

Visiting Team Report

Kean University
Michael Graves College
School of Public Architecture

M.Arch.

Visit Dates: October 11-13, 2021

The logo for the National Architectural Accrediting Board (NAAB). It consists of the letters 'NAAB' in a bold, white, sans-serif font. The letters are closely spaced, with the 'N' and 'A' overlapping, and the 'A' and 'B' overlapping. The logo is set against a solid black background.

National
Architectural
Accrediting

Visting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	Kean University
Name of Academic Unit	Michael Graves College –School of Public Architecture
Degree(s) (<i>check all that apply</i>) Track(s) (<i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i>)	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: undergraduate degree with architecture major + 55 graduate semester credit hours <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Initial Accreditation
Year of Previous Visit	2019
Current Term of Accreditation (<i>refer to most recent decision letter</i>)	Continuation of Candidacy
Program Administrator	Craig Konyk, AIA
Chief Administrator for the academic unit in which the program is located (<i>e.g., dean or department chair</i>)	David Mohney, FAIA
Chief Academic Officer of the Institution	David Birdsell, Ph.D.
President of the Institution	Lamont Repollet, Ed.D.

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to acknowledge and thank President Lamont Repollet, Provost David Birdsell, Dean David Mohney, Program Chair Craig Konyk, faculty, staff and students for their time, hospitality and for a very productive virtual visit to the Michael Graves College School of Public Architecture at Kean University. The pandemic has made this a challenging time for any endeavor, let alone shepherding a new architecture program through initial accreditation. It is a credit to the program's leadership and IT staff that they have not only maintained the school's operation, but developed excellent morale among faculty, students and staff throughout the past year.

Through the APR, a video tour, well organized digital evidence provided in advance, and informative meetings, the program did an excellent job of presenting the information we needed for our visit. Dean Mohney and Program Chair Konyk were accessible and accommodating when we required additional information. While we all would have preferred the collegiality that comes from meeting in person, the Zoom meetings were effective and well choreographed thanks to coordination between the program and especially Ellen Cathey of the NAAB. Remarkably, there was nary a technological glitch.

The team found that from President Repollet, to program leadership, faculty and students, all were not only aware of the unique potential of a *Public* School of Architecture, they were proud of it. The program is not simply situated within a university, it is poised to project the university's mission and values through its commitment to being an urban research institute committed to its community and other cities in New Jersey.

In our meetings with Dean Mohney and Chair Konyk, they articulated their vision for the Master of Architecture program as one engaged in its community, and working as an extension of the university's mission. Program leadership is to be commended for pivoting smoothly to the NAAB's new conditions as well. The university's commitment to self evaluation and continuous improvement appear to have supported the program's ability to shift to the new conditions emphasis on self-assessment.

Meetings with faculty revealed a dedicated and diverse core of full-time staff and a large cadre of adjuncts that are engaged and committed to the school's mission. They have created a collegial, mutually supportive environment and we heard from students that they are also accessible. The team participated in meetings with students and observed studio critiques via Zoom as well. Students are engaged, committed to each other, and to producing good work. Seeing the work and ethos of the students made the team optimistic about the future of our profession. Even in a virtual setting, the team found ourselves *present* with all the members of the school team. We found the school thriving through the challenges of the pandemic with faculty, administration, students, staff and the president's office all energized through their work to create a school with a unique and well-defined mission that supports many communities with inspiring prospects for better outcomes and futures.

b. Conditions Not Achieved (list number and title)

SC.4 Technical Knowledge

5.8 Information Resources

II. Progress Since the Previous Site Visit

2014 Condition 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. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 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.

Previous Team Report (2019): The Program has demonstrated that it currently has adequate human resources to support student learning.

Currently the school has two full-time assistant professors (tenure track), two full-time lecturers, four half-time lecturers and four adjunct faculty with plans identified in the APR to grow additional faculty as the school enrollment continues to increase over time. All the full-time professors and lecturers are advisors and the students acknowledged that they know their advisors (each class cohort has the same advisor) and that they have had positive interactions.

The current Architect Licensing Advisor is Dean Mohney. While only a quarter of the students surveyed were aware of the AXP program, 100% of that portion of students knew that Dean Mohney was the advisor. Dean Mohney has not recently attended any ALA Training but he is aware of the need to engage in understanding current advising guidelines and responsibilities.

The faculty has access to some professional development. University wide there is a professional development requirement that is offered twice a year. Additionally the architectural faculty may request travel to conferences or presentations (up to \$1,000 annually). Many of the faculty also have had (or will have) the opportunity to teach in the Rome Travel Studio, and are encouraged to teach at the Wenzhou Kean campus.

The faculty support and assist students in finding internship and job opportunities at local firms as well as internships on campus with facilities planning. Additionally during the 4th year, students have the opportunity to complete an Externship program (in lieu of an optional studio) and faculty appear to be very helpful in placement for these students in regional firms.

Team Assessment: The program continues to demonstrate that it has adequate human resources to support student learning. In 2020-2021 faculty grew to include two regular full-time faculty, four and a half lecturer positions, and twelve diverse adjunct faculty representing different paths to practice. Faculty workloads are specified by The State of New Jersey negotiated agreement with the Kean Federation of Teachers and Kean University. A new faculty position has been approved and the search is underway. Also of note, Program Chair Craig Konyk received tenure in 20-21. In meetings, students expressed satisfaction with and gratitude for their access to faculty. While Covid has impacted this school like many other places, reports from the administration, students and faculty, all indicate a supportive learning environment.

Dean Mohny, FAIA, continues to serve as the NCARB Architecture Licensing Advisor to the school and attended the NCARB Licensing Advisor Summit in 2020. In meetings with students, all seemed to be aware of the AXP and Dean Mohny's role.

