

Architecture Program Report

University of Detroit Mercy

07 September 2022



National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	University of Detroit Mercy
Name of Academic Unit	School of Architecture and Community Development
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> 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: 36 credit hour M.Arch with 134 credit hour Bachelor of Science in Architecture for 170 credit hour total minimum. Track: <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2014
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Prof. Dan Pitera, FAIA, Dean of SACD
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Prof. Dan Pitera, FAIA, Dean of SACD
Chief Academic Officer of the Institution	Pamela Zarkowski, JD, MPH, Provost and Vice President of Academic Affairs
President of the Institution	Donald Taylor, PhD
Individual submitting the APR	Prof. Dan Pitera, FAIA, Dean
Name and email address of individual to whom questions should be directed	Prof. Dan Pitera, FAIA, Dean piteradw@udmercy.edu

Submission Requirements:

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

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

The Visiting Team Report dated 12 March 2014, cited two conditions not met:

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

2014: Team Assessment: The SPC matrix points to PYC 2650 Environmental Psychology as the primary course for this content. (This understanding is NOT listed among the course objectives.). However, this course outcomes focus on understanding Environmental Psychology and human behavior in and responses to the built environment. While gender and cultural differences are mentioned as factors affecting response and behavior in readings and lectures, student work demonstrates understanding and/or practice of normative theory. The college's plan to expand the very well-organized study abroad programs holds potential for addressing this criterion in the future.

2016: Detroit Mercy Interim Progress Report Response: Cultural Diversity is in fact a core understanding that is covered in detail in PYC 2650 Environmental Psychology. The first response to this not-met condition is to strengthen the content of the course and to ensure that evidence gathered through examinations and course projects clearly demonstrates meeting this student performance criteria. The syllabus for PYC 2650 (attached with other supplemental materials in the appendix) has incorporated language from the new SPC, A8. Cultural Diversity and Social Equity in its primary objectives. 50% of the course content deals directly with the understanding of age, ability, race, gender, and ethnic diversity, the application of that understanding and the architect's responsibilities to account for diversity in site development, residential, urban, educational, and workplace environments. (For more information from the 2016 Interim Progress Report Response, please see link in Section 6.4)

2022: SACD Response: Although Cultural Diversity was in fact a core understanding that was covered in detail in PYC 2650 Environmental Psychology in 2016, the school has strengthened the content of the course even further and to confirm that evidence from examinations and projects demonstrates meeting this student performance criteria. The current Course Objectives for PYC 2650 specifically states in its primary objectives:

- University of Detroit Mercy Core Integrating Theme 4 – Human Difference Learning Outcomes:
 - IT4.1: Express greater interpersonal understanding, recognizing that human differences, such as gender, race, ethnicity, class, sexuality, ableness, and other identity categories, are complex and varied. (Comprehension)
 - IT4.2: Interpret ways in which group identities are formed in a heterogeneous society. (Application)
 - IT4.3: Evaluate the issues arising from inequity, prejudice and exclusion in contemporary societies. (Evaluation)

- It also continues to state the following to address the current NAAB PC.8:
NAAB Criteria Addressed:
 - Program Criteria:
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

Perhaps the most significant change that addresses issues of cultural diversity is the requirement that all students take ARCH 3100: Public Interest Design Studio. This studio emphasizes a variety of issues surrounding community driven design and community engaged design processes. It requires students to utilize PID design principles, typically with a community partner or a group of diverse community stakeholders to propose ideas to reconsider and many times revitalize an existing building, public space and/or neighborhood. (See Section 3, SC.5)

Objective 2: Build design expertise that connects social, economic, and environmental sustainability through an introduction to the practice of collaborative design, emphasizing community-engaged designs that provide students with pre-design methodology and real-time contact with key stakeholders.

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

2014 Team Assessment: ARCH 5190 and 5290—the Professional Practice courses—cover a broad spectrum of practice issues, including the architect's and the client's role and contractual responsibilities in the bidding phase and in managing construction costs. No evidence was found supporting an understanding required by the SPC, especially as related to project financing/funding and post-occupancy costs (i.e., operations, life cycle).

2016: Detroit Mercy Interim Progress Report Response: The primary source of evidence for this SPC will continue to be ARCH 5190, Professions of Architecture. Although some evidence was found in response to this criterion during the visit, specific evidence regarding the coverage of life-cycle costing was lacking. Since the visit, the Professor for this course has retired and has been replaced with a very well qualified adjunct. In general, the content of this course is being updated, with particular emphasis on all the "D Realm" criteria as well as B.10 Financial Considerations. A new syllabus is not available at this time as he is preparing for the course in the winter term, but it could be provided in January. However, we are confident that this SPC and all D Realm SPC will be covered well in this updated version of the course.

2022: SAC Response: The primary source of evidence for this SPC will continue to be ARCH 5190, Professions of Architecture as defined in SACD's 2016 response above, with the update that the course is now taught by a full-time faculty member.

Shop Supervision

2014 Visiting Team Comments: a junior faculty member manages; students supervise (still irregular)

2016: Detroit Mercy Interim Progress Report Response: This concern has been fully addressed. As of 2016, a new Shop Supervisor position has been approved, budgeted for, and filled as of August. This person provides safety supervision, direct assistance and training to



students, and training and supervision of several federal work-study students who also staff the shop during specific hours of operation. The Shop Supervisor is present in the shop 20-24 hours per week, both during studio time and at other times convenient for our students to complete their work. Two assigned faculty members as well as the Dean coordinate with the Shop Supervisor to ensure that the educational needs of students and faculty are being met.

2022: SAC Response: This concern continues to be fully addressed. The conditions outlined in 2016 IPR above remain the same.

Shop Conditions

2014 Visiting Team Comments: aging equipment and safety concerns. Space for a new laser cutter seems inadequate, in terms of ventilation. Accessibility for persons w/disabilities is a general concern.

2016: Detroit Mercy Interim Progress Report Response: This concern has also been fully addressed. During the summer of 2016, the Lower Level of the Architecture building was renovated including the Shop. All antiquated equipment has been replaced with brand new equipment. Spaces have been reconfigured to provide adequate and safe operation of all shop equipment. Ventilation is adequate, and all doors on the lower level have been replaced to provide accessibility.

2022: SAC Response: This concern continues to be fully addressed. The conditions outlined in 2016 IPR above remain the same, with the updates that a 3D printer, MIG/TIG welding equipment and a “Saw-Stop” safety table-saw have been added to the shop’s equipment.

Shop Computer Lab

2014 Visiting Team Comments: Shop and computer lab open hours are not dependable.

2016: Detroit Mercy Interim Progress Report Response: This concern has also been fully addressed. With the addition of a Shop Supervisor, this has allowed us to schedule our federal work-study students much more efficiently in our shops and labs. As a result all shops and labs have expanded hours of operation. With respect to the shops, the presence of the Shop Supervisor also helps to ensure that students are present when scheduled. In addition, our office manager is doing a better job of supervising the federal work-study students and following up with them right away any time we are aware that they have missed a shift.

2022: SAC Response: This concern continues to be fully addressed. The conditions outlined in 2016 IPR above remain the same.

Ethnic and Gender Diversity

2014 Visiting Team Comments: Ethnic and gender diversity among faculty and students has declined.

2016: Detroit Mercy Interim Progress Report Response: Since the visit in 2014, diversity has improved for both students and faculty. For example, the official % of underrepresented minorities at the undergraduate level (representing the bulk of our architecture population) had been 9.8% in 2013, and this year stands at 14.5%. We have seen an increase in minority students in particular in this year’s incoming freshman class, and we are already seeing another uptick in minority applicants for next year as well. Accounting for other minority groups, the % of students reported as “white” has decreased from 65% in 2012 to 54% in 2016. In terms of gender diversity, the % of female students in the SOA has increased from 41.9% in 2012 to



46.8% in 2016. We would hope to get to a point with the student body where 50% of all students are female, only 50% are reported as “white” and 20% are underrepresented minorities. In response to improving diversity, we have also enjoyed a re-birth of our NOMAS chapter, which had been floundering at the time of the 2014 visit. (For more information from the 2016 Interim Progress Report Response, please see link in Section 6.4)

2022: SAC Response: This concern continues to improve. One of SACD’s number one priorities is to Broaden the Perspectives of our faculty, staff and students. To ensure this occurs, SACD has committed to further diversify its faculty, students and staff. In the past, SACD was successful in diversifying the gender composition of our full-time faculty, which is currently 43% female and 57% male out of a total of 14 faculty members and across all faculty ranks. However, SACD was less successful in 2014 and 2016 in diversifying our full-time faculty’s ethnic and racial composition. Since the 2014 accreditation visit, nine new faculty members were hired. Several steps have been taken by the school and university that has proven to make a difference in racial and ethnic diversity. For example, the current full-time faculty who self-identify as from an underrepresented racial or ethnic population group rose from 8.3% in 2014 to 36.3% today. (For more information on how this was achieved, please see link in Section 5.5.2)

In regards to increasing and maintaining student diversity, the overall admissions process has been modified to broaden access to the SACD for traditionally underrepresented students. This included a removal of standardized testing requirements (SAT, ACT) in the student’s applications, as these have historically disadvantaged underrepresented populations due to inherent racial bias in the exam content and preparation process. (For more information on specific strategies for both recruitment and retention, please see link in Section 5.5.3)

Sustainability

2014 Visiting Team Comments: not consistently addressed or advanced; students feel that approaches and material presented are outdated.

2016: Detroit Mercy Interim Progress Report Response: That assessment was a valid concern at the time. This course had been taught by a professor who was due to retire, and he has now retired. The course has been completely updated and is now being taught by a highly qualified adjunct who has much more current professional experience in sustainable design.

2022: SAC Response With the specific intent of addressing Sustainability in our curriculum, SACD hired two full-time faculty, who have since developed a fully revised integrated technology curriculum with a major goal of mainstreaming climate action. This curriculum is coordinated across the building technologies courses (building construction and materials, building structures, and environmental technology), and culminates in a fourth year capstone semester of study that includes the Integrative Design Studio (SC.6) as well as concurrent supporting Integrated Technology modules.

When the student reaches their final mandatory undergraduate studio: Public Interest Design (SC.5), they continue to connect the technological climate issues with the social issues of climate justice. Each students learns to understand that sustainability is both technical and cultural. They on the ideas surrounding a “sustainable community” which include energy efficiency, as well as racial and ethnic culture, wellness, and engagement. (For more information, please reference Section 2: Shared Values: Environmental Stewardship.)

Faculty Retirements

2014 Visiting Team Comments: Retirements seem imminent; succession could significantly impact school culture, if new hires come in clusters.

2016: Detroit Mercy Interim Progress Report Response: The full-time faculty ranks have not shrunk. As noted above, three new full-time Tenure-Track one Professor of Practice



appointments were made successfully as of August 2015. Faculty workload has been balanced accordingly following the addition of these four new positions, and each faculty member has a limited and reasonable number of service obligations (except for one or two over achievers who choose to take on extra service assignments.) Faculty workload in terms of teaching has never exceeded their contractual obligations of two courses per term. (Again, with the exception of a few individuals who specifically request and are capable of handling overload assignments.) Likewise, although our student population has increased in the past two years, it is still below historical levels.

2022: SAC Response: This concern continues to be fully addressed. Since the 2016 Response, SACD has had three more retirements and hired six new faculty members, which makes a total of nine new faculty since the 2014 accreditation visit. SACD took very seriously the Team's concern that this influx could impact school culture. Both the faculty and the administrators feel strongly that it is important for a school's culture to evolve and change in a way that is inspired by the past while not being defined by it. Because SACD is grounded in and recognized by its clear set of Core Values and Mission, faculty who are drawn to this institution bring with them both the desire to work in this context, as well as having varied expertise and perspectives that can meaningfully evolve SACD's culture, while not subverting it. All nine new faculty are unique and accomplished. They value the heritage of SACD and have brought new energy and insight that is moving us dramatically into the future.

Faculty Workload

2014 Visiting Team Comments: Workload and demand for university service obligations continue to be a concern (especially as the number of full-time faculty shrinks and programs grow).

2016: Detroit Mercy Interim Progress Report Response: The full-time faculty ranks have not shrunk. As noted above, three new full-time tenure-track appointments were made successfully as of August 2015. Faculty workload has been balanced accordingly following the addition of these three new tenure-track faculty, and each faculty member has a limited and reasonable number of service obligations (except for one or two over achievers who choose to take on extra service assignments.) (For more information from the 2016 Interim Progress Report Response, please see link in Section 6.4)

2022: SAC Response: This concern continues to be fully addressed. The number of full-time faculty remains constant. It should be noted that both the Dean and Associate Dean regularly teach a small number of courses, thus contributing to the workload balance.

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

This section is limited to 5 pages, total.

Program Response:

Name Change and Rebranding: Before we begin, it is important to note that in Fall 2021 the University Board of Trustees approved renaming our school from School of Architecture to School of Architecture and Community Development (SACD). This transition concentrated on amplifying our mission-driven and student-centered approach and uplifting our Community Development agenda. It also marked the 15th anniversary of the Master of Community Development program.

The APR for the previous visit was prepared in 2013 and responded to the 2009 Conditions for Accreditation. In 2014 new Conditions were approved, and again in 2020. This APR is responding



to the 2020 Conditions for Accreditation. Although there have been changes to the Conditions and how they are organized, in our view, there is a certain consistency to the requirements from 2009, 2014 and now 2020. The differences are largely in emphasis. The NAAB Condition changes that we feel are most relevant to our recent program changes are illustrated in part by the Shared Values of the Discipline and Profession stated below. They include the following:

- More emphasis on climate change and mitigation (PC.3: Ecological Literacy and Responsibility)
- More emphasis on innovation (PC.5: Research and Innovation; and PC.7: Learning and Teaching Culture)
- More emphasis on testing, including testing in the field (PC.5: Research and Innovation; SC.5: Design Synthesis; SC.6: Building Integration)
- More emphasis on emerging technologies and systems (SC.4: Technical Knowledge)
- More emphasis beyond buildings to communities, cities and urban environments (PC.2 Design; SC.1: Health, Safety, and Welfare in the Built Environment)
- More emphasis on diversity, inclusion, social equity and the translating of the understanding of diverse cultures into the built environment (PC.5: Leadership and Collaboration; PC.8: Social Equity and Inclusion).

First and foremost, SACD faculty and administrators consider the major changes to the Accreditation Conditions from 2014 to 2020 as an exciting opportunity for each institution to amplify the aspects that make their programs unique, and illustrate how those aspects meet both the Program Criteria and Student Criteria.

Prompted and inspired by the NAAB 2020 Conditions for Accreditation, the SACD has developed and begun to implement an entirely new and rigorous Assessment policy, mechanism and culture. Simultaneous to the development of our assessment protocols, the Associate Dean, in collaboration with the SACD Curriculum Committee, made significant changes, not only to the 5-year curriculum as a whole, but to nearly all of the courses used to meet the new NAAB Student and Program criteria. In addition, the Student Learning Objectives and Outcomes for every course in the Architecture curriculum were modified or re-written in order to better align with both or updated Core Values as well as the new 2020 conditions for accreditation.

With this in mind, SACD's primary response to address the changes in the 2020 Conditions was to amplify and connect the uniqueness of the School, which is outlined in the Section: Context and Mission, with the six items listed at the beginning of this response. To achieve this goal, SACD's Curriculum Committee with support from the entire faculty and administrators, reorganized the upper-level studios away from combined, or "vertical" third and fourth-year studios. The studio experience and overall curriculum plan is slightly more choreographed:

1. Foundation Studios
The 1st and 2nd year studio curriculum was redesigned in response to the new Conditions with a much greater emphasis on maintaining close coordination between the multiple sections, in order to help to ensure consistent learning outcomes for all students. The Associate Dean appointed coordinators to each of the levels to ensure consistency among the instructors.
2. Third Year Studios
 - a. Fall Semester: Special Topics Studio
 - b. Winter Semester: Study Abroad Studio/Special Topics
3. Fourth Year Studios
 - a. Fall Semester: Mandatory Integrated Design Studio (NAAB SC.6)
(See Section 3.2 SC.6)
 - i. Integrated Design Studio is linked directly with three Integrated Tech courses (ARCH 4640, 4660, 4680) that provide research and testing for the design project(s) produced for the studio.



