Ecology</td>
<td>1</td>
</tr>
<tr>
<td>UD 60703</td>
<td>Urban Design Studio III</td>
<td>6</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Community Design Charrette</td>
<td>1</td>
</tr>
<tr>
<td>UD 60705</td>
<td>Capstone Project Preparation</td>
<td>3</td>
</tr>
<tr>
<td>UD 60704</td>
<td>Urban Design Studio IV (Capstone)</td>
<td>9</td>
</tr>
<tr>
<td>UD 66996</td>
<td>ST: Urban Development &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>UD elective</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL (Florence)</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 55707</td>
<td>Representation in Design*</td>
<td>1</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: FLD Study Cities/Europe*</td>
<td>4</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: History of Public Realm</td>
<td>3</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Modern Cities (elective)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING (CUDC)</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>UD 60703</td>
<td>Urban Design Studio III</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law</td>
<td>2</td>
</tr>
<tr>
<td>UD 65632</td>
<td>Urban Ecology</td>
<td>1</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Representation in UD II</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERSESSION + SUMMER II (CUDC)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL (CUDC)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>UD 60705</td>
<td>Capstone Project Preparation</td>
<td>3</td>
</tr>
<tr>
<td>UD 66995</td>
<td>ST: Community Design Charrette</td>
<td>1</td>
</tr>
<tr>
<td>UD 65101</td>
<td>Community Development Process</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING (CUDC)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>UD 60704</td>
<td>Urban Design Studio III</td>
<td>9</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership and Office Management</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 66995</td>
<td>Urban Development &amp; Finance</td>
<td>3</td>
</tr>
</tbody>
</table>
Program Graduation Requirements
MArch Professional & Master of Business Administration Professional Dual Degree

Students in the MArch&MBA program must earn at least a total of 74 credit hours, 35 from MArch core courses and 39 from MBA core courses. The core courses are as follows:

**M Arch**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III</td>
<td>9</td>
</tr>
<tr>
<td>ARCH 60150</td>
<td>Project Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>PP: Real Estate &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 66995</td>
<td>ST: Topics in Professional Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

**MBA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 63037</td>
<td>Financial Accounting for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 63038</td>
<td>Managerial Accounting for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>BAD 68051</td>
<td>Business Professional Development I</td>
<td>1</td>
</tr>
<tr>
<td>ECON 62021</td>
<td>Global Conditions + Macroeconomics Policy</td>
<td>2</td>
</tr>
<tr>
<td>ECON 62022</td>
<td>Managerial Economics</td>
<td>2</td>
</tr>
<tr>
<td>FIN 66060</td>
<td>Managerial Finance</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64005</td>
<td>Analytics for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64158</td>
<td>Leadership and Managerial Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64185</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MIS 64271</td>
<td>Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 65051</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>XXX 6XXXX</td>
<td>Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60101</td>
<td>Graduate Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 60301</td>
<td>Theories of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 65001</td>
<td>Real Estate &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 63037</td>
<td>Financial Accounting for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64005</td>
<td>Analytics for Decision Making</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60102</td>
<td>Graduate Design Studio II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 60922</td>
<td>Methods of Inquiry in Architectural Studies</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 63038</td>
<td>Managerial Accounting for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64041</td>
<td>Operations, Service and Supply Chain Mgt</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64271</td>
<td>Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>BAD 68051</td>
<td>Business Professional Development I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 60150</td>
<td>Project Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 60103</td>
<td>Graduate Design Studio III</td>
<td>9</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 65002</td>
<td>PP: Contract &amp; Planning Law</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64158</td>
<td>Leadership &amp; Managerial Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MIS 64185</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 62022</td>
<td>Managerial Economics</td>
<td>2</td>
</tr>
<tr>
<td>ECON 62021</td>
<td>Global Conditions + Macroeconomics Policy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 65003</td>
<td>PP: Leadership &amp; Office Management</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 66995</td>
<td>ST: Workshop in PP</td>
<td>1</td>
</tr>
<tr>
<td>MIS 66060</td>
<td>Managerial Finance</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 65051</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>XXX 6XXXX</td>
<td>Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

II.3 EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION

The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in nonaccredited programs have indeed been met.

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

Programs must document their processes for evaluating a student’s prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

In the event a program relies on the preparatory educational experience to ensure that admitted 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.

The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.
Admission Requirements and Evaluation Process:
Transfer students - At present, the Architecture Program has no articulation agreements with any community college or non-professional program. Applications include all prior college level transcripts and, for those under 12 credits, high school transcripts. Transfer admissions are handled typically after a student has applied to the University although occasionally, we are able to provide a sense of what may transfer based on prior transfer students from the same institution using the University’s Transfer Guide. The Ohio Transfer Module requires that certain courses be transferable state-wide, in all public institutions of higher education. In the case of general education coursework, this state-wide module provides clarity for transfer students in advance of registration. For Kent Core course transfer courses approval must be sought from Curriculum Services. Courses in other disciplines are reviewed by those departments. Accepted transfer credit is applied to the student’s official transcript.

For official review of Architecture major courses, admitted transfer students will submit syllabi, course descriptions and often, student work for review by the Architecture Program Director in conference with faculty from the specific area of the course requested.