The school has benefited from a recent university fellowship diversity program; this new position in the architecture program is one of only six in the university. Camille Sherrod has been recently appointed for this position which will transition to a tenure track faculty position from a 1/2-time lecturer position. This position demonstrates not only the university's commitment to the school, but to diversity as well. Academic travel has been on pause with the pandemic, but as life returns to normal, architectural faculty will continue to have access to \$1,000 annually to support conference attendance and research. Additional grants are available to faculty for specific projects and faculty expressed satisfaction with the level of support from administration. Fifteen hours of professional development is required and provided by the university for all faculty and staff.

Support services available to students through the university include health care, mental health support and disability services. The university provides career counselling and writing support for all students. The school program arranges internships and the large number of practicing adjunct faculty provide opportunities for students to gain professional experience. Students benefit from multiple required student advisor meetings each semester.

2014 Condition I.2.2, Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning including, labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

Previous Team Report (2019): The Michael Graves College is presently located in the Green Lane Academic Building with additional shop and maker spaces in various buildings on campus not controlled by the College. Additional facilities off campus, such as the residence of Michael Graves and his "Warehouse" in Princeton, New Jersey, are in the process of being renovated or brought on-line.

The School of Public Architecture is anticipated to be moving from the Green Lane Academic Building to Hutchinson Hall in fall of 2020, which is being renovated to accommodate the growing program. The visiting team met with a representative from Campus Planning who shared the status and preliminary plans for the new space. The renovation of Hutchinson Hall seems to be adequately sized to support, facilitate, and encourage a dynamic learning environment. New spaces include studio spaces, a study lounge, faculty offices, and an auditorium dedicated to the architecture program. The present plans are in development and are expected to provide additional space for the architecture library, faculty support spaces, pin-up spaces, and other support areas that are currently inadequate in the Green Lane Academic Building.

It should be noted that as the program continues to grow, Hutchinson Hall should provide ample opportunities for expansion as other programs move out of the building.

The current shop and maker spaces are presently operated by other programs at Kean University. Students noted that while they are encouraged and welcomed to utilize the facilities, there are inconsistent access issues. In conversations with program leadership, there is a long-range strategy to add support staff to expand hours, access, and create a stronger sense of partnership by the School of Architecture in these shared resources. To date, there are no formal instructions on safety while using the shop or education on the use of 3-D printers and laser cutters provided to students in the School of Architecture.

Team Assessment: Last year the program completed its move into the recently renovated Hutchinson Hall which is dedicated to the undergraduate and graduate architecture programs. This is a substantial improvement from the previous facility, which utilized renovated classrooms in a shared academic building for studios. These spaces were only open to students in an individual studio, so shared learning and student-to-student mentorship was limited. The new, open spaces in Hutchinson Hall facilitate an enhanced learning and mentoring environment. There are also defined review spaces which were lacking entirely in the program's previous location. Hutchinson Hall also has seminar spaces, and small work areas for students. Hutchinson Hall's location is very close to the university MakerSpace, the Workshop, and the Nancy Thompson Learning Commons. Hutchinson Hall also includes a large lecture hall. Newly renovated offices provide dedicated space for full-time and adjunct staff as well as for administration. A small library of donated art and architecture books is also housed in Hutchinson Hall, but this space and collection is not currently administered by staff.

2014 Condition I.2.3, Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

Previous Team Report (2019): The architecture program appears to be adequately funded for current needs (with a total school budget listed for the 2018-2019 academic year as \$525,481 per the APR) as confirmed through conversations with university administrators. The program appears to have financial support for faculty resources, student learning and achievement through public and private means. As the program is growing there is planned development for faculty needs and staffing support needs that are not yet identified. There is currently no comparable cost per student (per discipline/program) among other colleges on campus for the team to understand if the Michael Graves College is funded proportionally to the student costs.

The Michael Graves College is recognized as one of the signature 'Programs of Distinction' per the university president, who appears to be committed to making this new architectural program a success. To date, faculty vocalized that all expense requests have been funded by the university, albeit through a layered approval process.

Team Assessment: The architecture program appears to continue to be adequately funded for current needs; the total Michael Graves College budget for 2020-2021 fiscal year was noted in material from the Dean as being \$568,288.00. The average instructional cost per student for architecture was \$6,048.90, within \$200 of both accounting (higher) and social work (lower). Our meeting with President Repollet confirmed what we also heard from Dean Mohney, which is that the university is fully committed to the Michael Graves College School of Public Architecture. President Repollet noted that he has a particular interest in architecture as his own daughter is studying to be an architect at another institution. The total school budget for the 2020-2021 year is greater than at the time of the previous visit. Joseph Youngblood, Senior Vice President for Transformational Learning and External Affairs, noted that the architecture program will play a particularly vital role in the new administration's focus on connecting with and making a difference in New Jersey's urban areas. Despite the pandemic, enrollment has been stable and faculty

positions have been added. Both the program leadership and faculty indicated that they feel they are well supported financially by university administration.

2014 Condition 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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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.

Previous Team Report (2019): Kean University provides a robust collection of physical and digital resources to students and faculty that support professional education and research. This collection includes a resource list developed specifically for the School of Architecture with relevant digital archives and physical volumes within the university library. A collection located within the Green Lane Academic building houses books donated by Michael Graves; these are heavily used by faculty and staff. At present there is no formal organization, lending structure, or staff provided for these resources. Additionally, in conversations with the director of the Nancy Thompson Library, the School of Architecture has been discussing consolidating NA Library of Congress classification volumes in the university library with the Michael Graves collection.

Students are provided with suggested laptop specifications to aid in purchasing necessary equipment to perform in the curriculum and are required to provide digital programs at their expense. No computer laboratories are provided within the college at this time. The Nancy Thompson Library is in the process of updating resources to include Adobe Creative Cloud and a rendering program on in-library machines. Students did note that the lack of support by the university hinders equitable access to digital software.