- b. Winter Semester: Mandatory Public Interest Design Studio (NAAB SC.5)
(See Section 3.2 SC.5)
 - i. The Public Interest Design studio, in addition to dealing with issues of designing buildings that impact diverse urban communities, also is directly linked to ARCH 3190: Building Code and Zoning Analysis.
5. Completely revised Building Technology sequence
The Tech Sequence has been completely rebuilt from the ground up. This included the hiring of new faculty specifically targeted to address this deficiency, complete reconstruction of the delivery methods to facilitate more connections to the rest of the curriculum and to increase the use of hand's-on and applied learning, and an updated and revised content throughout the sequence – all new since the last visit based on internal assessment and response. The details of this sequence can be found in Section 3.2 under SC.4 Technical Knowledge. This rebuilt Building Technology sequence has been rolling out in the form of Structures, Environment and Construction modules over the past three years, as we transitioned from the ‘old’ to the ‘new’ Tech curriculum.
6. Completely Revised Visual Communications Sequence
Since the last NAAB visit we completely redesigned the Visual Communications sequence, in an attempt to give our students a higher level of skill both as it applies to representational production in studio, and preparation for current professional practice. Staffing, delivery methods, and content were all revised in response to identified weaknesses.

Besides the sections of the curriculum that have changed due to the new 2020 Conditions, the following educational and curricular items are planned, but still in process:

Cuba: For those students who do not have the ability or resources to study abroad for a full semester, SACD also provides a 10-day program in Cuba (established in 2012), which occurs during winter break. Though primarily attended by our community development students, architecture students have participated regularly and SACD views this as a future under-utilized opportunity for cross-collaboration between both programs. The program is primarily centered in Havana with travel to various parts of the island. Students and SACD faculty focus on community-based architecture and community development.

Domestic Travel Studio: The Domestic Travel Studio evolved out of SACD's second year travel studio, which started in 2005, which still exists. But, the newly defined Domestic Travel Studio runs parallel with the study abroad studio during the winter semester of the third year. It is deliberately designed for students who are unable to participate in a study abroad program, or who are already international students studying in the United States and want to expand their experience. The studio requires projects be assigned in a USA city other than Detroit, with a multi-day visit to those cities. The Domestic Travel Studio intends to be mandatory for the first time in winter semester 2023. Cincinnati, Chicago, Cleveland and Pittsburgh are all popular locations and are all within four or five hours of Detroit.

Expanding Availability of the VABE Program: The Visual Arts and the Built Environment (VABE program) is uniquely offered by the University of Windsor's School of Creative Arts (SoCA) in collaboration with the Detroit Mercy's School of Architecture and Community Development. It is an international cross-border Bachelor of Science in Architecture and a Bachelor of Arts as a dual preprofessional track to the Master of Architecture, which combines the study of art and architecture. Currently, this program is only set up for SoCA students to take courses at the SACD. The two schools are working together to expand the availability for SACD students to take courses at SoCA.

NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:



Detroit and Beyond

Detroit is our home, not our laboratory.

The Detroit Mercy School of Architecture and Community Development (SACD) is the only architecture school in the city limits of Detroit. For over fifty years, it has garnered a respected and honored reputation for its knowledge and work in Detroit. This specific and unique perspective and research has been acknowledged to be applicable at the national and international scales. Therefore, the School of Architecture and Community Development is not merely an expert on Detroit-based urban architecture. It is a distinctive expert on urban architecture based on its engaged work in Detroit. It is clear, Detroit has been of interest—both positive and negative—to the world for decades. As eyes continue to focus on Detroit from every angle, SACD has been one of the key institutions at this nexus.

However, to focus on the city context alone, simplifies the multivalent aspect of what underpins SACD. Our school is also grounded in specific and notable university and national contexts. All three provide a foundation for SACD's mission and vision, our approach to pedagogy, and our specific academic and research programs.

National Mercy and Jesuit Network

SACD is located in a university where the founders are the Religious Sisters of Mercy and the Society of Jesus (the Jesuits). It is the only accredited school of architecture at any of the forty-five Jesuit or Mercy universities in the United States. Both the Sisters of Mercy and Jesuits have an educational heritage that celebrates a diversity of faith traditions, even those without a faith tradition, and is centered on social justice and the dignity of every person.



Detroit's School of Architecture and Community Development (SACD)

We enter this accreditation cycle with a significant name change that is deliberately focused on our Mission and Core Values. In Fall 2021 the University Board of Trustees approved renaming our school from School of Architecture to School of Architecture and Community Development (SACD). This transition concentrated on amplifying our mission-driven and student-centered approach and uplifting our Community Development agenda. It also marked the 15th anniversary of the Master of Community Development program.

Building on our heritage of over 58 years and our unique relationship with Detroit as our home, the School of Architecture + Community Development (SACD) is internationally recognized for our social, economic, and environmental justice-driven and student-centered approach. SACD has two departments, architecture, and community development and one applied teaching/research center, the Detroit Collaborative Design Center, which is modeled after a teaching hospital's association with a medical school.

SACD is an intentional community of approximately 210 students (193 architecture + 17 community development), served by 38 accomplished full-time (14) and part-time (24) faculty. Each student becomes an integral part of a diverse student body working alongside faculty, administrators and staff to imagine and create change. We are a close-knit community that cherishes our small size. Because of this rapport, one of our sources of pride is that our students are rarely lost in the back row of theater style classes. They are far from being anonymous students walking through crowded halls. Our classes are rarely more than 25-30 students, with most of our studios no more than 15. Other points of pride include: 1. VABE Program a unique international cross-border dual degree program with the University of Windsor, which combines the study of art and architecture; 2. newly defined curriculum and assessment program; 3. study abroad programs in Warsaw (since 1980), Volterra (since 1984) and Cuba (since 2012); 4. Professional Experience (CoOp) program; and 5. Neighborhood HomeBase SACD Storefront.

As stated earlier, the Detroit Mercy School of Architecture and Community Development has the long tradition of critically engaging the opportunities Detroit has to offer. With this in mind, SACD has a particular heritage and emphasis on community-based leadership and civic engagement that influences all our work. This engagement is facilitated primarily in three ways:

1. Community based studios, including the mandatory Public Interest Design Studio
2. The work of the applied research arm of the school, the Detroit Collaborative Design Center (DCDC) (Please see Shared Values: Knowledge and Innovation)
3. The Master of Community Development Program, which is not part of NAAB accreditation. But it does offer electives often taken by upper level and graduate students.

In addition to the Design Center, faculty also engage in community projects through their:

1. Individual studio courses
2. Private practices
3. Lecture/seminar courses
4. Working/Researching
5. Lecturing in the Master of Community Development program.

Because of these activities, SACD is often cited by the University (as well as others) as a premier model of engagement in the urban context and through community-based design methodology.

In a recent speech, Dr. Antoine Garibaldi (Retired in 2022 as the University President) proudly stated: "One of the strengths of UDM's School of Architecture is its focus on educating in an urban context. A working example of the teamwork between city and university is the Detroit Collaborative Design Center for the purpose of addressing urban issues confronting our communities. The Design Center was the first university-based design center in metropolitan



Detroit to provide collaborative design services to non-profit community organizations. Both the Design Center and the School stand out when one thinks of the University and its thoughtful engagement with Detroit.”

The University of Detroit Mercy

The University occupies three campuses in Detroit and one in Novi, Michigan, which house seven colleges or schools, each administered by a dean.

1. The McNichols Campus is located on a 70-acre site in the northwest section of the city and is home to the School of Architecture and Community Development (SACD); College of Business Administration; College of Engineering and Science; College of Health Professions and McAuley School of Nursing; and the College of Liberal Arts and Education.
2. The School of Dentistry is housed in its own facility at the Corktown Campus in Southwest Detroit.
3. The School of Law is located at the Riverfront Campus, located in downtown Detroit.
4. The Novi Campus will house new allied health and extension programs.

It should be noted that the SACD is the smallest college in the entire system. But, because of its local and national reputation as well as its fundraising track record, SACD enjoys the respect of the entire academic community.

All the colleges and schools at the University perform community engagement at various scales. Besides SACD's DCDC, clinics exist at law, dental, nursing, engineering and science, and business schools as well. DCDC collaborates with a few of these clinics on a project-by-project basis.

University Core Values

University's Mercy and Jesuit Values from a recent Mission Self-Study:

- **Education of the whole person:** Consistently works to develop their own talents and abilities, heart, mind and faith, and contributes to the development of those same qualities in others.
- **Service that leads to justice:** Involvement in and leadership of activities of service, and fostering of reflection around issues of justice.
- **Recognition of the sacred in all:** Promoting and upholding the value of, and respect for humanity and our Earth.
- **Community of inclusivity:** The active engagement of bringing together the multiple identities within and surrounding our community.

Delivery Format

Today, the University of Detroit Mercy is Michigan's largest comprehensive, independent four-year institution with an enrollment of approximately 5,400 students. Although there are some programs, primarily in the School of Business, that are delivered on-line, the vast majority have an on-campus delivery format. Many programs switched to an on-line or hybrid format during the COVID 19 pandemic. Some schools, SACD included, held a few select classes in person during 2020-2021 academic year. Generally, all previously in-person classes have returned to in-person learning or a hybrid format.

With the advent of digital learning, teaching and research that occurred during the pandemic, SACD witnessed the value that digital platforms provided. Prior to 2020, there was an underlying resistance to online teaching and learning in architectural curriculums of many institutions. SACD faculty and administrators met in March 2020 and committed to embrace the unplanned and urgent shift that was occurring at the time, because we saw it as an opportunity to make very

visible to our students the value architects can bring to designing not just objects, but thoughtful systems, meaningful experiences, and effective processes, as well. Over the last two to three years, SACD established methods of online teaching, which are neither worse or better than in-person methods. They were merely different. Today, SACD is back to 100% in-person, because we do not see digital technology replacing SACD's physical facilities and educational methods. Instead, the faculty and administrators looked for ways to retain and weave the positive aspects that online platforms provided. Therefore, though we have an in-person curriculum, SACD submits that if used thoughtfully and critically, online practices can expand our educational techniques rather than limiting them or shifting them away from in-person processes.

Examples of how this has occurred are:

1. All major physical public events—All School Meetings, Alumni Gatherings, Graduation Recognition Dinners, lectures and others—are digitally simulcast.
2. Many studios meet two days in-person and one day digitally. This allows for national and global critics to virtually participate in everyday desk critics and mid-reviews. It also allows for non-traditional students to work in an offsite location.
3. The new Digital Review Space (See Section 5.6.2) is designed to have both physical and virtual reviewers participate simultaneously in student project reviews.

University Foundation, Mission and Vision Statements

The Mission and Vision statements of the University of Detroit Mercy are based upon the Foundation Statement. The Foundation Statement highlights the traditions of the founding institutions that flow into and energize the University as it faces the challenges of the 21st century.

The Foundation Statement reads:

The University mission evolved from the educational traditions of its sponsors, the Sisters of Mercy and the Society of Jesus. These Catholic traditions emphasize concern for the dignity of the person and for the common good of the world community. The Society of Jesus (Jesuits) founded the University of Detroit in 1877. The Sisters of Mercy, Province of Detroit, founded Mercy College of Detroit 1941. Together these religious congregations created a partnership in higher education to establish the University of Detroit Mercy in 1990. Each religious congregation brings its spirit to the mission of the University. This spirit includes commitment to quality education, the service of faith and promotion of justice, and compassionate service to persons in need.

The Mission Statement links the Foundation Statement to the purposes of the University:

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.

The Vision Statement articulates what the University will become as an outcome of the successful implementation of the Strategic Plan:

The University of Detroit Mercy will be recognized as a premier private university in the Great Lakes Region, distinguished by graduates who lead and serve in their communities.

With the arrival of a new University President, there will a university-wide process to reconsider the Detroit Mercy's vision and mission statement, which will lead to a new strategic planning process that will occur in the 2022-23 academic year. The final strategic plan will replace the current 2019-2024 University Strategic Plan.



Over the years, SACD has consistently played an important role in developing the University's vision and mission statements, and strategic plans. For example:

- 2001: Dean Emeritus Stephen Vogel, FAIA and Dan Pitera, FAIA
Co-led the university-wide prioritization process
- 2003: Dean Emeritus Stephen Vogel, FAIA and Dan Pitera, FAIA
Co-led the University strategic planning.
- 2017-2019: Dean Will Wittig, AIA
Co-directed the University 2019-2024 Strategic Planning Process.
- 2020-Present: Dean Dan Pitera, FAIA
Co-chairs the implementation of the 2019-2024 Strategic Plan

We anticipate this continuing.

SACD Core Values, Vision, and Mission

The Foundation, Mission and Vision Statements of the University directly impact the Core Values, Mission and Vision Statements of the School of Architecture and Community Development.

As the name suggests, SACD's Core Values stand at the center of the entire program and inform the SACD's pedagogy in teaching both studios and lecture/seminar courses.

SACD Core Values are:

We are committed to:

...educating students who will adapt to and lead in the changing disciplines of architecture, urban design, and community development.

...advancing social and environmental justice in our neighborhoods, cities, and planet.

...cultivating equity in education and the profession by providing pipelines of access and support for underrepresented people.

...nurturing engaged global citizens who can think broadly and act locally.

...emphasizing a progressive and rigorous approach to design and community development education.

...fostering a mosaic of students who reflect the diversity of people that make up our communities.

The Core Values inform the Vision of the program which in turn, informs its Mission:

SACD Vision: Our view of the world beyond ourselves

SACD envisions a world with just, ecological, and inspiring communities and built environments, which in turn create just, ecological, and inspiring cities.

SACD Mission: Our slice of the work necessary to reach our vision

SACD educates and nurtures a diverse and distinctive array of architects and community developers who strive to create just, ecological, and inspiring communities and cities. SACD is an international resource on equitable development and architecture for all people.

For SACD's Justice, Diversity, Equity, and Inclusion Affirmation Statements, please see Shared Values: Equity, Diversity, and Inclusion.

These values directly inform SACD's Strategic Decision-Making Framework, provided in Section 5.2.2.



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

Program Response:

SACD's Relationship to the University

The architecture program has a strong relationship to the university community and academic context beyond just the University Mission and Vision.

SACD has consistently been an integral part of the larger university context and its larger philosophical discussions. The benefits the architecture program receives and the contributions it makes to the institution are closely intertwined due to the synergy and alignment between the University's mission and SACD's mission.

Teaching:

1. Core Curriculum: Three of the colleges on the McNichols campus deliver the Core Curriculum and other non-architectural electives to the program which includes courses in English, philosophy, math, history, physical science, speech, writing, ethics, religious knowledge, statistics, literature, and cultural diversity. Please reference Section 4.2.2 for more information on the Core Curriculum and SACD's contributions to its content.
2. The Psychology department also collaborates with an architecture faculty to provide our mandatory undergraduate course in Environmental Psychology.
3. SACD partners with the College of Engineering and Science to:
 - a. provide architecture studio and lecture courses for the Architectural Engineering undergraduate program
 - b. provide the Architecture and Construction Law courses to Engineering students.
 - c. provide a curricular pathway to a double-master's degrees in Architecture and Civil Engineering.
4. The Philosophy program periodically provides the graduate elective: Phenomenology in Architecture.
5. Dean Dan Pitera co-led Teaching Excellence, a two-session workshop series. (Winter 2022)
6. M.Arch students often take graduate courses in the colleges of Business Administration and Engineering and Science, to fully or partially fulfill their elective requirements.