Graduate students - Admissions requirements for Master of Architecture graduate students include official transcript(s); GRE (or GMAT for the Dual Degree with MBA concentration); goal statement (include intent and background information); three letters of recommendation (one letter should be from a non-academic source); portfolio (design work should clearly indicate the student’s role in group projects; and pre-professional degree in architecture (B.A., B.S., or B.Arch.). Conditional admission may be granted identifying specific additional coursework necessary to fulfill NAAB SPC and/or Program objectives.

Evaluation of preparatory / preprofessional education is executed by the Architecture Program Director/Master of Architecture Graduate Coordinator. During graduate application processing, candidates with preprofessional degrees from accredited program sequences are separated from those without. Kent State does not admit students to the M.Arch 44 from undergraduate programs that are not part of a NAAB Accredited sequence. Given alterations to the Conditions for Accreditation, going forward the program intends to alter our admissions requirements for the M.Arch. 44 not to require the pre-professional degree, instead to use the evaluation of preparatory / preprofessional education for all applicants regardless of prior degree. This review will generate the necessary SPC fulfillment for each student depending upon their background. Many may receive programs of study that will add additional requirements beyond those found in the 44-credits for the M.Arch.

SPC expected to have been met in a Kent State Bachelor of Science in Architecture applicant’s pre-professional program include:

For eligible applicants, following a positive admission decision by the Graduate Committee, courses and work from the candidate’s prior degree program is reviewed for conformance to or consistency with the pre-professional program at Kent State as it relates to the completion of SPC. Syllabi and student work are solicited for additional information on SPC at the undergraduate level. When appropriate, the Program Director will request the input of faculty on the performance of student work or the content of a syllabus in a particular course. When deficient SPC or courses are recognized, the course is added to the student’s Graduation Requirements Sheet (GRS). This sheet is included in the materials sent to admits for their signature in accepting our offer of admission. A student’s GRS is used to clear for graduation to ensure the requirements and SPC are met.

Please find SPC matrix in Part II, Section 1, areas defined in grey after courses listed for the Bachelor of Science in Architecture are handled in the undergraduate program at KSU exclusively, therefore, if not met in the student’s prior degree program, warrant pre-requisite coursework. Examples of documents of the process may be found in the team room.
II.4 PUBLIC INFORMATION

The following chart addresses the location where Part II, Section 4 – Public Information is made available to the prospective students, parents and the public.

Where the information is not made digitally available, the URL address notes where the document can be accessed within the College. It is important to note that in October or November of 2017, the CAED will launch a new website. This means we will need an opportunity to update the links tied to the new CAED site following the APR submission date. This information was forwarded to NAAB prior to the submission of the APR.

II.4.1 Statement on NAAB-Accredited Degrees  
II.4.2 Access to NAAB Conditions and Procedures  
II.4.3 Access to Career Development Information  
II.4.4 Public Access to APRs and VTRs  
II.4.5 ARE Pass Rates  
II.4.6 Admissions and Advising  
II.4.7 Student Financial Information

Kent State One Stop

III.1.1 Annual Statistical Reports

III.1.2 Interim Progress Reports
Section 4. Supplemental Material

- Resumes of faculty teaching in the accredited program

- Faculty credentials matrices
  - 2015-16 Faculty Credential Matrix
  - 2016-17 Faculty Credential Matrix

- Plans or images of physical resources assigned to the program
  - Center for Architecture and Environmental Design
  - Kent State Florence
  - Kent State Cleveland Urban Design Collaborative

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
  - Required Course Descriptions

- Studio Culture Policy

- Self-Assessment Policies and Objectives
  - Kent State University Accreditation, Assessment and Learning
  - https://www.kent.edu/aal/aqip-process

- Policies on academic integrity for students (e.g., cheating and plagiarism)
  - Office of Student Conduct
  - Policy on Cheating and Plagiarism
  - Academic Honesty and Plagiarism

- Information resources policies including collection development
  - University Libraries Policies
  - Architecture Library Policy on Collection Development

- The institution’s policies and procedures relative to EEO/AA for faculty, staff, and students
  - Division of Diversity, Equity and Inclusion
  - Division of Human Resources EEO/AA Compliance
  - Affirmative Action Policies

- The institution’s policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
• **University Policy on Professional Improvement Leave**

• **Collective Bargaining Agreement Article XIX Faculty Development**

• **College of Architecture and Environmental Design Handbook** (see Section VII for Faculty Excellence Awards)

• The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
  
  o **Policies for appointment, promotion and tenure for Tenure Track Faculty**
  
  o **Policies for appointment and promotion of Full-Time Non-Tenure Track faculty**

  o **College of Architecture and Environmental Design Handbook** (see Section V for Tenure and Tenure Track) (see Section VI for Non-Tenure Track)

• **Response to the Offsite Program Questionnaire**
  
  o **Kent State Florence Undergraduate Branch Program Questionnaire**
  
  o **Kent State Florence Graduate Branch Program Questionnaire**
  
  o **Kent State Cleveland Urban Design Collaborative Branch Questionnaire**

• **The previous VTR**

• **NAAB Letter of response to the IPR**

• **Copy of institutional accreditation letter**

• **Letter from institutional research regarding ARS data**