Team Assessment: The team found the staff of the university's Nancy Thompson Learning Center (NTLC) and the university's information technology departments committed to the success of the architecture program. This is particularly noteworthy because of the continued operation of the school made possible by remote learning during the pandemic. While students felt well supported by IT resources regarding connectivity, they noted that out-of-pocket costs for required software is a burden, and expressed interest in additional support for the software tools their education requires.

The Nancy Thompson Learning Center's Chrisler Pitts noted that the Center holds 13 databases for architecture and design. Hutchinson Hall contains a collection of donated architecture and art books but the School of Public Architecture continues to lack a dedicated architectural librarian and staff to manage and grow this collection. Muhammad Hassan, Director of Digital Information Resources at the NTLC, Dean Mohney and President Repollet all acknowledged the need for a permanent architectural librarian and repeated their commitment to establishing that position. With the return to in-person learning, and the prominence of architectural history in the program, the importance of filling this position grows.

2014 Condition II.1.1, Student Performance Criteria: This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

Previous Team Report (2019): Five SPC (A.1, B.5, B.7, B.8 and D.5) are now met. The remainder of the SPC are Not Yet Met.

Team Assessment: The program elected to proceed with the 2020 Conditions of Accreditation rendering references to “SPC’s” obsolete. The program addressed this transition in the APR directly in three ways; they created a cross-referenced table showing how 2014 and 2020 conditions correlate. They provided a matrix indicating in which courses and resources the team would find evidence of the 2020 conditions. Finally, and importantly given the new Conditions, they provided an evaluation of how assessment and continuous improvement were updated to address the 2020 Conditions. The team found that the only two Student Criteria that correlate approximately to Student Performance Criteria, SC.5 and SC.6, were both met.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Team Assessment: As noted above, the program elected to proceed with the 2020 Conditions of Accreditation. There were not significant changes to the program structure or curriculum resulting from this shift. The program did clearly articulate how the new conditions are addressed in the APR and evidence in the virtual team room, especially as related to self-assessment.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program’s role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response: [NOTE: Staff to copy Summary Statement from APR]

Context: Kean University is among the most diverse campuses in America, based on ethnicity. It also has a high percentage of first-time college students in their families. The university promotes a culture of inclusivity among students through access to new facilities dedicated exclusively to student life and study, organizations and activities. The cohorts in Architecture are very diverse in terms of ethnicity. Academic excellence and equity of opportunity are hallmarks of the university’s identity.

Mission: *The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment.*

Analysis/Review: Kean University, founded in 1855 as Newark Normal Teacher’s School, has a diverse student population of 15,000 on a 200-acre campus where approximately 25% of the students live on campus. The university has sought to engage the region and beyond while providing a “first person university” experience. In 2008, Kean University opened distant doors gaining distinction as one of three American universities licensed to provide degree programs in China. With a spectrum of degrees and activities, access and openness support the University Mission Statement -- “The University seeks to combine excellence with equity in providing opportunities for all students.”

In 2013, the Robert Busch School of Design (RBSD) with the four design programs in Graphic Design, Interactive/Advertising Design, Interior Design, and Industrial Design sought to establish a professional program in architecture and “recruited Michael Graves to lead a board of external advisors in establishing” The School of Public Architecture (SoPA) in 2014. “Mr. Graves’ leadership in its creation was perceived to be a clear indicator of a center of excellence” for the university to develop a more on-campus institution with architectural education as a significant contributor to this effort and to the life of the campus. In 2015, SoPA and RBSD joined together establishing The Michael Graves College.

A four-year Bachelor of Arts Degree in Architectural Studies initiated the program followed by a two-year Master of Architecture degree in 2016 with the first M. Arch students graduating in 2021. The School of Public Architecture holds the school’s mission to become a center of excellence driven to engage students and the public-at-large with a “public perspective” to foster invigorated learning and research with outcomes that transform urban communities. Conversation with President Lamont Repollet, the Provost, and other administrators confirmed that the School of Public Architecture’s mission and the university’s mission are well aligned.

2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

[X Described

Analysis/Review: The program's narrative described how they respond to each of the six values as follows:

Design: The goal of the program is to understand public expectations about design – and to raise them, providing a leadership role in this public education. The School of Public Architecture employs an “atelier” approach to design in which the various components of architectural education are integrated with projects. This was evident in the student work which addressed a comprehensive range of considerations. Projects are undertaken based on real-world circumstances that examine important issues in contemporary society in the environs around the university, from social justice to environmental mitigation to adaptive reuse of distressed properties. The emphasis on the holistic development of each student's portfolio of work as representative of their professional training and promise is promoted over success in individual courses.

Environmental Stewardship: Quality of life in the built environment is intended to be addressed by the atelier method of studio instruction. Expectations about energy utilization and sustainability are included throughout the studio sequence, along with investigation of environmental issues at differing scales. In addition, the third semester theory course stresses ethical and environmental awareness in the building process. Advocacy for responsible engagement with the environment is a component in advanced studios, particularly the research-based ARCH 5109 | Graduate Studio 9. Faculty have strong sustainability credentials.