This large array of courses mandates that there is continual cooperation between colleges.

Service:

In a 2021-22 academic year, SACD's Dean, Associate Dean and the entire fulltime faculty (12 total faculty members at the time) sat on 27 university-wide committees. Five of these committees were chaired or co-chaired by the Dean, Associate Dean or faculty members. For example, two SACD faculty are on the university-wide Strategic Planning Implementation team co-chaired by Dean Pitera. This committee defines and implements the evolving Vision of the University in the 21st Century. Associate Professor Bernasconi chaired the Internal Research Board Committee, and from 2015 – 2019 an SACD faculty member served as the Vice-President of the McNichols Faculty Assembly (central University Shared Governance body). The Associate Dean currently serves as the Chair of the University's Shared Governance Committee, which acts as the final arbiter for all Shared Governance issues between the faculty and the administration.



These committees allow SACD architecture faculty to amplify our multi-disciplinary view of the world. At the same time, full participation of SACD faculty on University committees leads to a strong understanding of the University at the operational and academic level. Although small in number, a survey of University faculty and administrators would show a very high regard for the hard working and committed architecture faculty on both the personal and professional level. The University Provost, Pam Zarkowski, J.D. MPH has stated: "The School of Architecture and Community Development (SACD) faculty and staff are valued and well-respected at Detroit Mercy. They are engaged as leaders, contributors, and participants in activities ranging from Shared Governance to community engagement. I am grateful to the faculty and SACD administrators for their support of and commitment to student success for the SACD students throughout their educational experiences. I also applaud their engagement with alumni."

Upon hiring four new faculty members this past academic year, we expect the intensity of this committee work to lessen some, but not entirely. This is because, due to retirements and other circumstances the net gain for our faculty number is two people. SACD currently has 14 full-time faculty members.

Administration:

During the past and current academic years, the Dean played an active role on the:

- Academic Leadership Team (Council of Deans), chaired by the Provost.
- Mission Integration Advisory Council
- Strategic Planning Implementation Task Force (Co-Chair)
- University Committee for the Jesuit 7-year Journey—*Laudato si'*
- University Leadership Council
- University-wide Climate Assessment Steering Committee

During the past and current academic years, the Associate Dean recently sat or sits on the:

- Association of Jesuit Colleges and Universities Leadership Institute (Selected as the Detroit Mercy Participant) (different representative selected each academic year)
- COVID-19 Teaching and Learning Task Force (Co-Chair)
- Undergraduate Advising Committee
- Undergraduate Coordinators Committee, whose members include all McNichols' campus associate and/or assistant deans selected by each college.
- University Shared Governance Committee

SACD benefits from the University

The many ways in which SACD benefits from the University is directly connected to the institution's philosophical commitment to its mission:

1. A student-centered focus at the scale of the institution
2. Students enjoy easy formal and informal access to faculty
3. Teaching centered institution.
4. Urban-based pedagogy.
5. Strong traditional liberal arts core curriculum for all students, including those in professional programs.

Administratively, SACD benefits from the University in very specific ways:

1. **Admissions:** Prospective student management and recruitment strategies
2. **Curricular:** Design, implementation, and maintenance of the mandatory Core Curriculum
3. **Facilities:** Oversight of building maintenance and construction projects
4. **Finance:** Oversight of the annual budget process
5. **Financial Aid:** Oversight and administration of current and prospective student scholarships
6. **Fund Development:** .5 dedicated Fund Development Officer



7. **Human Resources:**
 - a. Payroll and benefits for faculty, staff and administrators
 - b. Overseeing and administrative support of fulltime faculty and staff hiring process
8. **Information Technology**
 - a. .5 dedicated IT support person
 - b. Faculty Laptop “Refresh” Program. (New PC/MAC every 5 years)
9. **University of Detroit Mercy Professors Union (UDMPU):** Defines faculty workloads, Tenure and promotion processes, and provides various resources to faculty (see 5.4 Human Resources and Human Resource Development)

For a complete list of Student and Faculty Resources and links to their webpages, please reference Section 5.4.4.

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

Program Response:

Practicum Based Learning

Context

SACD has a pedagogy rooted in “practicum-based learning,” a long-held Jesuit educational tradition. This approach does not equate “practicum-based learning” with “practice ready graduates,” which can be translated to: skills-based learning. Practicum-based learning establishes an educational process that hovers between both skills-based learning and educating critical thought leaders.

Four Practicum-based Groupings

Four of the core SACD practicum-based initiatives give students opportunities to develop a much broader worldview outside of the classroom experience. These are:

1. **Paid Professional Experience Program (CoOp):** Students seeking the professional master’s degree are required to complete two semester-long (4 credits total) Professional Experience (CoOp) internships (ARCH 3010 and ARCH 5020). SACD has the second oldest CoOp (among ACSA schools) in the country and was ranked #1 in Design Intelligence’s last rankings for “Most Hired From Architecture Schools” for Category 4. (See PC.1 Career Paths: Approach)
2. **Community Based Learning:** SACD centers its educational discourse around community-based leadership and the community design process. (For more information, see Shared Value: Leadership and Innovation.)

Examples include:

- a. **Public Interest Design Studio:** The central setting that allows students to engage in this method of thinking. (See SC.5)
- b. **NOMAS and AIAS:** NOMAS’ and AIAS’ community-based engagement initiatives have taken them throughout the region, but also to other cities nationally.

- c. **Faculty Led Work:** It is common for faculty to engage in projects in a variety of scales that involve paid student participation. Two examples are:

i. **Kristin Nelson and James Leach:**

1. **Cass Community Table:** This student-involved, community-based design-build project amplifies the social and community-building aspect of an established community garden in the Cass Corridor, and provided opportunities for architecture students to work face-to-face with community user-groups and stakeholders, and gain hands-on experience with materials, tools, and fabrication.

2. **Student Participants:**

Mona Makki, Mark Alsobrooks, Connor Barbara

ii. **Kristin Nelson and James Leach:**

1. **Active Table at The Neighborhood HomeBase:** The design uses reclaimed slate chalkboards to create a durable interactive markable surface for use in community meetings and ideation sessions. The plywood structure was fabricated using a CNC mill and constructed with wood-to-wood joinery, a blend of traditional and digital construction techniques. The pinwheel leg assembly creates a visually light and dynamic form that provides great strength to support the heavy tabletop loads.

3. **National and International Experiences and Knowledge Exchange:** The School's heritage is grounded in understanding that each student must be a citizen of the world and not merely of Detroit, Michigan, Midwest or USA.
 - a. **Study Abroad:** For those who can to take advantage of our two semester long study abroad programs—Warsaw Institute of Technology in Warsaw, Poland, and the Volterra Program in Volterra, Italy—and a 10-day research travel tour to Cuba, clearly benefit from the full immersion into an unfamiliar culture, which is described by most who participate in these programs as a truly life-changing educational experience. (For a more complete description, see Section 4.2.5.)
 - b. **Visual Arts and the Built Environment (VABE):** VABE is a unique program offered by the University of Windsor in collaboration with the Detroit Mercy's School of Architecture and Community Development. It is an international cross-border dual degree program that combines the study of art and architecture. (See 4.2.3)
 - c. **Polish Exchange Students:** As described in Section 4.2.5, students who are not able to participate in our study abroad programs, have the opportunities to work alongside the Polish students and faculty when they arrive every fall semester.
 - d. **Conferences and Symposia:** Students are encouraged and financially supported to attend local, regional and national meetings of the AIA, AIAS and NOMA.
4. **Lab and Workshop Based Experiences:** The 5-year curriculum that has been discussed in Sections 3 and 4, features more integration of lab and workshop based experiences in the classroom and studio courses.
 - i. Lab and practicum based work in the building technology sequence
 - ii. Woodshop and digital fabrication work in the Visual Communications sequence
 - iii. Woodshop and digital fabrication work in the throughout the studio sequence





Besides the culture of practicum-based learning highlighted above other embedded ways to learn both inside and outside of the classroom include:

Student Organizations: NOMAS and AIAS

The student chapters of NOMA and AIA are very active and dynamic aspects of the school from the perspective of both education and building community. They were particularly important during COVID where students felt isolated and under-resourced in their “home” environment. Both AIA Detroit and NOMA Detroit have active interest and connection with their SACD student counterparts. A few recent examples of initiatives that NOMAS and AIAS designed, sponsored and implemented are:

- Small design build projects throughout Detroit and the region. (in-person)
- Weekly Black History Month Lecture Series (virtual in 2022, but hybrid in the future)
- Monday night gaming and studying sessions (in-person)
- LEED and WELL Exam Study Groups (in-person and virtual)
- Professional office visits locally and nationally (in-person)
- Coordinated trips to conferences (in-person and virtual)

Collaborative Studios

The studio context has typically been used to expand a student’s experience. In recent years, SACD has explored ways to expand studio experiences well beyond the studio walls, including:

- **NOMA Studio:** Initiated winter semester 2020, NOMA Detroit sponsors a studio centered on the annual NOMA competition. The studio is taught by NOMA members and the students travel to the NOMA conference to present their entry.
- **HipHop Studio:** As a first step in a larger SACD and Howard University institutional partnership, Alumni Michael Ford (AKA: the HipHop Architect) and Woodrow Hoffer teach a collaborative studio based on HipHop culture. The course is cross-listed at both institutions and is typically offered during the fall semester.

Dichotomy Student Journal

One unique opportunity for learning outside the traditional classroom is the award-winning student-run journal: [Dichotomy](#), which is paid for by a \$20 student fee each semester. Since 1978, [Dichotomy](#) has been a repository of academic discourse from students and professors as well as luminaries in the fields of architecture and design. (See Shared Values: Knowledge and Innovation.)

Field Trips

SACD considers an essential aspect of any architecture program is physical visits to buildings and other developments, studio project sites, as well as professional offices in the Detroit area to enhance classroom learning. Detroit and the surrounding region hold wonderful examples of 20th century architecture and public space. SACD faculty and student organizations provide regular visits to many of them. Although recently limited by COVID, these field trips include:

Detroit and Metro Detroit

- 1st year has traveled to Cranbrook each year to visit the studio building by Raphael Moneo, the Natatorium Building by Williams + Tsien, As well as the entire campus by Saarinen, etcetera.
- 1st year has also traveled to the new City Modern neighborhood (and it has served as a site for their final project) with visits to buildings by several architects including Lorcan O’Herlihy, Merge, Dwell and Hamilton Anderson + Associates.



- Last year 2nd year construction class got a full behind-the-scenes construction tour of the new student center by Hamilton Anderson and Associates.
- NOMAS and AIAS offer annual firm visits around the Detroit region.
- Since many projects are in Detroit's urban context, site visits are mandatory

Beyond Detroit

- The fall semester of second year studio locates its projects in a city within 4-5 hours from Detroit. Student fees are used to pay for the trip, which allows all students the experience.
- Upper-level studios have visited St. Mary Chapel by Ply Architects
- Many thesis projects are located across the globe. SCD works to provide student support for site visits.

Summary Statement of 1 – Context and Mission

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

Program Response:

Building on our heritage of over 55 years, and our unique relationship with Detroit as our home, the School of Architecture + Community Development (SACD) is internationally recognized for our social, economic, and environmental justice-driven and student-centered approach. SACD has two departments, Architecture and Community Development, and one applied teaching/research center, the Detroit Collaborative Design Center, modeled after a teaching hospital's association with a medical school.

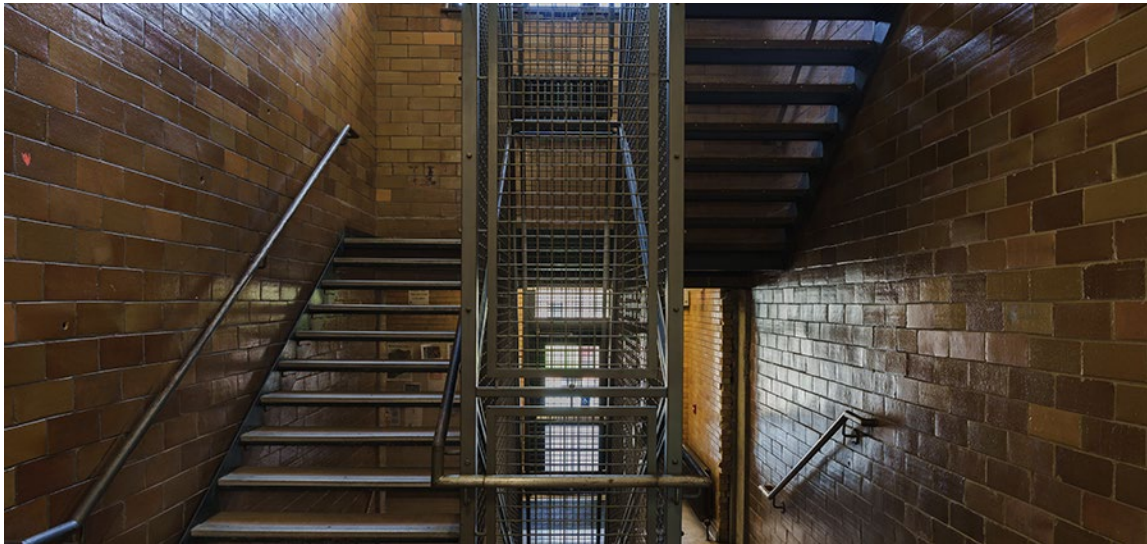
SACD is an intentional community of approximately 210 students (193 architecture + 17 community development), served by 38 accomplished full-time (14) and part-time (24) faculty. Each student becomes an integral part of a diverse student body, working alongside faculty, administrators, and staff to imagine and create change. We are a close-knit community that cherishes our small size. Because of this rapport, one of our sources of pride is that our students are rarely lost in the back row of theater style classes. They are far from being anonymous students walking through crowded halls. Our classes are rarely more than 25-30 students, with most of our studios no more than 15. Other points of pride are our: 1. VABE Program, a unique international cross-border dual degree program with the University of Windsor, which combines the study of art and architecture; 2. newly defined Tech sequence, curriculum and assessment program; 3. study abroad programs in Warsaw (since 1980), Volterra (since 1984) and Cuba (since 2012); 4. Second oldest Professional Experience (CoOp) program out of all ACSA schools of architecture; and 5. Neighborhood Home Base SACD/DCDC Storefront.

2—Shared Values of the Discipline and Profession

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

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

Program Response:



Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

- ...emphasizing a progressive and rigorous hands-on approach to design and community development education.
- ...educating students who will adapt to and lead in the changing disciplines of architecture, urban design and community development.
- ...advancing social and environmental justice in our neighborhoods, cities and planet.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

- ...deliver Accredited, Rigorous and Forward-Thinking Curriculum
- ...amplify Social, Economic and Environmentally Just Design for all people.

Approach:

From the very first day of the Introduction to Architecture course, students enter a discourse that frames architecture as a design discipline at its core...and...Design and architecture as non-linear processes, and bodies of knowledge. Throughout their five-year formal education at SACD, the student is immersed in design, which is holistically centered around human and environment experiences. This is reinforced in their twelve studios and affiliate support courses. People perform design and are the recipients of design. In turn, design's specific relationship to architecture is focused on the experience of humans—i.e., people will live, work, play, learn and

worship in in the spaces designed by architects; they will laugh and cry in them as well. Architecture as a body of knowledge, along with its design process, is one of humans' cultural means of adapting the space around us. Therefore, design is rooted in cultural phenomena. To that end, if the discipline of architecture is centered around humans, then SACD's architectural education explores all aspects of the human condition and through this educational process, students understand that design needs to be equitable, safe, resilient, and sustainable, which translates to an understanding that "integrated design" is not solely about technical issues but social issues as well. Students are enrolled in two mandatory studios: Public Interest Design (See SC.5) and Integrated Design (See SC.6) so that the social and the technical realm are equally embraced. Likewise, the architectural coursework is balanced with a University mandated core curriculum to ensure that students have a basis in communication, mathematics, science, humanities, ethics, social responsibility, critical thinking, cultural diversity, human difference, personal spiritual development, and spirituality and social justice.