Equity, Diversity and Inclusion: The university's ethnic diversity sets an important standard for admissions and hiring. Outreach and open houses target regional high school students. Faculty hiring is monitored by a dedicated EEO/AA office at the university that assures conformity with all applicable standards. In our meetings with students, they talked about the value of having faculty that looked like them, and feeling welcomed and supported. It was clear from meetings with President Repollet and the administration that diversity among faculty and the student body are a priority. The program has adopted its own statement regarding DEI and it is posted prominently on the college website. <https://www.kean.edu/michaelgravescollege/statement-education-michael-graves-college-2021>

Knowledge and Innovation: At the university level, President Repollet has set a goal of moving Kean University to R2 Carnegie status. This emphasis on research has manifested in the architecture program through a broad initiative focusing on demonstrating how design can improve the public quality of the stations along the Raritan Valley Train line (which runs through the Kean campus), as well as the public settlements along the Wenrui River in Wenzhou. While the pandemic has hindered this research, program leadership are eager to energize it as the pandemic subsides. Both program leadership and Senior vice president for Transformational Learning and External affairs, Joseph Youngblood, spoke about developing grassroots community design opportunities. The first of six such planned outposts is a building in a nearby urban center that would house a community based studio. In addition to these large scale efforts, students complete thesis projects that promote research and the development of knowledge relevant to their own career paths.

Leadership, Collaboration and Community Engagement: Studio projects are based in part on real-world design issues and include public awareness and/or engagement as a part of the research, documentation, design, and review process. Collaboration in the studio is fostered through team projects and developing a sense of leadership regarding the value of design to a wider audience. In addition, a second Professional Practice course (ARCH 5502) focused on Alternative Practice models is intended to broaden opportunities for architects to engage in the wider world from a position of design and ethical leadership. It was clear from meetings with students that they participate in leadership roles in the school's NOMAS and AIAS chapters.

Lifelong Learning: Students are exposed to faculty who have embraced lifelong learning through professional activities including licensure, research projects (often utilizing students as collaborators), and a range of practice models and opportunities. Enrollment in AXP as an element of lifelong learning is encouraged and students were very familiar with AXP requirements. Continuing Education requirements in varied jurisdictions are reviewed in professional practice courses.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

[X] Met

Team Assessment: The narrative description of the program’s approach to Career Paths is found in syllabi and support materials for ARCH 5501 Professional Practice and ARCH 5502 Professional Practice 2, which examines alternative career paths. Assessment metrics in the assessment plan located in the virtual team room include the number of AXP registrations, student advising, alumni advising, employment and engagement with professional organizations.

Students described opportunities to work in campus planning, teaching assistant positions and university-wide mentoring programs. NBBJ is a local firm that provides mentors to students. There are also opportunities for grad assistantships for those interested in academia.

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

[X] Met

Team Assessment: A narrative description of the program’s approach to Design is found in the APR in their response to the Shared Values of the Discipline and Profession, as well as in syllabi for ARCH 4107 and ARCH 5107. The program provided an Assessment Plan including data to be collected, measured, benchmarks for success and a two year period of review. Because the program is in candidacy, there were not yet modifications to curricula/program based on assessment.

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

[X] Met

Team Assessment: A narrative description of the program’s approach to Ecological Knowledge and Responsibility is found in the APR and in the syllabi of ARCH 5109, ARCH 5209, ARCH 6405, 6111, ARCH 5502 and ARCH 6603.

Students expressed an increasing interest in environmental ethics and the intersections of social and environmental justice and architectural design. Further information is provided in the PC.3 section of The Program Self-Assessment Committee 2020-2021 Report included at the end of the APR that details and identifies strengths, challenges, opportunities, and recommendations to the Dean’s office.

The program provided an Assessment Plan including data to be collected, measured, and benchmarks for success and a two-year period of review.

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

[X] Met

Team Assessment: A narrative description of the program's approach to History and Theory is found in the APR and in the syllabus for ARCH 5209. With content woven through the students' course of study, history and theory are presented from a diverse range of perspectives. Programs in Rome and China provide additional opportunities for understanding the breadth and depth of architectural history. The Assessment Plan for ARCH 5209 and PC.4 specifies the cycle of assessment as every three years with the Final Paper and Presentation as the metric specifying that 66% of the students in the course would achieve 3 points or higher on a 5-point scale.

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

[X] Met

Team Assessment: A narrative description of the program's approach to research and innovation is found in the APR and in syllabi for ARCH 5210 Thesis Research, ARCH 6112 Thesis, and ARCH 5601 Professional Elective. The APR notes that each studio in the program has a research component. The assessment measures use the Thesis Report & Presentation + Final Thesis Review as the metrics for this review with the expectation that 75% of the students would achieve 3 or higher on a 5-point scale in each of the 12 criteria.

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

[X] Met

Team Assessment: A narrative description of the program's approach to leadership and collaboration is found in the APR and in syllabi for ARCH 6111 Comprehensive Studio, ARCH 6405 Building Systems Integration and ARCH 6112 Design Thesis. Students work in teams for studios which promote collaboration. Assessment metrics include team-based design studios, the number of registrations in student organizations and the extent of outreach to public audiences.

There appeared to be wide involvement in AIAS and NOMAS, and students serve as managers of the maker space. Students were comfortable expressing views during meetings with the team and are empowered by the school's culture to lead.

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

[X] Met

Team Assessment: A narrative description of the program's approach to learning and teaching culture is found in the APR and in the school's "Studio Culture" policy of which students were generally aware. The AIAS has developed this policy along with organizing Sexual Harassment Prevention Training. The program states that the policy is evaluated annually by a student team. AIAS and NOMAS representatives are invited to attend faculty meetings on behalf of the student body. The ongoing work of these organizations also contributes to an environment of engagement. Assessment of this aspect of the program is included in the annual review of the Studio Culture Policy provided for PC.7 in the virtual team room. The Program Self-Assessment Committee 2020-2021 was composed of faculty and student

representatives, and their report is included at the conclusion of the APR. This Program Criteria will be assessed every two years measuring adherence to the Studio Culture Policy and participation in student organizations (NOMAS & AIAS), with a goal of 50% or greater participation.

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

[X] Met

Team Assessment: A narrative description of the program's approach to social equity and inclusion is found in the APR and in syllabi for studios such as ARCH 5210 and ARCH 6112 which have addressed social access, racial dynamics and environmental justice. The program also leads by example; the full-time and adjunct faculty is diverse, further supported by a new Office of Diversity, Equity and Inclusion initiated by President Repollet. There are also new academic positions, including the Presidential Fellowship, intended to deepen the school's commitment to diversity. The Assessment Plan includes the direct measures of the results of ARCH 5210: Thesis Research Seminar & ARCH 6112: Thesis. The Thesis Report & Presentation and Final Thesis Review are the dual measures of this Program Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery. A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation is that 75% of students achieve a score of 3 or higher in each criterion. The Indirect Measure for PC.8 includes student involvement and participation in Social Equity & Inclusion Events organized by AIAS and NOMAS. An involvement/participation rate of 50% or greater in this indirect measure will be considered acceptable.

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

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

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

[X] Met

Team Assessment: A narrative description of the program's approach to health, safety, and welfare in the built environment is found in the APR and in the syllabi for ARCH 6405 and ARCH 6111 and in the assessment plan. In addition, the syllabus for ARCH 5501 notes building codes and resources for building codes. Student work is assessed via the direct Measures of the results of ARCH 6405: Building Systems Integration 3 and ARCH 6111: Comprehensive Design Studio. The Final Exam and Booklet #1 are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery. A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation is that 80% of students will achieve a score of 3 or higher in each criterion.

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

[X] Met

Team Assessment: A narrative description of the program's approach to professional practice is found in the APR, syllabi for ARCH 5501 and ARCH 5502, and in the assessment plan. These courses address business processes and professional ethics. The assessment plan notes that the direct measures are the results of ARCH 5501: Professional Practice 1 and ARCH 5502: Professional Practice 2. The final exams are the dual measures of this Student Criteria. The rubric consists of 6 criteria and student performance is

rated on a 5-point scale, where 5 = mastery. A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation is that 80% of students will achieve a score of 3 or higher in each criterion. The period of evaluation is every three years. As with other courses, because the program is in candidacy, there were not yet modifications to curricula/program based on assessment.

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

[X] Met

Team Assessment: A narrative description of the program's approach to regulatory context is found in the APR, syllabi for ARCH 5109, ARCH 5209, and in the assessment plan. Assessment direct measures are the final exam and Booklet #1 from ARCH 6405: Building Systems Integration 3 and ARCH 6111: Comprehensive Design Studio. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery. A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation is that 80% of students will achieve a score of 3 or higher in each criterion. Assessment will occur every two years.

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

[X] Not Met

Team Assessment: A narrative description of the program's approach to Technical Knowledge is found in the APR and in the Assessment Plan. The APR notes that this criterion is addressed in ARCH 5404 Building Systems and ARCH 6405 Building Systems Integration and the associated design studio's associated with them, ARCH 6405 and ARCH 6111 respectively. As with other Student Criteria, there was also an Assessment Plan. Understanding structural systems is one critical component of architectural technical knowledge. While the selection of structural systems was touched in the above classes, the dedicated structures courses are part of the undergraduate curriculum and are not offered as graduate classes. Because many of the students who matriculate from the Master of Architecture program come through the undergraduate program in the Michael Graves College, they have taken these structures courses. However, in examples of students applying from other undergraduate programs, taking structures extended the time to complete the degree to three years. This is problematic for two reasons; the program in candidacy is a *two-year program*. The other concern is that the 2020 Conditions for Accreditation prioritize self-assessment. If structures courses are not continually evaluating student work against benchmarks and assessed for opportunities for improvement, they can't meet the 2020 Conditions.

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

[X] Met

Team Assessment: A narrative description of the program's approach to Design Synthesis is found in the APR, and in both syllabi and student work for ARCH 6111 Comprehensive Design and ARCH 6405 Building System Integration; faculty from both courses work together to help students develop a synthetic

approach to design. The program provided an Assessment Plan and Report which documented average scores. Because the program is in candidacy, and says it will review assessments every two years to address improvements to be made, there was no plan responding to assessment.

Supporting materials included the syllabus and course schedule. Student work included drawings as well as discrete assignments on a broad range of relevant topics. User requirements, code, site conditions, accessibility and environmental impacts were addressed in drawings and assignments.

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

[X] Met

Team Assessment: A narrative description of the program's approach to Building Integration is found in the file "SC6 Program Narrative" in the documentation, and in the APR. As with SC.5, a studio course, ARCH6111 Comprehensive Design, is taught in tandem with a seminar class, ARCH6405 Building System Integration, with faculty from both courses working together to help students develop a synthetic approach to design. Building Integration is also addressed through a pair of courses the previous year, ARCH5109 Complex Program and ARCH5404 Building Systems 1. The program has benefited from having Bruce Swetnam from the University of Kentucky as a guest professor. Prof. Swetnam previously won an NCARB Prize for his pedagogical approach of linking BSI to the Comprehensive Studio. The program provided an Assessment Plan and Report which documented average scores. Because the program is in candidacy, and says it will review assessments every two years to address improvements to be made, there was no plan responding to assessment.

Supporting materials included the syllabus and course schedule. Student work included drawings as well as discrete assignments on relevant topics. Drawings and diagrams in both NAAB-selected and program-selected work included integration of, envelope, building assemblies, structure, environmental controls, life safety and building performance.

4—Curricular Framework

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

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: Kean University is accredited by the Middle States Commission on Higher Education. Its most recent affirmation of accreditation occurred in 2017. Evidence was found on the university's website and the regional accreditation letter, November 22, 2017, provided to the team during the visit.