Embedded in the prior paragraph is the issue of access to design and architecture. If architecture is focused on human experience, students are encouraged to work toward a cultural understanding that well-designed spaces are not just for some people, they are for all people. Thoughtful and inspiring places are not superficial things. They nurture and develop the people who engage them. However, just like a victim who falls in love with their captor, we have been held hostage by shopping malls and mediocre design. These things have become familiar to us and our students, and frankly, we have developed a nostalgia for them. We work to intentionally break this nostalgic cycle and nurture our students to design spaces that creatively engaged our day-to-day lives no matter what the building use. For example, most, if not all people would agree that a young child will grow and learn better in a well-designed school versus an unmaintained poorly designed school. If it is true for a school, then it is also true whether a person's surroundings are a school, home, homeless center, or other architectural, urban, or landscaped space. With this in mind, design is really an issue of social justice. One of SACD's four Strategic Priorities is to "amplify Social, Economic and Environmentally Just Design for all people."

In the first paragraph of this Shared Value, it is stated that students are "immersed in design, which is holistically centered around human and environment experiences." Thus, similar to the "human experience," students are not merely exposed to concepts of sustainability in a lecture course or two. Instead, climate issues, climate technology, and climate justice are woven throughout the curriculum. (Please see next Shared Value for more information.)

Throughout their experiences at SACD, students are made aware that design is also about place. In short, Space is abstract and Place is personal. The unique urban environment of Detroit, which is our place, our home, is a condition that is widely explored at SACD in design studios, research engagements, and is a popular subject in thesis work. At the same time, studio work, including over 30-40 years of semester long study abroad studios, also involves sites throughout the region, country, and the world. From this work, students understand that place is a strong determinate of form and function and that every project demands a different look at assumed beliefs. Through these Detroit-based and non-Detroit-based studios, students begin to understand that their work in Detroit is applicable at the national and international scales. SACD is not merely teaching students to be an expert on Detroit-based urban architecture and design. It is nurturing unique experts on urban architecture based on their work in Detroit.

Finally, the student is immersed in a newly redesigned curriculum that exposes them to a variety of analogue, digital and hybrid design processes that invite the student to use design as a research method as opposed to a method that validates what the student is already thinking. As discussed in the section on Context and Mission, the new 5-year curriculum features embedded integration of lab and workshop-based experiences in the classroom, visual communications, and studio courses. For example, digital fabrication is an integral part of visual communications; and lab work is woven into most of the building technology sequence of classes.



Regardless of the countless options an SACD graduate might decide for their future, they have been completely immersed in the holistic aspects of the discipline and taught by architects and other faculty in the full sphere of the profession.

In essence, students are made aware that the discipline of architecture and design encompass a true variety of human and environmental conditions, which demand the professional to embrace a collaborative pluralism of practitioners who are experts in a full range of subjects and are not just form makers. SACD educates students who support great design versus solely educating great designers.

Relevant Courses (for course descriptions, see Condition 03)

- All Design Studios
- ARCH 1190 Introduction to Architecture I
- ARCH 1290 Introduction to Architecture II
- ARCH 1860 Environmental Principles
- ARCH 2190 Site Analysis and Design

Non-curricular Activities

- Presence of the Detroit Collaborative Design Center within the SACD (see Shared Values: Knowledge and Innovation)
- Lectures by leaders in the fields of architecture, urban design, graphic design, and community development
- Portfolio Day Exhibition (see PC.7)

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

Program Response:

Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

...advancing social and environmental justice in our neighborhoods, cities and planet.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

...amplify Social, Economic and Environmentally Just Design for all people.

Approach

Climate change is one of the most pressing issues facing contemporary architectural practice and education.

In 2017, Architectural Record conducted an online poll of architects to measure their understanding of climate change. The answers from 547 respondents suggest that architects are in agreement about the need to address climate change. Over 86% of respondents answered that climate change mitigation was either “very urgent”, or “the most urgent challenge of our time.” This same poll demonstrated, however, that respondents had an imperfect understanding of the causes of climate change, and fewer than 50% were able to identify that buildings are the primary contributor to it.

It is important that SACD students are “immersed in design, which is holistically centered around human and environmental experiences” as mentioned in the prior Shared Value. Though, this is not a new value for SACD. Environmental stewardship has been a critical priority as far back as



the school's origins in the early 1960's. Though the pedagogical approach and thinking has evolved since then, students were, and have been taught the important role architects and their buildings play in addressing the issues surrounding climate change and climate justice. Over the past fifty years, SACD's attention on environmental stewardship has moved from understanding both passive and active building systems to more critical issues surrounding climate change and its inequitable impact on public health, safety and welfare. The relationship of our buildings to the world around them is of crucial importance and the work coming from SACD's studios and our other support courses illustrate this priority.

SACD has developed an integrated technology curriculum with the goal of mainstreaming climate action. This curriculum is coordinated across the disciplinary divisions of building construction and materials, building structures, and environmental technology, which culminates in a capstone semester of study that includes an Integrative Design Studio (SC.6) as well as concurrent supporting Integrative Building Technologies modules. These courses frame climate response, building performance, and carbon reduction as critical design goals and primary design drivers. This includes consideration of the operational carbon/energy associated with passive and active environmental systems and building envelope performance, as well as the embodied carbon/energy associated with material and structural selection. Digital building performance analytical tools are integrated into all the technology and studio courses.

When the student reaches their final mandatory undergraduate studio: Public Interest Design (SC.5), they continue to connect the technological climate issues with the social issues of climate justice. Each student learns to understand that sustainability is both technical and cultural. They focus on ideas surrounding a "sustainable community" which include energy efficiency, as well as racial and ethnic culture, wellness, and engagement.

This is reinforced from the beginning of SACD's curriculum starting in the first and second foundation years, where they are enrolled in the mandatory courses:

1. First Year: Introduction to Architecture two-semester sequence
 - a. AIA's Code of Ethics is reviewed including its mandate of environmental responsibility and stewardship
 - b. Specific lectures dedicated to the role of the environment on site design
 - c. Environmental justice and social inequality are discussed
 - d. United Nations Sustainable Development Goals are reviewed
2. First Year: Environmental Principles
 - a. This course focuses on a broad range of sustainable strategies that impact building design and building envelope design, with a significant emphasis on the integration of these theories into schematic design, in a way that is meant to demonstrate how these concepts could easily influence design thinking in subsequent studio projects
3. Second Year: Site Analysis
 - a. Explores the intrinsic relationship of buildings to the environment
 - b. Exposes the students to culturally sensitive landscapes and spaces
4. Second Year: Building Environment I
 - a. This course continues this discussion of sustainability by expanding on lessons learned in Environmental Principles, adding daylighting and renewable energy topics to their toolkit, and integrating that work into their preliminary understanding of active mechanical and electrical systems, again all with the intent to teach these topics in a way that facilitates the direct integration of this understanding into future studio projects.

This pedagogical approach, which continues through their entire 5-year curriculum, is designed to help students make better decisions early in the studio project, and to embed energy, carbon,



climate awareness and climate justice as part of their design process as they enter architectural practice.

Relevant Courses (for course descriptions, see Condition 03)

- ARCH 1190 Introduction to Architecture I
- ARCH 1290 Introduction to Architecture II
- ARCH 1860 Environmental Principles
- ARCH 2660 Building Environment I
- ARCH 2860 Building Environment II
- ARCH 2840 Building Structures II
- ARCH 3100 Public Interest Design Studio
- ARCH 3190 Building Code / Zoning Analysis
- ARCH 3650 Technical Analysis
- ARCH 4100 Integrated Studio
- ARCH 5190 Profession of Architecture

Non-curricular Activity

- Fabrication Lab Waste Reduction Program (see description in Condition 03, PC.3)
- Presence of the Detroit Collaborative Design Center within the SACD (see Shared Values: Knowledge and Innovation)

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

Program Response:

Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

...cultivating equity in education and the profession by providing pipelines of access and support for underrepresented people.

...fostering a mosaic of students who reflect the diversity of people that make up our communities.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

...amplify Social, Economic and Environmentally Just Design for all people.

...provide Broad Perspectives for our students, faculty and staff.

...become a Community Engaged School because Detroit is our home not our laboratory.

Approach:

It should be noted that the faculty and administrators at SACD do not see a separation between design and justice, diversity, equity, and inclusion. Therefore, much of what is written in the section below could be and partially has been written in the first Shared Value on Design.

Intersectional dialogue and learning: It is also important to state, SACD's faculty and administrators do not think of the visible and invisible differences that each person possesses as separated and discrete. Instead, they are ambiguous, fluid, and intersectional.



The SACD's commitment to this shared value is affirmed in our statements on Justice, Diversity, Equity, and Inclusion include the following:

Mosaics + Communities within SACD

SACD has a vision of where Variety is celebrated over singularity. Like a mosaic, where each ceramic or glass tile can have individual color, shape and identity, while still creating a bigger picture, we thrive when each of us retains our identity while still being a part of a larger community. Each person at SACD is a unique and cherished individual and community member. Our differences bring richness and depth.

Mosaics + Communities within our Disciplines

We have a mosaic of communities that make up our cities and towns. We must have a mosaic of architects and community developers to create equitable, ecological and inspiring work with these communities. Unfortunately, this does not exist. For example, 2% of all licensed architects are Black. Only .4% are Black females. In our colleges and universities, people who come from underrepresented racial and ethnic populations make up less than 20% of the faculty who teach architecture students. Only 5% of architecture faculty across the United States are Black. SACD submits that people with the same backgrounds, same heritage and/or same cultural understanding working on an issue, will develop results, which rarely do more than validate old methods. In other words, like minds seldom develop new ways of thinking. Our future as a discipline must rely on leading in a way that will change the above statistics. The core of what guides us and drive us must be rooted in justice, diversity, equity, and inclusion.

DCDC Equity Statement

Community-engaged design contributes to more equitable communities. Meaningful community engagement in the design and planning process ensures that residents and other stakeholders have an active role in the decision making that impacts their neighborhood and spaces. This has the potential to support community ownership of neighborhood processes and spaces, centering and celebrating local voices, planning with and for existing residents, and working toward more equitable outcomes that reflect the culture and character of the community. Our cities have a legacy of spatial injustice, and community engagement plays a part in creating an alternate process and future.

Along with SACD's Core Values, Vision and Mission, these Justice, Diversity, Equity, and Inclusion Affirmation Statements are publicly posted.

It is wonderful to have collaboratively developed the statements above. But, if SACD has a Core Value of a "mosaic of architects to work with the mosaic of communities that make up our cities and towns," it is important to illustrate how these statements take life in SACD's day-to-day activities and processes. We see justice, diversity, equity, and inclusion as essentially a part of everything we discuss and do.

Thus, with the above statements in mind, and with knowledge of the University's Foundation Statement (See Context and Mission), the school strives to develop and maintain:

1. A diverse student body:

Specific initiatives to attract and retain a diverse student body include:
(For a more complete list and descriptions, please see Section 5.5.3)

Recruitment

- a. **Pipeline Programs:** SACD hosts and works directly with four pipeline programs for middle school and high school students and one regional high school competition:
- b. **Eight New SACD Diversity Scholarships:** SACD has funded eight new scholarships for first year students that are targeted towards continuing to diversify our student body.

- c. **DCDC High School Fellowship:** DCDC hosts and pays two high school students full time in the office for 6 weeks every summer.
- d. **Targeted Recruitment:** SACD works directly with counselors from high school with underrepresented populations. They include Henry Ford Academy at the College for Creative Studies and Cass Tech.
- e. **Streamlined Admissions Process:** In addition to the recent rebranding of the school to uplift its Community Development agenda and previously mentioned Core Values, the overall admissions process has been modified to broaden access to the SACD for traditionally underrepresented students.

Retention

- f. **SACD Student Ambassadors:** SACD has established a diverse array of student ambassadors who engage prospective students and attend all SACD public events.
- g. **NOMAS:** Over the past 10-12 years, NOMAS has become a truly dynamic and impactful SACD organization. They influence all aspects of our school's culture in wonderful ways. Their visible presence and their involvement with recruitment events both attracts and retains a variety of students.
- h. **Relieving Financial Pressures:** All in-house plotting and 2D/3D printing services and materials are free to all students. SACD is looking for other opportunities to relieve the day-to-day financial stress that can prevent underrepresented students from fully engaging in their education.
- i. **Upper-Level Student Diversity Scholarships:** Currently, SACD has two general diversity centered scholarships and several diversity-centered study abroad scholarships for students in at least their third year of study. One of SACD's funding priorities is to further develop similar scholarships.
- k. **Attention to the "Outside of School" Responsibilities:** Many of SACD's students arrive at Detroit Mercy from various economic and nontraditional backgrounds that add stress, which unproportionally affects their performance when compared to other more privileged students. SACD has given attention to the outside-of-school responsibilities that cannot be set aside for many of our students while they attend school.
- l. **Design Future Student Leadership Forum:** SACD is a founding member of the Design Futures Student Leadership Forum (DFSFLF) and sponsors a cohort of students to attend annually for 10 years.
- m. **Lecture Series/Speakers Series:** It may sound like a cliché, but, SACD recognizes that it is important for people to see themselves in a role, which can help increase their aspirations. Our lecture series has always had an intentional priority of bringing a variety of lecturers for our students to witness and aspire to be in the future...a selection of the variety of lecturers in the past two years are: Kofi Boone, J. Yolande Daniels, Rainy Hamilton, Zena Howard, Julie Kim, Marques King, Sandra Little, Justin Garrett Moore, Suchi Reddy, and Sharon Sutton.

2. A diverse faculty:

- a. In 1993, the demographic composition of the fulltime faculty was entirely white males and graduates of Detroit Mercy. There were no fulltime women on the architecture faculty. Today SACD's gender demographics are 43% female and 57% male out of a total of 14 faculty members and across all faculty ranks. Since the 2014 accreditation visit, several steps have been taken by the school and

University that has proven to make a difference in racial and ethnic diversity. Currently, our fulltime faculty is composed of 36.3% people who self-identify as a member of an underrepresented racial or ethnic population group, plus three international faculty (Canada, Italy, and Poland). Please see Section 5.5 for more comprehensive descriptions of SACD and University hiring and recruitment systems.

In short, the recent specific systems include:

Search Advocacy Process: SACD has adopted the Search Advocacy Process in all our faculty and administrator searches.

Public Interest Design Fellowship: DCDC has introduced a Public Interest Design Fellowship. This person will engage the students and curriculum in a variety of ways.

3. A diverse alumni base:

- a. It is typical for schools of architecture to send graduates of varying demographics into the profession with high hopes and passions to change the world. However, it is clear through [NCARB statistics](#) that interns who self-identify as a member of an underrepresented racial or ethnic population group rarely make it to the point of licensure. They account for 50% of new NCARB record holders, but only account for 29% of new architects. Because of this dilemma, SACD recognizes that its responsibilities should not end on graduation day. We do not take these statistics as a given and have worked with our alumni council to develop methods and systems that support our recent graduates as they work through the ambiguous time between graduation and licensure or whatever goals they may pursue.

Specific systems include:

Mentorship programs
Architecture Registration Exam study groups

Because of the commitments outlined above, there are many ways justice, diversity, equity and inclusion are embedded in the projects and work of SACD's **classrooms and studios**:

1. Introduction to Architecture (Mandatory):
 - a. Students gain an introductory understanding of the professional ethical responsibility of the architect to ensure equity of access to sites, buildings, and structures.
 - b. Students gain an introductory understanding of the social justice issues that surround the education, practice and products of architecture, including: inequitable zoning practices, redlining and block busting, and climate justice.
 - c. Students are introduced to the [Social Progress Imperative's Social Progress Index](#).
2. Throughout the five years, a rich series of class projects that address issues in diverse communities are prompts in the studios, including the collaborative studios mentioned earlier in Context and Mission:
 - a. **NOMA Studio:** (See Context and Mission.)
 - b. **HipHop Studio:** (See Context and Mission.)
3. Public Interest Design Studio (Mandatory) (See Section 3.2 SC.5)
4. A survey of the thesis research topics of any given year illustrates the commitment students develop toward social justice and community-based and engaged work.
5. In its Strategic Decision-Making Framework, SACD is exploring possible student exchange partnerships with Howard University; the Pontifical Xavierian University in



Bogota, Columbia, and the University of Puerto Rico to broaden the interactions of SACD students.

Relevant Courses (for course descriptions, see Condition 03)

- ARCH 1190 Introduction to Architecture I
- ARCH 1290 Introduction to Architecture II
- ARCH 3100 Public Interest Design Studio
- ARCH 3190 Building Code / Zoning Analysis

Non-curricular Activity

- Presence of the Detroit Collaborative Design Center within the SACD (See Shared Values: Knowledge and Innovation)
- Lectures by leaders in the fields of architecture, urban design, community development and design activism

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

Program Response:

Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

- ...educating students who will adapt to and lead in the changing disciplines of architecture, urban design and community development.
- ...nurturing engaged global citizens who can think broadly and act locally.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

- ...deliver Accredited, Rigorous and Forward-Thinking Curriculum

Approach:

Research in the form of a rigorous search through questions and answers (many, many answers to many, many questions) is at the heart of Knowledge and Innovation. Research opens the opportunity to evolve thinking and develop new knowledge that builds on meaningful engagement with existing knowledge. In support of the advancement of the mission of the SACD, the faculty and students engage in an inclusive model of research that may include (1.) applied research by faculty, such as professional practice, research-based practice, or technical research, and (2.) long-established scholarly research such as the authoring of papers and journal articles, and (3.) the development of other creative activities such as installations or “un-built” and/or speculative work. The pursuit of un-built work such as competition entries, gallery exhibitions, etcetera, represents a hybrid form of research that is both scholarly and applied and is therefore accepted by SACD and the University as a meaningful form of research for the discipline. The mission of SACD and the University, has also set the SACD’s standard for research activities acceptable for promotion and tenure that include community design and development, social justice work, and civic engagement. Because of the highly collaborative nature of our work, co-authored work or work done as part of a professional team is certainly acceptable, but the role of the applicant in such projects should be described in detail.



Research at SACD is performed by both faculty and students as well as disseminated at the school through lectures, panel discussions, attendance at symposia, our award-winning student journal, *Dichotomy* and other means.

1. Faculty Research and Dissemination:

All faculty pursue research through outside applied design engagements and/or through traditional academic research in areas such as history and theory, building technology, and community engagement. This research is mandatory for the tenure and promotion process, but is also pursued to gain relevant knowledge for teaching and practice. This research is disseminated nationally and globally through lectures, papers, books, magazines, exhibitions, and symposia as well as in the classroom to SACD students.

- a. During the 2020-2021 academic year, (based on faculty annual reports) SACD fulltime faculty presented and published
 - i. 33 refereed presentations/publications
 - ii. 25 non-refereed presentations/publications.Final numbers for the past academic year are in process.
- b. Claudia Bernasconi won EDRA's National Conference Best Paper Two times in the past 10 years.
- c. Stephen Vogel, FAIA and Libby Blume co-edited *Teaching and Designing in Detroit: Ten Women on Pedagogy and Practice* (Routledge), which included several chapters by current and past SACD faculty members
- d. Wladek Fuchs' academic papers on redefining the organization of Roman structures have been presented at two international conferences in Rome and he is one of the few architects to be published in the *Journal of Archeology*.
- e. Under the leadership of the faculty advisors Tadd Heidgerken and Noah Resnick, *Dichotomy*, our student edited journal (see, Condition 01 Context and Mission) won the New York City's Center for Architecture: Douglas Haskell Award for Student Journals (2018) (See bullet point #3.c for a more complete description.)
- f. Faculty awards and recognition for design work produced in the professional practice context. For example:
 - i. Dorian Moore, FAIA: AIA Detroit Charles Blessing Award (2021)
 - ii. Ceara O'Leary, AIA & Tadd Heidgerken: National AIA HUD Award (2019)
 - iii. Tadd Heidgerken: Commerce Design: Detroit Award (2019)
 - iv. Noah Resnick, AIA: Commerce Design: Detroit Award (2018)
 - v. Dan Pitera, FAIA: AIA Detroit Charles Blessing Award (2018)
 - vi. DCDC: National AIA Whitney M. Young Jr. Award (2017)
 - vii. Josh Budiongan: National Enterprise Rose Fellow (2015-17)
- g. Because of the breadth of faculty and administrators research, they have been sought to host and support conferences led by AAO, ACD, ACSA, AIA, ARC, Design Futures, EDRA, NOMA and others.

Significant and recent examples include:

 - i. Distinguished Professor and Dean Emeritus Stephen Vogel, FAIA and Dan Pitera, FAIA co-designed and co-chaired the first annual joint AIA and ACSA Intersections Conference highlighting the meaningful connection between the academy and practice.
 - ii. Claudia Bernasconi (Conference Chair) along with many other SACD faculty designed and implemented 52nd EDRA National Conference (2021), co-hosted by SACD and Wayne State University. It remains the largest attended conference in EDRA's history.

- iii. SACD Faculty hosted the 2021 Annual Retreat for Society of Building Science Educators (SBSE)
- iv. SACD faculty, students and administration provide knowledge support, tours, and planning for the two national NOMA conferences (2021, 2012).
- v. SACD co-hosted and Associate Dean Noah Resnick co-chaired the Philosophy of the City National Conference in Detroit (2019).
- vi. SACD Faculty hosted both the national Design Future Student Leadership Forum (2018) and the national ACD conference (2014).
- vii. SACD co-hosted the 105th ACSA Annual Meeting (2017) in Detroit.

2. Detroit Collaborative Design Center (DCDC):

Modeled after a teaching hospital, the [Detroit Collaborative Design Center](#) (DCDC) is a multidisciplinary, nonprofit design center based in the University of Detroit Mercy's School of Architecture and Community Development (SACD). For approximately 30 years, DCDC has existed to bring high-quality and community-engaged design to all neighborhoods in Detroit. They do this by engaging, educating, and promoting equity in design processes and outcomes. DCDC works with community partners citywide on a range of projects at different scales, prioritizing participation and engagement in the planning and design process with the belief that local expertise leads to more equitable outcomes and design excellence. Students work alongside leading built environment professionals similar to students working alongside doctors in a teaching hospital. To date, over 300 partners locally and nationally have been served. The DCDC staff also works with the Public Interest Design Studio. For their 2021 Annual Report, [Click Here](#).

Recognition: Much of DCDC's research in methodology for community engagement as well as for designing neighborhood revitalization plans, parks, and buildings with the direct input of the residents. For the [Detroit Future City Strategic Framework Plan](#), the DCDC employed a myriad of techniques to gain input from over 90,000 Detroit residents and stakeholders. A documentary film by a Canadian film maker spent a year with the Center documenting its engagement processes for sharing with other schools of architecture throughout the United States and Canada. The Center has received national and international recognition for its work including the national [AIA 2017 Whitney M. Young Jr. Award](#) for a program that "embodies social responsibility and actively address a relevant issue such as affordable housing, inclusiveness, or universal access" and the Center was also the reason that the SACD received the [first](#) NCARB Grand Prize for Creative Integration of Practice and Education in the Academy as well as a subsequent NCARB award. It is also the recipient of the Dedalo Minosse International Prize (Italy) and the [Curry Stone Foundation Design Prize Social Design Circle](#).

Emerging Designers: Teaching is central to DCDC's mission and takes multiple forms. DCDC staff teach, advise and mentor students in the architecture and community development departments. We have a year-round full-time professional staff with a range of experiences and training. We are also joined by 2-4 student designers every semester via the SACD CoOp program who learn the practice of community-engaged design by working alongside our staff and partners. DCDC is committed to growing the practice of community design by supporting a diverse field of future practitioners. To that end, we also recently launched a summer high school internship program.

Neighborhood HomeBase: DCDC has two offices—one in the SACD and one at [Neighborhood HomeBase](#). HomeBase is a storefront space close to campus along McNichols that allows DCDC and affiliated classes and faculty to operate off campus and embedded in the community. HomeBase was designed by DCDC and is shared with Live6 Alliance, a local Detroit Mercy-launched community development organization that

also hosts a range of other community partners in the space. The space is designed for collaboration and community engagement with a large communal flex space open to the neighborhood.

3. Dissemination of and Research by Students

Because of its intentional small size, SACD sets up the opportunity for each student to become an integral part of a diverse student body working alongside faculty, administrators, and staff to imagine and create change through research and practice. There are several avenues for students to engage with research in collaboration with faculty, as interns in the DCDC, or on their own.

- a. **Classroom and Studio:** Their course work emphasizes the role of receptive and reflective design knowledge approach beginning in the first and second years with the Introduction to Architecture courses, in their third and fourth years with Special Topics and Public Interest Design Studios and, finally, their research skills are honed through their Thesis Preparation course and Environment Psychology course, which focus on research methodology, and the M.Arch Thesis itself. They are also involved in applied research in their required professional office experiences.
- b. **Research and Teaching Assistants:** SACD has consistently worked to develop meaningful research and teaching assistantships for our upper-level students. Currently, it is expected that thesis students will either become a research or teaching assistant during their 5th year, and it is mandatory for all of them to sit on a minimum of one undergraduate studio critique per semester.
- c. **Dichotomy Student Journal:** Besides the resources listed above, there is a significant annual fund—paid for by a \$20 student fee each semester—that is dedicated to developing the award-winning student-run journal: [Dichotomy](#). Since 1978, [Dichotomy](#) has been a repository of academic discourse from students and professors as well as luminaries in the fields of architecture and design. Each issue focuses on a simple yet provocative theme around which articles and featured projects are curated. Its mission is to strive to be the critical link to the discourse on design, architecture, urbanism, and community development. [Dichotomy](#) focuses on social justice and critical thought concerning intellectual, spiritual, ethical, and social development issues occurring in and outside of Detroit. The aim of [Dichotomy](#) is to disseminate these relevant investigations conducted by students, faculty, and professionals. Its most recent award was the New York City's Center for Architecture: Douglas Haskell Award for Student Journals. (2018)
- d. **Conference Presentations:** Because of the depth of work accomplished in the first two items listed (classrooms and studios, research and teaching assistantships), students have presented at national, state and regional conferences, including: EDRA National Conference, NOMA National Conference, AIA Michigan Design Retreat
- e. **Detroit Collaborative Design Center:** Since DCDC has been modeled after a teaching hospital (described above), students are immersed in the experience of working with and alongside industry leaders in (1.) community development and design processes, and (2.) civic engagement and its relationship to knowledge exchange. (See bullet point #2 for a more complete description.)

Relevant Courses (for course descriptions, see Condition 03)

- ARCH 1190 Introduction to Architecture 1
- ARCH 1290 Introduction to Architecture 2
- ARCH 2100 Special Topics Studio



- ARCH 3190 Building Code / Zoning Analysis
- ARCH 3650 Technical Analysis
- ARCH 4919 Thesis Prep
- ARCH 5110 Masters Studio Supplement 1
- ARCH 5210 Masters Studio Supplement 2
- PYC 2650 Environmental Psychology

Non-curricular Activity

- Detroit Collaborative Design Center (See bullet point #2)
- Dichotomy Student Journal (See bullet point #3.c above)

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

Program Response:

Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

- ...educating students who will adapt to and lead in the changing disciplines of architecture, urban design and community development.
- ...nurturing engaged global citizens who can think broadly and act locally.
- ...emphasizing a progressive and rigorous hands-on approach to design and community development education.
- ...fostering a mosaic of students who reflect the diversity of people that make up our communities.
- ...advancing social and environmental justice in our neighborhoods, cities and planet.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

- ...become a Community Engaged School because Detroit is our home not our laboratory.
- ...provide Broad Perspectives for our students, faculty and staff.

Approach:

There is plenty of current literature, including research by Ron Heifetz, Kouzes and Posner, or Dan Mulhern that illustrate a leadership model that is directly connected to collaboration and community engagement.

Though, many of our students arrive all having heard phrases like: “Leaders have clear vision. They think outside of the box. She was a born leader. They see things and opportunities others cannot. They take people where they did not know they wanted to go.”

Those phrases translate to statements like: “Why are we asking the community? It will only slow the process down. They will not be able to tell us anything we don’t already know.”

Drawing from a collaborative vision of leadership, SACD’s educational method moves the student toward a process of learning and research that is based in knowledge exchange between a variety of stakeholders. This alternative viewpoint can sometimes put the student’s vision of what a leader is and what a leader does in direct contrast to what they expect or what they think they know about civic engagement. SACD exposes the students to examples where civic engagement is at the core of effective leadership. They learn that leadership rooted in collaboration and



engagement can mobilize communities, whether the community is defined as a neighborhood, a business, or a group of friends.

As discussed in Section 1: Context and Mission, SACD's cornerstone for civic and community engagement can be found in its Detroit Collaborative Design Center (DCDC) and in many of the school's studios, including the mandatory Public Interest Design Studio (SC.5) and the Special Topics studios, including the annual NOMA and HipHop studios as briefly described also in Context and Mission. These activities inherently mirror the aspects of leadership defined above. Students are presented with a model of research and leadership that works and collaborates with community residents and other diverse stakeholders. It is within these contexts that the student works with a design and leadership framework where everyone's expertise is acknowledged, regardless of their educational background.

Besides the studio context, students are exposed to this form of leadership:

1. From the beginning of the college career in the Introduction to Architecture sequence, (mandatory for all first-year students), they are given the broad spectrum of the elements of the architecture profession. Topics discussed for the course include:
 - a. Leading for the Side: Leadership and Community Engagement
 - b. Community and Civic Engagement: Philosophy and Tactics
 - c. Architects Collaboration with Other Disciplines
2. Through the final year of their degree in the Profession of Architecture course, which covers of the role of architects in leading multidisciplinary teams including engineers, planners, landscape architects, interior designers and programming consultants.

Students also may be engaged with the DCDC either in the DCDC sponsored PID Studio or as a full-time paid intern or part-time work study, where they can see first-hand how architects and local stakeholders work together to envision creative solutions for community issues. Their work in the DCDC fulfills their CoOp requirement.

In a myriad of courses and studios students work on peer-to-peer collaborative work. Varied examples include:

1. Integrated Design: Each studio project is a collaborative work of 2-3 students.
2. Many studios do site analysis or other research work as a collaborative activity.
3. Projects submitted in the revised technology sequence are produced by multiple students working collaboratively.
4. M.Arch candidates are immersed in a culture of collaboration and peer critique, which is reinforced in ARCH 5110/5210: Master Studio Supplement I/II, where students Enhance the understanding of their thesis topics by working collaboratively, participating in peer review and group discussions.