4.2 Professional Degrees and Curriculum

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

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

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

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

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

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

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

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

Team Assessment: The Master of Architecture degree is relevant for this accreditation visit: Evidence of the requirements meeting the required Curricular Framework was found in the APR and in the degree samples on the program's website. Required courses are Professional in nature and there are opportunities for Elective, optional courses. Courses satisfying the General Education requirement are evaluated in transcripts during the application process; requirements for the Master of Architecture degree are noted on the school's website. The M.Arch program consists of 55 semester credit hours over two years for students with pre-professional architecture degrees.

4.3 Evaluation of Preparatory Education

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

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

[X] Met

Team Assessment: Documentation for Evaluation of Preparatory Education was found on websites noted in the APR, including one that specifies the admission requirements including prerequisite course information with core and elective courses defined for the 55-credit hour M.Arch degree. This review looks at both portfolios and transcripts for students prior to entering the program.

Appendix #9, on p.123 of the APR provides the form for Transfer Course Substitution Evaluation Report for prior courses used in this process. During the visit, team discussions with Program Coordinator Craig Konyk confirmed how this is accomplished. An example of an evaluation template was provided, as well as a form completed for an actual student, albeit with identifying information redacted. It was clear from this form that the candidate would understand the evaluation process and its implication for the length of a professional degree. However for this student, the length of the program was extended by a full year. This is addressed above in SC.4 Technical Knowledge which notes that required structures courses are only offered as undergraduate courses.

5—Resources

5.1 Structure and Governance

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

Team Assessment: The administrative structure and reporting lines in governance were described and defined in the narrative of the APR with two accompanying organizational diagrams, one for the institution and one for the college with university links for further information. Reporting lines and the organization of the program itself, as a state institution, follow a designated approval sequence along with subsequent curricular decisions that are reviewed and approved by program faculty, the College Curriculum Committee, the University General Education Committee, the University Curriculum Committee, The Faculty Senate and the Vice President for Academic Affairs.

Meetings with the administration and faculty confirmed this. With faculty as part of a labor union, negotiations take place at the state level, as for all state institutions, and also with the local federation. A faculty member who represents the faculty on the labor committee introduced himself and mentioned his service in this capacity.

Faculty meetings are twice monthly with student representatives taking part. Staff meetings are ongoing with college leadership.

5.2 Planning and Assessment

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

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

[X] Demonstrated

Team Assessment: The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, are described in the APR as part of the larger institutional strategic planning and assessment efforts.

5.2.1

"An updated university strategic plan 2013-2020 initiated Kean's development of a new area of excellence in 2014 with the new professional programs for Kean USA and Wenzhou Kean "(only Kean University USA is being reviewed here) outlined in a comprehensive plan for the development of the new professional program formed with the counsel of an external board of Advisors, developed further by Dean David Mohny, and adopted by the Kean Board of Trustees. The New Jersey Presidents' Council specifies how it engages with the professional world on both campuses. This includes an assessment of needs for future employment and resources to support the program through teaching, learning, extra-curricular activities, and community outreach. Evidence is provided in appendices #7, p.108, and #11, p.125, in the APR. Key performance indicators are used by the unit and the institution.

5.2.2

The professional program provides an annual outline assessment report to the university identifying areas of assessment with a final report -- the report addresses program goals as identified in the APR through the 6-year program in the core programs, years 1 and 2 for the Core, years 3 and 4 for the Baccalaureate; and the Graduate, 5 and 6. This assessment is conducted through faculty review of student work where Student Learning Outcomes (SLO's) are graded 1-5 based on accomplishment. The most recent report of this assessment is included in the APR Appendix #7.

5.2.3

In progressing toward its mission and stated multiyear objectives, the program indicates that the introduction of all courses is on schedule to fulfill achieving the mission of "the highest-level of certification" on schedule with Student Enrollment presently at 7 students with the second cohort at 21 students and future goal of a cohort of 20 students. Varying faculty positions and teaching and administrative responsibilities are described in the narrative. The university president's goal for full-time faculty positions to gain R2 Carnegie Status for Kean is now in place with new approvals for additional positions specified during 2020 discussion. The narrative in the APR provides existing faculty numbers and progress toward goals.

5.2.4

The APR notes that President Lamont Repollet requested a *SWOT Analysis* (Strengths, Weaknesses, Opportunities, Threats) from each college Dean in November 2020. The program response to this request is presented in the APR, p.38-39 with additional information as a second part on Excellence Goals. One item notes that a major opportunity/issue of the college and the architecture program is "how public engagement is meaningful with respect to our mission." The report also identifies three excellence goals: Equity: a new diversity hire in 2020-2021; Operational: Fabrication labs and equipment for students; and Academic/Research:Graduate Program Proposal in 2020-2021 and International recognition for one

research project and among others the establishment of outreach or K-LABS to advance Public Architecture.

5.2.5

Ongoing outside input from the region is a benefit of the program's context in a vibrant metropolitan area offering significant opportunities to engage with a large professional community. While the program responds to the university assessment measures in Appendix 7 of the APR, the program is further developing other measures to evaluate extra-curricular opportunities, revisions, and improvements. The APR identifies six other opportunities on p.40 where external reviews suggested would offer significant perspectives from the professional community. Further reporting given in the APR p.41 identifies several items affecting curriculum, and student opportunity and culture.

5.3 Curricular Development

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

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

Team Assessment:

5.3.1

The APR narrative provides processes with six points that guide this assessment beginning with "end-of-semester all faculty assessment meetings." Additionally two checklists are provided, the first with Kean University Student Learning outcomes (SLOs) and the second NAAB 2020 Program Criteria (PCs) & Student Criteria (SCs) correlated with KU SLOs.

5.3.2

The APR outlines the work of curriculum development for Architecture through 2020 chaired by the program director with a committee of the whole at the program and college level. Curriculum development then advances to the General Education Committee, University Curriculum Committee, and Faculty Senate and finally to the VP for Academic Affairs. The narrative describes the new procedure that will be a response to Kean University clarifying its own assessment procedures and the program's aligning with NAAB.