Relevant Courses (for course descriptions, see Condition 03)

- ARCH 1190 Introduction to Architecture 1
- ARCH 1290 Introduction to Architecture 2
- ARCH 3100 Public Interest Design Studio
- ARCH 5190 Profession of Architecture
- ARCH 5110/5210 Masters Studio Supplement I/II

Non-curricular Activity

- Detroit Collaborative Design Center (See bullet point #2 of Knowledge and Innovation)
- NOMAS and AIAS (See Context and Mission)

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

Program Response:

Relevant SACD Core Values (See Context and Mission for complete list)

We are committed to:

...educating students who will adapt to and lead in the changing disciplines of architecture, urban design and community development.

...nurturing engaged global citizens who can think broadly and act locally.

Relevant SACD Strategic Priorities (See Section 5.2.2 for complete list)

SACD works to

...provide Broad Perspectives for our students, faculty and staff.

...become a Community Engaged School because Detroit is our home not our laboratory.

Approach:

SACD fully supports the concept of lifelong learning not only to fulfill legal or licensing requirements (i.e., continuing education), but more importantly, to embrace the aspiration that each individual should pursue knowledge building opportunities that lead to

- the betterment of professionals as they learn and understand the body of knowledge in architecture, which in turn, leads to...
- architecture's role in responding to social, economic, and environmentally just design and spaces for all people.

Consequently, students are introduced to the concept of lifelong learning in their first year and continuing through the completion of their fifth year, where they are presented with the challenge to continue to pursue knowledge so they can adapt to and lead in our dynamically changing discipline. They are reminded that they were taught the responsibility to continue learning through their professional life—to engage in a meaningful practice that self-reflects and self-corrects.

Academic Setting

Although it is not a requirement that faculty practice outside of the school, all our adjunct faculty practice in architecture or in the allied disciplines, and about 50% of SACD's full-time faculty engage in work outside of the academy, as well. This provides each student with a pedagogical model that recognizes architectural education as encompassing both the academy and practice. One does not feed the other. Instead, they learn from each other. Learning does not end at graduation. Students witness this model first-hand because many of their faculty synthesize both teaching and practice in a way that continues their own personal learning and growth. SACD faculty are encouraged to be licensed and to continue learning in their field of teaching and practice. Consequently, they are funded to go to AIA, ACSA, EDRA, and other discipline specific conferences, whether or not they present papers, lectures or other presentations. This leads to a mix of faculty, which illustrates in varying ways the important interchange and sharing of information that occurs through their career.

This translates to a general academic setting where students are presented with an environment that clearly positions the disciplines of architecture, urban design and community development



that are perpetually shifting at a fast pace, with their faculty designing their lifestyle to learn and adapt.

In the specific academic setting of the classroom:

1. Introduction to Architecture sequence introduces new students
 - a. to the requirements of architectural licensing, which includes understanding what licensing entails and then the maintenance of licensing through continuing education.
 - b. Both full-time and adjunct faculty give guest presentations throughout the year to illustrate the issues they research and their approach to their work.
2. History and Theory of Architecture sequence introduces students to the background of architecture as it responds to the past, present, and future of different places and cultures.
3. In the student's third year, the Professional Experience Preparation course reinforces and builds on the ideas begun in the Introduction to Architecture. Further detail and background are provided around the requirements for maintaining licensing through continuing education.
4. Throughout their five years of studio, students are introduced to professional architects as their faculty, on their critiques, and from exhibits, panels, and lectures. The transfer of information from these professionals leads to an understanding of how contemporary architectural problems are solved.
5. Public Interest Design Studio introduces students to the world of civic engagement and diverse communities, where knowledge is gained through sharing expertise.
6. Thesis Supplement I and II supports students' engagement in research and project development, through the learning of frameworks and research methods in relation to students' specific thesis work.

Professional Setting

Besides understanding the legal requirements of licensing and its continuing education requirements in most states, students see first-hand the myriad of issues architects face when they work in their offices to meet the mandatory Professional Experience (CoOp) requirements of the school as well as begin amassing their NCARB hours. SACD's CoOp Program is more than working for an architect. It is a contract with each employer to provide a well-rounded and productive experience for each SACD student. It is the second oldest CoOp program in the country among ACSA schools. SACD students can work on the computer, sit in client meetings, visit job sites, attend consultant meetings, etcetera. Other students who attend a school without the structured CoOp program leave their experience up to chance. Most students state that the setting of an office is very different than the setting of a classroom or studio and they learn that there is a whole other world beyond the walls of the school.

"My CoOp in Vicenza, Italy was a total immersion into the modern Italian lifestyle. It was very educational to live in the birthplace of the renaissance of architecture." Rachel Getliffe, Class of 2021.

"In my third year, I was able to complete my first CoOp-term in Sydney, Australia. I worked with a small team on several design competitions, including a 51-story mixed-use tower in North Sydney. The knowledge I gained and the experience I had was life changing." Jack Lavine, Class of 2021.

"As an employer, I have found that upon graduation the University of Detroit Mercy College of Architecture graduates are intelligent, innovative, and immediately ready for project leadership. Their unique approach to solving problems through the architecture, planning, and community



development processes results in a more inclusive, equitable outcome for all." Melissa Dittmer, Head of Place, Michigan Central

Relevant Courses (for course descriptions, see Condition 03)

- ARCH 5100 Masters Studio I
- ARCH 5200 Masters Studio II
- ARCH 3000 Professional Experience Preparation
- ARCH 3010 / 5020 Professional Experience (CoOp)
- ARCH 5110 / 5210 Thesis Supplement I/II

Non-curricular Activity

- Lectures by leaders in the fields of architecture, urban design, community development and design activism

3—Program and Student Criteria

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



3.1 Program Criteria (PC)

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

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

Program Response:

Approach:

SACD ensures that students understand the paths to becoming licensed by a series of activities that occur throughout their education. For traditional students, this begins with a series of lectures by Dean Dan Pitera, FAIA, the NCARB Licensing Advisor, in ARCH 1190 and 1290: Introduction to Architecture I and II, where he introduces students to NCARB, AXP, the Architectural Registration Exam, Community Development and broad range of professional activities that engage design and the built environment. This is followed in the third year by ARCH 3000: Professional Experience Preparation, which prepares students for their mandatory two semesters of work Cooperative Education Experience (CoOp). This preparation includes a lecture by NCARB Vice President Harry M. Falconer, Jr., FAIA, NCARB. The NCARB Lecture standard Power Point is included in the materials presented. Also included in this course is a panel discussion by architects that are working in alternative career paths. This panel encourages students to understand that there are many types of architectural practice and alternative approaches to the built environment. After a successful completion of ARCH 3000, students are eligible to commence with their two semester-long (4 credits total) CoOp internships (ARCH 3010 and ARCH 5020). Students apply for positions in professional offices that work in the fields of architecture, urban design, urban planning, graphic design, construction, development, or any other employment that engages with design or the built environment. All CoOp positions must be approved by the CoOp Directors for relevance to the degree program, and to ensure that the positions are fully paid. SACD students have worked around the world in offices of all sizes and types to satisfy these course requirements. These experiences open students' eyes to multiple aspects of the profession. Employers are required to submit evaluations of each student to the



CoOp Directors. If a student finds a CoOp position with an AXP eligible employer, they may utilize their CoOp experience to satisfy both the degree requirements as well as AXP hours. Students in the Integrated Path to Architectural Licensure program (IPaL) are required to utilize their CoOps for AXP credit (see full description of IPaL program, below).

Finally, career path understanding culminates in graduate program, where all students are required to complete a two-semester thesis that is often directly connected to a particular interest that bridges over into their expected career path. Additional M.Arch requirements include ARCH 5190: Professions of Architecture and ARCH 5590: Architecture and Construction Law, where lectures and assignments focus on all aspects of professional work. In addition to these course requirements, each semester students are invited to Career Fairs where employers meet individually with students and annual alumni events where students engage socially with alumni who discuss and also present their work. At every step along the way, students are made aware of alternative career paths. The sum total of these events and courses are students that are well educated about the profession and the skills and knowledge required by the profession.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3000: Professional Experience Preparation

This course is a prerequisite for ARCH 3010/5020 Professional Experience I/II (CoOp). Students develop a greater understanding of their skills, interests and potential career paths; learn how to market their skills during the search for a CoOp position both in the realm of architecture as well as related fields.

Relevant Learning Outcomes:

- Demonstrate an ability to self-assess personal professional interests and capabilities and identify potential career trajectories based on the current and future job markets;
- Understand trends within local, national and international job markets including alternative career paths;
- Gain knowledge of internship recording requirements for licensure, such as the Architectural Experience Program (AXP).

ARCH 5190: Professions of Architecture

This course examines the professional practice of architecture; providing students with an understanding of firm organization, professional ethics and responsibilities, the licensing process, compensation, project delivery process, financial management, and marketing. The course will have a special emphasis on the future of professional practice, including allied professions and entrepreneurship, and provide students with tools to enter the profession.

Relevant Learning Outcomes:

- Demonstrate an understanding of the Architectural Registration Exam (ARE) process including the Architectural Experience Program (AXP);
- Be exposed to diverse practice typologies and opportunities in allied professions;
- Develop an understanding of the profession by working collaboratively on simulations of professional tasks;
- Develop an understanding of diverse professional scenarios;



Secondary Courses:

ARCH 3010: Professional Experience I (CoOp) / ARCH 5020: Professional Experience II

Professional Experience (CoOp) is a structured educational program that integrates paid, planned, and supervised employment in the public and private sectors with assignments to document and assess the student's experience. A full, 2 credit CoOp experience requires 300 hours of employment within the term it is taken.

Non-curricular Activities

- Lectures by leaders in the fields of architecture, urban design, graphic design, and community development
- Presence of the Detroit Collaborative Design Center within the SCD (see Shared Values: Knowledge and Innovation)
- Career Fairs/Alumni Events where employers meet individually with students and annual alumni events where students engage socially with alumni who discuss and also present their work.
- Strong relationship to AIA Michigan / Detroit: Our two previous Deans, Stephen Vogel and Will Wittig served as AIA Michigan President, and Dean Pitera is currently serving as AIA Michigan Treasurer and scheduled to be President in 2025. Our alumna, Lauren Myrand has been the Executive Director of AIA Detroit since 2017.

Metrics of Success

For the past four years, a minimum of 90% of our students have consistently secured employment in the allied fields of architecture and design within three months of graduation. We will continue to hold this measure of success as a metric.

Modifications to Curriculum

Since our last Accreditation visit, the SCD has opted to participate in the Integrated Path to Architecture Licensure (IPaL) degree path, as established by the NAAB and NCARB. IPaL is a curricular pathway that students can elect as concentrations for both the Master of Architecture and Bachelor of Science in Architecture degree programs. It is a six-year track (4 for the B.S.Arch, + 2 for the M.Arch) that provides the possibility for students to complete all three elements required for architecture licensure integrated into one program:

- The National Architectural Accrediting Board (NAAB) professional degree,
- The National Council of Architectural Registration Boards' (NCARB) Intern Development Program for professional experience (AXP),
- Completion of the Architectural Registration Examination (ARE).

The requirements for professional experience begin at the end of second year with a summer term-long cooperative educational experience (300 hours, minimum). This is followed by a second term-long experience in the third year (300 hours, minimum). After completion of their Bachelor of Science in Architecture degree, students will take four additional consecutive cooperative educational experiences (minimum of 300 hours each) for a total of 16 months of professional experience. Although the University requirements for the cooperative experience credits only total 1,800 work hours, the student is required to fulfill the 3,720 work hours required by NCARB's AXP program within this time period.

Students will take the ARE exams in the fifth year, during their extended cooperative educational experience. In the sixth (master's) year, students will complete their thesis requirements. If all three components of licensure are successfully completed at the time of graduation with the Master of Architecture degree, the student will be eligible for licensure in the State of Michigan.



The ARCH 5190: Professions of Architecture course has also undergone significant changes in response to both the updated NAAB criteria, as well as the rapidly changing nature of the profession. The modifications relevant to PC.2 include:

- Added exposure to diverse practice typologies and opportunities in allied fields
- Added the understanding of the profession through working collaboratively on simulations
- Added the need to gain a critical understanding of diverse professions scenarios and management styles
- Added the need for students to develop a position on the value of architectural services to the built environment and communities
- Implemented reflective assignments that pairs students research and practice interest with current practice typologies and firms with the intention of students identifying a path that fits into their life goals and expose them to tools to lead practice into the future.
- Expanded previous case study projects to include the development of a business plan to expose students to entrepreneurship and identify how successful firms are organized.
- Broaden the exposure of AXP and Licensure to include Canada along with areas outside of Michigan
- Exposed students to emerging project management strategies including conversations about risks of virtual work environments, and 1099 contract-based employment
- Encourage empathy through role playing between client/architect, employee/employer and architect/municipal authorities.

Evidence for Team Room

Course Syllabi, Exams and Handouts, Employer Evaluation Forms

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

Program Response:

Approach:

As noted previously, the SACD Core Values include “. . . educating students who will adapt to and lead the changing disciplines of architecture, urban design and community development. . . and advancing social and environmental justice in our neighborhoods, cities and planet. . . who think globally and act locally. . . and who have a hands-on approach to design.” This is a tall order, but in eight semesters of undergraduate design studios we expect these values to be imbued in the student’s psyche. We also understand that design is not just a theory, but it is also a practice that uses art, science, and technology to achieve these ends. Therefore, there needs to be a melding between theory and practice. Students are encouraged to think about user requirements, program, and site constraints early in the design process and consider buildings in relationship to their broader context in a larger regional, city and community context.

There is a sequence of eight mandatory undergraduate design studios that begins with Foundations in the first and second years, escalates into Special Topics in the third year (including the study abroad options), and culminates in the assessed advanced Integrated Design and Public Interest Design studios in the fourth year. The final two design studios convey the methods by which design processes integrate multiple factors including technical, social, and environmental. In addition, the ARCH 2520: Architectural History and Theory III course explores the roll of architectural theory in the design and interpretation of buildings. All the courses involve an understanding of different settings and scales of development ranging from individual buildings to cities.



Assessment Cycle

Each studio receives on-going peer assessment through public reviews, in which 'silent' observers are charged with completing assessment forms to measure whether the stated Learning Objectives and Outcomes are being met by the student work. The college Curriculum Committee provides regular review of studio content and results. All returning students are required to submit printed portfolios at the commencement of every academic year, which are put on display and evaluated by the entire SACD community.

These criteria will also be regularly assessed through the process described in Section 5.3.

Assessed Courses:

ARCH 4100: Integrated Design Studio

The required Integrated Design Studio challenges students to demonstrate design decision making ability that integrates structural systems, building envelope systems and assemblies, environmental control systems, life safety systems, and the measurable outcomes of building performance in their work. Architectural projects in this studio will be multi-story, include an assembly space, and pursue the project through a comprehensive sustainable approach.

The studio is augmented by a series of seminars that assist students with the integration of structural, environmental, building envelope systems and assemblies, life safety and measurable sustainable concepts into the architectural project.

Relevant Learning Outcomes:

- Ability to iterate *material* concepts to demonstrate a measurable, evidence-based, high-performance approach to the architectural project.
- Ability to iterate *building form* concepts to demonstrate a measurable, evidence-based, high-performance approach to the architectural project.
- Ability to make technically clear drawings illustrating and identifying the assembly of materials, systems, and components appropriate for a complex building design

ARCH 3100: Public Interest Design Studio

The SACD seeks to develop students who ground their work in collaborative design processes that integrate community context and knowledge based on Public Interest Design principles. The central setting that allows students to engage in this work is the mandatory upper-level Public Interest Design (PID) Studio. The PID Studio is often offered in collaboration with Detroit Collaborative Design Center staff and Master of Community Development faculty.

The community engagement emphasis in these studios provides students with a powerful illustration of the importance of collaboration with stakeholders. It also provides students with a deeper understanding of the concept that architecture is a profession that seeks to support and realize the aspirations of others regardless of economic context.