5.4 Human Resources and Human Resource Development

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

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

- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Demonstrated

Team Assessment:

5.4.1

The program demonstrated that it addresses criterion 5.4 Human Resources and Human Resource Development. The APR notes that workloads and requirements are negotiated among the State of New Jersey, the Kean Federation of Teachers, and Kean University and that these requirements are made explicit for each faculty member in documents that are signed by both faculty and Dean. In meetings with faculty and students the team found that all parties felt teaching loads promote student and faculty achievement.

5.4.2

The program has an Architect Licensing Advisor who is also the Dean, David Mohney. The Dean also co-teaches the Professional Practice classes. In meetings with students we found that they are aware of the Dean's role and the AXP process.

5.4.3

The university provides some funds to support faculty travel and research presentations. The APR notes that the Kean University's president has a goal of reaching R2 Designation in the Carnegie research institution classification system. The APR notes that this has resulted in additional support for faculty research. Faculty confirmed this support in meetings with the team. Students remarked on opportunities to collaborate with faculty on research projects.

5.4.4

The APR noted Kean University's history of admitting students who come from generally under-represented programs and providing faculty advisors, career mentorship, internships as well as health care, mental health and disability services. During the team's meeting with students, they said that they felt well supported.

5.5 Social Equity, Diversity, and Inclusion

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

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

[X] Demonstrated

Team Assessment: The narrative describes the mission of the program to provide education to underserved populations both in ethnicity and access to education. Conversations with President Repollet, the administration and Dean Mohney underscored the importance of diversity, equity and inclusion.

5.5.1: Interviews with faculty, staff and students showed evidence of the human, physical and financial resources available to all. The College's new home in Hutchinson Hall appeared to be very accessible.

5.5.2: There is a small full-time staff. Part-time staff is much larger. Interviews with faculty and staff showed evidence of diversity. However if adjunct faculty change frequently, this does not guarantee diversity to be a constant.

5.5.3: The program acknowledged that there is less diversity in the Master of Architecture degree program compared to the undergraduate program. The program noted that a number of undergraduate African American students continue on to other leading Master of Architecture programs such as Yale, Syracuse and Parsons. The Dean is working with the Kean University Foundation to identify and secure additional scholarship support for minority graduate students. Also, the faculty are reviewing the number of credit hours in the graduate program to determine if they can be reduced to lower student tuition costs.

5.5.4: There is a new Diversity, Equity and Inclusion office at the level of the senior university leadership. <https://www.kean.edu/diversity-equity-inclusion/about-diversity-equity-inclusion>

5.5.5: University maintains an Office of Accessibility Services and the University Human Resources provides access to annual training for faculty and staff on accommodations for accessibility. <https://www.kean.edu/offices/office-counseling-accessibility-alcohol-and-other-drug-services/office-accessibility>

5.6 Physical Resources

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

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

[X] Demonstrated

Team Assessment: The program demonstrated that it addresses criterion 5.6 Physical Resources. The APR notes that the program's occupation of the very recently (2020) renovated Hutchinson Hall provides new dedicated studio spaces which were previously missing. Hutchinson Hall also includes an unstaffed

satellite library, seminar spaces, and small work areas for students. It is close to both the university MakerSpace, the Workshop, and the Nancy Thompson Learning Commons. There is also a large lecture space in Hutchinson Hall. The video tour also showed the newly renovated full- and part-time faculty offices. These spaces are all clearly shown in the video tour provided by the program. The team also virtually experienced studio spaces in a live Zoom 'walk-through' of two studios during critiques.

Of particular importance because of the pandemic, the APR and meetings with students, faculty and IT staff noted that wireless connectivity with adequate bandwidth has supported remote learning.

5.7 Financial Resources

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

[X] Demonstrated

Team Assessment: The architecture program appears to continue to be adequately funded. Our meeting with President Repollet confirmed what we also heard from Dean Mohny, which is that the university administration is fully committed to the Michael Graves College School of Public Architecture. President Repollet noted that he has a particular interest in architecture as his own daughter is studying to be an architect at another institution. The total school budget for the 2020-2021 year is greater than at the time of the previous visit. Joseph Youngblood, Senior Vice President for Transformational Learning and External Affairs, noted that the architecture program will play a particularly vital role in the new administration's focus on connecting with and making a difference in New Jersey's urban areas. Despite the pandemic, enrollment has been stable and faculty positions have been added. Both the program leadership and faculty indicated that they feel they are well supported financially by university administration.

5.8 Information Resources

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

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

[X] Not Demonstrated

Team Assessment: The program *did not demonstrate* that it successfully addresses 5.8 Information Resources. The APR notes that Kean University's central library, the Nancy Thompson Learning Center, has adopted OER, Online Educational Resources, as a primary means to provide program information and literature. The video tour provided by the program confirmed what the APR notes, which is that there is a small collection of donated books held in a room within the school's home in Hutchinson Hall. The APR acknowledges that the program lacks an architectural librarian and full-time visual resource professionals within the school. The program notes that the university's president has committed to a new position for an architectural librarian to serve the professional program in Architecture. However, until this commitment is realized, the program will not have demonstrated access to Information Resources to support a professional education in architecture.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition, Appendix 2*, in catalogs and promotional media, including the program's website.

[X] Met

Team Assessment: The Statement on NAAB-Accredited Degrees with the exact language found in the NAAB *Conditions for Accreditation, 2020 Edition, Appendix 2* is found at the program's website: <https://www.kean.edu/academics/michael-graves-college-architecture-and-design/school-public-architecture>

6.2 Access to NAAB Conditions and Procedures

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

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

[X] Met

Team Assessment: Access to NAAB Conditions and Procedures can be found at the program's website: <https://www.kean.edu/michaelgravescollege/naab-statement>

6.3 Access to Career Development Information

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

[X] Met

Team Assessment: Resources are available to students at the program and university level for career development through the Kean Career Services Office. Students are required to meet with an assigned faculty advisor a minimum of two times per semester. Faculty also assist with internship and employment counseling.