All Public Interest Design studios are enhanced by modules with a focus on Public Interest Design, Landscape and Site Design, and Pre-Design Skills. These modules provide insights into the methodology that is crucial for developing effective relationships with project partners and stakeholders and positions studio work within a broader civic context.

The PID Studio is accompanied by the co-requisite ARCH 3190: Building Code / Zoning Analysis which provides an opportunity for students to understand the historic and contemporary implications of building code, zoning ordinances and current laws and regulations that apply to buildings and sites in the United States.

Relevant Learning Outcomes:

- Ability to prepare an analysis of site conditions (including existing buildings) and design criteria based on the analysis

- Ability to prepare a comprehensive program for an architectural project that includes an assessment of community and user needs.
- An understanding of the importance of a well-designed physical environment for all communities and the potential the project has to serve the public interest.
- An understanding of the relationships among key stakeholders in the design process – client, architect, user groups, local community – and the architect's role to navigate stakeholder needs.

Pre-requisite Courses:

ARCH 2523: History and Theory III

This course examines the role of architectural theory in the design and interpretation of buildings. It is structured around a series of readings drawn from a wide variety of disciplines -- architecture, art history, urbanism, landscape design, philosophy, literature, and cultural studies -- which have defined the contemporary understanding of architecture. The works have been selected for their salience and the way they have shaped contemporary architectural discourse. We will critically read these works, analyze them, situate them within the intellectual history of the 21st century, and assess how they contribute to our understanding of architecture, urbanism, and the built environment.

ARCH 1100: Architectural Design I

This initial studio introduces students to design as a process and helps them develop a variety of skills and practices that are foundational to their development as designers. A sequence of assignments focuses on the process of making, problem solving and the development of visual and architectural ideas, as well as the translation of those ideas into form. Students develop the skills necessary to communicate their ideas visually as well as verbally. The intent of this studio is to develop the student's design thinking and critical thinking skills in the context of two- and three-dimensional design projects, culminating in the development of a small architectural proposal for a specific location.

ARCH 1200: Architectural Design II

Architectural Design II is taken in the second term of the first year. Projects build upon the creative and reflective progression engaged during the first semester. The studio will continue to focus on design as a process and introduce students to the importance of taking a critical position and conceptual framework in formulating their design project. Through a rigorous, and thoughtful studio process, students are introduced to a range of basic design problems which focus on the experience of space. Architectural precedent research will be conducted and serve as a driver of understanding for the user as occupier of space. The intent of this studio is to begin to develop the student's design skills through projects which focus on empathy-building, understanding context and the experiential qualities of architecture. The term culminates in a human- scaled architectural project which challenges each student to consider these issues in the context of an architectural proposition.

ARCH 1300: Architectural Design III

Architectural Design Studio III is taken in the first term of the second year. The studio builds on skills developed in the first year and will focus on the design process as a function of context, program and the engagement of both interior and exterior spaces. The attention to both positive and negative space is fostered through the design of multiple small residential units (totaling less than 10,000 sqf). The studio focuses on the development of observational and analytic skills, through sketching, site analysis, and precedent studies. Students will develop design skills, in particular in connection with the understanding of scale in architecture, and the ability to work in section, and produce architectural designs for a specific site and the related social, urban, cultural, and natural context. Student will also increase their ability to investigate, represent, and compare design ideas through verbal, visual, and three-dimensional tools.



ARCH 1400: Architectural Design IV:

Architectural Design Studio IV is taken in the second term of the second year. The studio will focus on the design process as a function of the urban context, with focus on the relationship of the proposed design to adjacent buildings and the urban scale. The design includes a mixed-use program and the programming of both interior and exterior spaces. The integration between multiple functions, diverse users, and between private, shared, and public spaces is an area of focus for the studio. The project consists of a mid-rise urban infill building. Students will analyze and respond to a specific urban site. Student will engage with the multiple dimensions of a built structure, including spatial organization, circulation, safety requirements and materiality.

ARCH 2100/2200/2300: Special Topics Studio

The Special Topics Studio can be taken in the first and second term of third year, and as a summer studio. The studio structure, discussion themes, design emphasis and supporting research methodology will vary from studio to studio depending on the studio topic. Projects may range from extremely technical to extremely theoretical architectural subjects. In all cases the studio should be structured to allow in-depth and thorough exploration of the chosen topic, including precedent research. The intent of this studio is to encourage the student to examine and interpret studio parameters.

ARCH 3300: Travel Studio (beginning in Fall 2023)

The SACD provides two types of travel studio, typically offered in the third-year, a foreign travel studio and a domestic travel studio. The travel associated with the studio forms the basis of the content for a Comparative Urban Analysis course, which includes discussions of the cultural differences that are manifested by the comparisons in urban morphology.

- Foreign Travel Studio: The SACD typically provides two full semester foreign travel experiences that are available to all undergraduate students in the program. Students may choose to study either in Warsaw, Poland, which is an academic exchange program with the Faculty of Architecture at the Technical University of Warsaw, or Volterra, Italy, which is an SACD study abroad program supported by the Volterra Detroit Foundation.
- Domestic Travel Studio (beginning in Fall 2023): Students who are not able to participate in either of the foreign travel options are able to participate in the Domestic Study Travel Program. In order to emulate some of the aspects of the foreign travel experience, this studio includes mandatory travel outside of our region, and of a sufficiently different cultural context than Detroit.

Non-curricular Activities

Lectures by leaders in the fields of architecture, urban design, graphic design, and community development. Recent lectures include: Marlon Blackwell, Joan Soranno, Rasmus Astrup, Billie Faircloth, Schmidt Hammer Lassen, Georgeen Theodore, Lorcan O'Herlihy, Dirk Denison and Justin Garret Moore.

Metrics of Success

Through public reviews of both studio presentations and annual portfolio submissions, students will be assessed for their ability to:

- conduct a thorough site and urban context analysis, to identify key spatial, social, historical, and environmental characteristics
- investigate ideas of massing, space, scale, and materiality that consider context.
- analyze project information and raise clear and precise questions
- use abstract ideas to interpret information
- consider diverse points of view and reach well-reasoned conclusions
- test alternative outcomes against relevant criteria and standards



Evidence for Team Room

Course Syllabi, Assessment reports, Exams and Handouts

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

Program Response:

Approach:

The dynamic between the built and the natural environment are instilled in students, directly or indirectly, from day one. This ultimately leads to an understanding of the ability of architects to mitigate climate change as the most important aspects of architecture in the 21st century. Students are first introduced to ecological knowledge and responsibility in their first year with the Introduction to Architecture sequence (ARCH 1190/1290). This is followed by ARCH 1860: Environmental Principles, which is centered around passive design concepts, and focuses on a broad range of sustainable strategies that impact building design and building envelope design, with a significant emphasis on the integration of these theories into schematic design, in a way that is meant to demonstrate how these concepts could easily influence their design thinking in subsequent studio projects.

In the second year, ARCH 2660: Building Environment I continues this discussion of sustainability by expanding on lessons learned in Environmental Principles, adding daylighting and renewable energy topics to their toolkit, and integrating that work into their preliminary understanding of active mechanical and electrical systems, again all with the intent to teach these topics in a way that facilitates the direct integration of this understanding into future studio projects.

The Building Environment I coincides with ARCH 2190: Site Analysis and Design, where students create a site plan that responds to issues of climate change. From this foundation, students continue their Building Environment sequence with ARCH 2860/3660: Building Environment II/III as well as the third-year course ARCH 3650: Technical Analysis, where students are taught digital analysis techniques to evaluate building forms and concepts that leverages ecological, advanced building performance, adaptation, and resilience principles in their work. This in turn leads to evidence-based designs that instill a holistic understanding of the dynamic between the built and natural environments as illustrated in the work in their upper-level ARCH 4100: Integrated Design Studio and the associated Integrated Technology A/B/C courses (ARCH 4640/60/80), which utilize the Studio project as the case study. Students walk away from this sequence not only with ecological knowledge but an understanding of the responsibility of architects to be part of the solution to climate change.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 2190: Site Analysis & Design

This lecture course will focus on the process of site analysis, planning and design in the urban, suburban and rural environment. We will explore urban systems (natural, manmade and cultural/social), as they relate to site inventory, site analysis, programming, conceptual site planning and site design. We will gain an understanding of the human, social and cultural issues encountered during the site analysis and design process. Students will be introduced to public interest design, participatory design and community engagement.



Relevant Learning Outcomes:

- Acquire knowledge of fundamental site grading and circulation design
- Acquire knowledge of how physical, social, natural, and regulatory issues affect site analysis and design
- Create a site inventory and analysis for several varied project programs
- Create preliminary site plans that respond to issues of climate change for future developments
- Create a site design, which will responsibly and effectively address site conditions based on a given scenario

ARCH 3650: Technical Analysis

Technical Analysis is a module intended to build upon the background established in the previous Building Structures, Building Environment and Building Construction courses to explore digital analysis methods and tools used in leading firms and research institutions. An iterative approach is used to improve decision making processes. These tools are explored through presentations, tutorials and dynamic, hands-on laboratory work.

Relevant Learning Outcomes:

- Ability to apply digital tools to simulate, evaluate, and iterate:
- building form concepts to demonstrate a measurable, evidence-based, high-performance approach to an architectural project.
- passive and active environmental control systems to demonstrate a measurable, evidence-based, high-performance approach to an architectural project.
- material and assemblage concepts to demonstrate a measurable, evidence-based, high-performance approach to an architectural project.

ARCH 4100: Integrated Design Studio

See full Course Description above, in PC.2.

Relevant Learning Outcomes:

Ability to select, configure, and integrate:

- the passive building environmental control systems, to address thermal comfort and fresh air.
- the active building environmental control systems, to address thermal comfort and fresh air.
- daylighting systems.
- the elements of building envelope assemblies to create a climate-appropriate response to thermal, moisture, and air conditions.

ARCH 4680: Integrated Technology C

Integrated Technology C is the third in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on system coordination and performance driven decision-making and the effective communication of complex building systems and building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework is explored through presentations and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.

Relevant Learning Outcomes:

Ability to integrate and document the final configuration of:

- the passive building environmental control systems, to address thermal comfort and fresh air



- the active building environmental control systems, to address thermal comfort and fresh air
- the daylighting systems
- the elements of building envelope assemblies to create a climate-appropriate response to thermal, moisture, and air conditions.

Pre-requisite Courses:

ARCH 1860: Environmental Principles

Environmental Principles is the first module in a course of study focused on the impact of environmental forces relevant to architectural projects. It is intended to provide the theory and physics background for the key principles governing the relationship between the macro and micro-climate and architecture including an understanding of how design criteria vary by geographic region and according to solar geometry as well as an introduction to active heating cooling and lighting systems. These principles are explored through presentations, readings, and hands-on assignments. As the first module in a multi-semester course of study, the assumption is that the student comes with limited previous exposure to these topics. (These topics will be explored further in ARCH 2660, Building Environment I.) [Refer also to coordinated syllabi for ARCH 1840, Structural Principles, and ARCH 1880, Construction Principles.]

ARCH 2660: Building Environment I

Building Environment I is the second module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the theory and physics background established in the previous course to explore the appropriate selection of passive heating, cooling, ventilation, and daylighting systems, focused on deployment in small-scale architectural works. It also introduces plumbing systems. These systems are explored through presentations, readings, and dynamic exercises.

ARCH 2860: Building Environment II

Building Environment II is the third module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the background established in the previous courses to explore the appropriate selection of active environmental control systems, indoor air quality, moisture, vapor and energy transfer, communication and security systems, and renewable energy systems focused on deployment in mid-rise architectural works. These systems are explored through presentations, readings, and dynamic, hands-on laboratory work.

ARCH 2880: Building Construction II

Building Construction II is the third module in a course of study focused on the appropriate selection of the components of assemblage and materiality in architectural projects. It is intended to build upon the background from the previous courses to explore envelope assemblage and material strategies for performance, aesthetics and durability, vertical transportation, and an introduction to life safety and building codes, typically deployed in a mid-rise architectural work. The systems are considered through the lenses of environmental impact and reuse. These systems are explored through presentations, readings, and dynamic, hands-on laboratory work.

ARCH 3660: Building Environment III

Building Environment III is the fourth module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the background established in the previous courses to explore the related themes of artificial lighting and acoustics, focused on the usage of these powerful phenomena in architectural works, in addition to electrical systems. These systems are explored through presentations, readings, hands-on laboratory work, and on-site examples.



ARCH 3680: Building Construction III

Building Construction III is the fourth module in a course of study focused on the appropriate selection of components of assemblage and materiality in architectural projects. It is intended to build upon the background from the previous courses to explore issues of codes, regulations and universal design, fire protection, the selection of interior and exterior building materials, and their design as building assemblies in the building envelope and interior elements. These materials and assemblies are considered through the lenses of environmental impact and re-use. These standards are explored through presentations, readings, hands-on laboratory work, and on-site examples.

ARCH 4640: Integrated Technology A

Integrated Technology A is the first in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on iterative early design decision-making. Narratives and diagrams explain the consideration and planning of the structural system, passive and active environmental systems, schematic life safety components, and the impact of building massing, orientation and fenestration on building performance. Contemporary tools are used to iterate and improve the measurable outcomes of building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework will be explored through presentation and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.

ARCH 4660: Integrated Technology B

Integrated Technology B is the second in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on the configuration of building envelope systems and assemblies, structural systems, environmental control systems, and life safety systems. Current and innovative tools are used to iterate and improve the measurable outcomes of building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework will be explored through presentations and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.

Non-curricular Activities

- Fabrication Lab Waste Reduction Program – The SACD Fabrication Lab / Materials Shop coordinator has been charged with developing a set of practices that both assists students in minimizing waste in the shop, as well as strategizing uses for extra material, furniture, tools, etc... before they are discarded.
- Lectures by leaders in the fields of architecture, urban design and community development, and role of Ecological Knowledge and Responsibility. Recent lectures include Rasmus Astrup from SLA in Copenhagen and Billie Faircloth of Kieren-Timberlake.

Metrics of Success

ARCH 4100: Integrated Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 4100 as part of their required curriculum plan.



Modifications to the Curriculum

The new Integrated Technology A,B and C modules are the latest innovations to our overall Building Technology sequence, and are being implemented for the first time in the Fall of 2022. These courses were developed in response to our recently launched course assessment protocols, and are intended to strengthen the delivery of the relevant NAAB Student and Program criteria, without overburdening the ARCH 4100: integrated Design Studio. Currently, the three courses are run as sequential 1 credit hour 5-week modules throughout the term that the ARCH 4100: Integrated Design Studio is being taken, with only Integrated Tech C being assessed for PC.3. Beginning in Fall 2023, all three modules will be merged into a single 3 credit hour full term course, still coinciding with ARCH 4100 and assessed for PC.3.

Evidence for Team Room

Course Syllabi, Assessment reports, Exams and Handouts

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

Program Response:

Approach:

Students are exposed to a broad range of historical topics in their freshman Introduction to Architecture I+II courses (ARCH 1190/1290). This is followed by a three-semester sequence of History and Theory courses in their second and third years. History and Theory I and II provide an overview of history and theory of architecture, landscape architecture and urban design from antiquity to contemporary times. These courses cover both western and eastern traditions including indigenous and vernacular architecture. The courses trace the development of architectural form as an expression of climatic, geographic, social, religious, technological, and cultural conditions. Based on this background, History and Theory III examines the role of theory in the design and interpretation of buildings. It is structured around a series of readings drawn from a wide variety of disciplines—architecture, art history, urbanism, landscape design, philosophy, literature, and cultural studies—which have defined the contemporary understanding of architecture. The works have been selected for their salience and the way they have shaped contemporary architectural discourse.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 2220: Architectural History and Theory II

This is the second in a two-course sequence examining the history and theory of architecture from antiquity to contemporary times. The central focus is on the period from about 1750 to the present. It examines the effects of the industrial revolution in the formation of the modern consciousness and the social and intellectual upheaval left in its wake; it traces the expression of these material and technological ideas in physical form and space; finally, it probes the contemporary rebellion against modernity. The subjects are addressed from a multi-disciplinary perspective: architecture is viewed not as an isolated phenomenon, but rather as part of a broader cultural pattern, particularly embracing painting, sculpture, philosophy and science. The course makes extensive use of visual materials.