Internship and Licensure are covered in the Professional Practice 1 course, and there are mentorship and internship opportunities available through the school as well as through the student associations. There is a faculty licensing advisor available to students, and recently a student licensing advisor was appointed through their AIAS chapter with monthly advising meetings available to those interested or in need.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

[X] Met

Team Assessment: Public Access to Accreditation Reports and Related documents, sections 6.4.a-6.4.f, are available on the program's website: <https://www.kean.edu/academics/michael-graves-college-architecture-and-design/school-public-architecture>

Statement on Education found on program's website:
<https://www.kean.edu/michaelgravescollege/statement-education-michael-graves-college-2021>

6.5 Admissions and Advising

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

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

[X] Met

Team Assessment:

6.5.a: For students seeking to apply at the Michael Graves College School of Public Architecture at Kean University, application forms, instructions, and admission requirements are found on the program's website: <https://www.kean.edu/offices/admissions>

6.5.b: Information on admissions requirements, admissions-decisions procedures, portfolios and decisions regarding remediation and advanced standing are found at

<https://www.kean.edu/offices/admissions-0/special-program-admissions-requirements#architecture-and-design>

6.5.c: Evaluating content of a non-accredited degree is left up to the program's coordinator who determines how courses on the student's transcripts correlate, or fail to correlate, to the School of Public Architecture's requirements. The school's website describes this process.

<https://www.kean.edu/academics/programs/architecture-march>

6.5.d: Financial Aid and Scholarships are available to students and can be found at the following websites:

<https://www.kean.edu/offices/financial-aid/how-apply-financial-aid> and

<https://www.kean.edu/offices/financial-aid/scholarship-services>

6.5.e: The Michael Graves College celebrates the diversity of their students and strongly supports Kean University's mission to bring the highest quality education programs to students who have been underserved and outlines their commitment in a statement released on the website:

<https://www.kean.edu/michaelgravescollege/statement-education-michael-graves-college-2021>

6.6 Student Financial Information

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

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

[X] Met

Team Assessment: Students have access to resources and information for making decisions about financial aid on the university's website. Access to an initial estimate of tuition, fees, books, supplies and materials is available through the "net price calculator" feature on the university's website:

<https://www.kean.edu/offices/financial-aid>

<https://www.kean.edu/offices/financial-aid/cost-attendance>

IV. Appendices:

Appendix 1. Conditions Met with Distinction

1 Context and Mission: The team felt compelled by the degree of alignment between the missions of the architecture program under Dean Mohney, and Kean University under the leadership of the new President, Lamont Repollet. Both President Repollet and Senior Vice President of Transformational Learning and External Affairs, Joseph Youngblood, spoke about the impactful role the architecture program will play in the university's plan to expand the school's connection with and impact on urban communities in New Jersey. The program's unique mission as a *Public School* of architecture which aims to elevate the public's understanding of and expectations for the built environment fit hand and glove with the university's goals. While the pandemic has been an understandable impediment to fully realizing the potential of this synergy, it is clear that the university's commitment to the program and the program's vision provide immense potential for both surrounding communities and the professional development of students in the Michael Graves College School of Public Architecture.

PC.8 Social Equity and Inclusion: New President Lamont Repollet has identified this issue as a key aspect of his agenda for the school; he has initiated a new Office of Diversity, Equity and Inclusion and initiated a series of new academic positions with the intention of further diversifying the faculty. Within the Public School of Architecture, both the full time and adjunct faculty are diverse in background, gender and professional experience. Faculty member Camille Sherrod is one of only six Presidential Fellows at the university; her fellowship will transition to a tenure track position. The goal of engaging in a meaningful way with the larger public predicated an ability to listen to others and be inclusive. Recent studios and seminars have addressed topics of social access, racial dynamics and environmental justice. These are all topics for which many students have first-person experience.

5.5 Social Equity, Diversity and Inclusion: Kean students come from a myriad of backgrounds. There are multiple conditions of ethnicity, nationality, legality with respect to immigration, education, economics, and political engagement represented in its student body and the School of Public Architecture is no different. The diversity of the student population affords understanding of multiple points of view around programs, issues, and attitudes, both inside and outside the classroom. The school's approach to equity, diversity and inclusion was one that university administration, program leadership, faculty and especially students were rightfully proud of.

Appendix 2. The Visiting Team

Team Chair, Practitioner

Thomas Ahleman AIA, LEED AP
Principal
Studio Talo Architecture, Inc.
1234 Sherman Ave. Suite 202
Evanston, IL 60202
c 773.620.7232
o 847.733.7300
thomas@studiotalo.com

Educator

Donna Dunay, FAIA, DPACSA
G.T. Ward Professor of Architecture
School of Architecture + Design
College of Architecture and Urban Studies
Virginia Tech
540-231-5512
ddunay@vt.edu

Regulator

Kristine Harding, NCARB, FAIA
Vice President, KPS Group
104 Jefferson Street
Huntsville, AL 35801
256.426.5892
kharding@kpsgroup.com

Student

Erin Conti
AIAS 2020-21 National President
2929 Connecticut Ave NW #808
Washington, DC 20008
603.341.4682
erin.conti41@gmail.com

V. Report Signatures

Respectfully Submitted,



Thomas Ahleman, AIA
Team Chair



Donna Dunay, FAIA
Team Member



Kristine Harding, NCARB, FAIA
Team Member



Erin Conti
Team Member