Relevant Learning Outcomes:

- Identify how history of architecture and urbanism raises questions and issues related to social justice.
- Identify how political factors shape architecture and urbanism.
- Identify how economic factors shape architecture and urbanism.
- Identify how social factors shape architecture and urbanism.
- Identify how related arts, such as painting, sculpture, and landscape architecture influenced architecture and urbanism.
- Identify how climate and ecology influence architecture and urbanism.
- Identify how technology influences architecture and urbanism.
- Research and describe in written and verbal form, the role of theory in the development of specific architectural projects.
- Research, describe and critically evaluate in written and verbal form, the role of historical precedents in the design of architectural projects.

ARCH 2520: Architectural History and Theory III

See full Course Description above, in PC.2.

Relevant Learning Outcomes:

- Identify, in written and verbal form, the assumptions, methods, and standards of evidence in architecture and urbanism.
- Compare, in written and verbal form, different opinions and claims of knowledge, and recognize the limitations of their own perspectives.
- Recognize the discipline-specific language of signs and symbols and their role in contemporary architecture and urbanism
- Identify how theories of architecture and urbanism raise questions and issues related to social justice.
- Apply the fundamentals of sound argumentation in order to critically analyze, in written and verbal form, the evolving aspects of human knowledge and experience.
- Discern between results and conclusions, and evaluate their implications.

Pre-requisite Courses:

ARCH 1190: Introduction to Architecture I

This course is the first in a two-semester sequence that provides an overview and insight into architecture in its various facets including architectural education, the profession and discipline of architecture, architecture as technological and cultural expression, and professional ethics and social responsibility. It will cover what we touch and do not touch in architecture; what we see and do not see. This course will focus on several topics that influence the design of the built environment. Students will understand the various issues that influence architectural design thinking such as the influences of site, construction technology, order and form making, use and cultural influences.

A secondary purpose of the class is to introduce students to our faculty who will give a series of lectures that explore the topics of their interest and expertise. Also, each faculty member will present one piece of architecture that they find compelling, inspiring, thought-provoking, etcetera.



ARCH 1290: Introduction to Architecture II

This course is the second part in a two-semester sequence that provides an overview and insight into architecture and its various facets including design, design process and social justice, civic engagement, poetics, spirituality and architecture, professional ethics and social responsibility. It will cover what we touch and do not touch in architecture; what we see and do not see...

Like the Fall Semester, the secondary purpose of this class is to introduce students to our faculty who will give a series of lectures that explore the topics of their expertise and the issues they are passionate about in our discipline. As part of their lecture to the class, each faculty member will present one piece of architecture that they find compelling, inspiring, thought-provoking, etcetera.

ARCH 2120: Architectural History and Theory I

This course is the first in a two-semester sequence that provides an overview of history and theory of architecture, landscape architecture, and urban design from antiquity to contemporary times. This course covers the period from antiquity to the Industrial Revolution. It examines a wide variety of architectural traditions, including Eastern and Western architecture, and the monumental architectural tradition as well as indigenous and vernacular building. The class traces the development of architectural form as an expression of climatic, geographic, social, religious, technological, and cultural conditions.

Modifications to Coursework (due to Assessment)

In the Fall of 2021, a new History and Theory sequence Coordinator position was established in order to address the lack of diversity that has traditionally vexed the study of architecture history within Western institutions. Both the course content and source materials are being updated to more accurately reflect the cultural and gender diversity found within the built environment. The History and Theory II and III classes were also restructured to allow for multiple sections of smaller class sizes, in order to better facilitate class discussions and an increase in written assignments.

Evidence for Team Room

Syllabi, Exams, Handouts, Lectures,

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

Program Response:

Approach:

Specific, in-depth research is performed in the third year in ARCH 3650: Technical Analysis and in the fifth-year (M.Arch) supplemental thesis courses focused on research. As noted above, Technical Analysis introduces students to digital tools to perform sophisticated analysis of building performance that can lead to innovative design solutions. These building simulations engender evidence-based design decision-making processes. In this course students are also asked to engage and participate in architectural research to test and evaluate innovations in the field.

In their fifth and final year, students take two Masters Studio Supplement courses (ARCH 5110/5210), in conjunction with their Thesis Studio, that directs them in the approach to theoretical constructs and methods of research, towards the development of a rigorous process culminating in a final thesis book. The research is intended to assure that students understand the histories and theories of architecture, to prepare students to engage in self-directed work and to apply effective collaboration skills to solve complex problems.



In anticipation of their M.Arch Thesis, fourth year students are required to take the ARCH 4919: Thesis Preparation course, which focuses on research methodologies and literature review, as well as PYC 2650: Environmental Psychology, which places a heavy emphasis on research regarding the social use of space.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3650: Technical Analysis

See full Course Description above, in PC.3.

Relevant Learning Outcomes:

- Ability to incorporate and test a set of systems, materials, or assemblies in a simulation project
- Ability to evaluate the impact of each system over a baseline condition and select the option with the greatest benefit.
- Ability to apply digital tools to simulate, evaluate, and iterate building form concepts to demonstrate a measurable, evidence-based, high-performance approach to an architectural project.

ARCH 5110/5210: Masters Studio Supplement I/II

The Thesis Supplement course directs students in the approach to theoretical constructs and methods of research, towards the development of a rigorous process that culminates in a final thesis book. Students engage in self-directed individual work and in collaborative discussions and peer-reviews. The Thesis Supplement course works in conjunction with the Thesis Studio.

Relevant Learning Outcomes:

- Gain the ability to retrieve and organize sources and recognize alternative theoretical frameworks, perspectives and histories related to the self-selected topic, through precedents of researchers and designers;
- Develop an understanding of their topic by engaging in interdisciplinary and transdisciplinary research framed by diverse social, cultural, economic, and political forces, locally, nationally, and globally.
- Employ multiple empirical and applied research methodologies to investigate the chosen topic, in coherence with a specific theoretical framework;
- Gain the ability to organize and visualize data through innovative tools, represent analysis and communicate effectively the thesis topic in academic, professional, and civic contexts;
- Identify novel and relevant ways of understanding issues within their chosen topic and test proposed solutions utilizing design tools.
- Define research questions related to the self-selected topic and to the critical position toward it;
- Enhance the understanding of the topic by working collaboratively, participating in peer review and group discussions.

Pre/Co-requisite Courses:

ARCH 2100/2200/2300: Special Topics Studio

See full Course Description above, in PC.2.



ARCH 4919: Thesis Preparation

This workshop will introduce students to theoretical constructs and methods of architectural research, towards the initiation of a rigorous research process that will lead to the production of a Thesis project, in order to fulfill the requirements of the Master of Architecture Degree. Students are introduced to theoretical frameworks of research, spurred to formulate research questions, understand disciplinary and interdisciplinary contexts in which these questions operate, identify research methodologies and strategies for data/evidence collection. As part of the workshop, students are asked to identify a research area of interest, investigate multiple perspectives on the chosen topics within that area of interest, and begin to define a thesis topic.

PYC 2650: Environmental Psychology

Environmental psychology is an interdisciplinary social science that applies social scientific principles and methods to study the interpersonal interaction between people and the environment and to achieve a greater understanding of human differences in both personal and public life. This course focuses on social science theory, scientific inquiry, and research methodologies; reviews critical environmental factors affecting people in contemporary society; and integrates research findings from environmental psychology into other academic disciplines for interpreting how group identities are expressed in diverse social and cultural environments.

Metrics of Success

As mentioned earlier, completing a two-semester thesis is a requirement of the M.Arch program. Students shall produce a professional quality thesis book containing a body of work that demonstrates mastery of the knowledge and skills required to translate critical, speculative, and creative research into an architectural or urban resolution that considers possible ethical, social, cultural, theoretical, urban, programmatic, environmental, technical and formal implications.

Modifications to the Curriculum (due to Assessment)

Thesis Supplement I and II were redesigned, and a new format was launched starting in Fall 2019. The course is intended to support thesis research in conjunction with the Master Studio. A new sequence of lectures, invited guest lectures, in-class workshops, activities, and peer review group work was implemented. Students work both in class and on assignments on the following topics: Theoretical Frameworks; Research Methods; Making as Research; Writing as Research; Mapping; Visualization; Argumentative Writing; and Thesis Book design. A sequence of writing exercises provides the foundation for content of the Thesis Book. These include the following required statements: Thesis Proposal, Thesis Concepts and Methods, Thesis Process, Thesis Statement, and Thesis Abstract.

Evidence for Team Room

Syllabi, Handouts, Lectures, Thesis Books

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

Program Response:

Approach:

Professional leadership and collaboration in the allied fields of architecture and the built environment are studied in the fifth year as part of the ARCH 5190: Profession of Architecture course that focuses on project management, delivery and engagement as well as diverse management styles to lead a practice. In addition to this course, M.Arch candidates are immersed in a culture of collaboration and peer critique, which is reinforced in ARCH 5110/5210:



Master Thesis Supplement I/II, where students Enhance the understanding of their thesis topics by working collaboratively, participating in peer review and group discussions.

Leadership and collaboration are also at the heart of the mandatory ARCH 3100: Public Interest Design Studio. Students work in a collaborative, multi-disciplinary design effort that addresses the needs of real community stakeholders, typically in Detroit. Teams are formed and leaders determined to address stakeholder issues that use principles of community engagement that form the core of public interest design nationally. Teams often include members of the staff of the Detroit Collaborative Design Center and students of the Master of Community Development Program both of which work on a daily basis with communities in Detroit. It is inherent that students learn that they don't dictate solutions to communities or user groups but rather that they work in cooperation and collaboration with them. Team leaders are chosen and presentations are made through the interest of all involved. The stakeholders are diverse and form a context that is not often familiar to the students at the outset.

As a contrast to the PID studio, students also have two semesters of professional work experience requirements (ARCH 3010/5020) that are typically done in an architectural office, for a municipality or at the Detroit Collaborative Design Center. This introduces students to the requirements of leadership and collaboration in the professional world and often involves working with engineers, interior designers, urban designers and landscape architects.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3010: Professional Experience I (CoOp) / ARCH 5020: Professional Experience II
Professional Experience (CoOp) is a structured educational program that integrates paid, planned, and supervised employment in the public and private sectors with assignments to document and assess the student's experience. A full, 2 credit CoOp experience requires 300 hours of employment within the term it is taken.

Relevant Learning Outcomes:

- Develop an understanding of the profession by working collaboratively on professional tasks.
- Develop an understanding of diverse professional scenarios.
- Gain knowledge of diverse management styles and strategies required to lead a practice.

ARCH 3100: Public Interest Design Studio
See full Course Description above, in PC.2.

Relevant Learning Outcomes:

- An understanding of the relationships among key stakeholders in the design process – client, architect, user groups, local community – and the architect's role to navigate stakeholder needs.

ARCH 5190: Profession of Architecture
See full Course Description above, in PC.1.

Relevant Learning Outcomes:

- Develop an understanding of the profession by working collaboratively on simulations of professional tasks;



- Develop an understanding of diverse professional scenarios;
- Exposed to diverse management styles and strategies required to lead a practice.

Pre/Co-requisite Courses:

ARCH 3000: Professional Experience Preparation

This course is a prerequisite for ARCH 3010/5020 Professional Experience I/II (CoOp). Students develop a greater understanding of their skills, interests, and potential career paths; learn how to market their skills during the search for a CoOp position both in the realm of architecture as well as related fields.

Non-Curricular Activity

- Mentoring: Thesis students are paired with foundation level students to develop a mentoring environment. Starting in Fall 2022 thesis students will mentor and assist in teaching first year students.
- Active AIAS and NOMAS chapters with high level of student participation
- SACD Student Ambassadors: SACD has established a diverse array of student ambassadors who engage prospective students and attend all SACD public events.
- Design Future Student Leadership Forum: SACD is a founding member of the Design Futures Student Leadership Forum (DFSFLF) and sponsors a cohort of students to attend annually for 10 years.
- Detroit Collaborative Design Center (DCDC): The DCDC is a multidisciplinary, nonprofit design center based in the University of Detroit Mercy's School of Architecture and Community Development (SACD). Students work alongside leading built environment professionals similar to students working alongside doctors in a teaching hospital.

Modifications to the Curriculum (due to Assessment)

The ARCH 3100: Public Interest Design (PID) studio, along with the Integrated studio, are now considered senior 'capstone' studios, and are mandatory for all students to obtain the B.S.Arch degree. As such, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 3100 as part of their required curriculum plan.

Evidence for Team Room

Syllabi, Handouts, Lectures, Assessment reports

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

Program Response:

Approach:

SACD promotes a culture of open dialogue, positivity, sharing and engagement between faculty, students and staff. As a small school in its own building, everybody knows everyone especially as students advance through the years of their education. Outsiders and speakers visiting the school often mention that there is a vibrant "buzz" evident when they enter the building. The faculty tend to be a cohesive body without many of the cliques that are found in larger schools and students bond early with their colleagues and also with faculty, even those who may have not taught them.



Cultural Events

The following is a list of regular events and activities that contribute to the bonding occurring within SACD:

Annual

- **Portfolio Day—An Open House Celebration:** At the beginning of every year, all undergraduate portfolios (except for incoming first year students) are placed on display in an open house atmosphere. Deans' Choice, Faculty Choice and Student Choice Awards are presented. Workshops are offered.
- **Graduate Recognition Dinner:** Friday evening prior to graduation on Saturday, SACD hosts a dinner for all M.Arch and MCD graduates and their families in the Loranger Exhibition Space. (Maintained during COVID)
- **All School Meetings:** All School Meetings in the Exhibition Space every semester delivered in person to the faculty, students and staff, and virtually to any alumni who would like to relive the experience. (Maintained during COVID)
- **AIAS All School Picnic:** Following the All School Meeting AIAS hosts an All School Picnic (Suspended during COVID. Restarted in Fall 2022)
- **NOMA Black History Month Lecture Series:** National Organization of Minority Architects students (NOMAS) led, organized and implemented the 1st annual Black History Month weekly lecture series in February 2022.
- **SACD Speaker Series** (Maintained during COVID)
- **Polish and Italian Program Exhibitions:** Every fall semester, students of the prior year's study abroad programs present a comprehensive school-wide exhibit of their work and travel. (Suspended in 2020-21. Restarted in Fall 2021)
- **Tape the Dean to the Wall Event:** For about 90 minutes, with my arms outstretched and legs splayed, Dean Pitera stands on a table against the galvanized steel wall in SACD's main gathering space: The Pit. Offered as a NOMAS fundraiser duct tape is sold for a dollar-a-foot. (\$20.00 to cover Dean Pitera's mouth.) At the end of the event, the desk is removed, and Dean Pitera is stuck to the wall. Other university deans and the Provost come to join in the taping process, which validates the student's optimism and engagement. This exercise illustrates that the things we take for granted are the very things that we should question and challenge. Many students have a preconceived image of 2 things: 1. What it means to be a leader, and 2. The relationship between faculty/dean and student. This exercise challenges these preconceptions in a respectful and joyful way. (Suspended during COVID. Scheduled to restart in Fall 2022)

Per Semester

- **Music in the Halls:** On the opening day of every semester, a DJ or Band plays in The Pit (described above). Since The Pit is open to the entire building, music travels and reverberates throughout the halls. (Maintained during COVID)

Weekly

- **Deans' Café:** Every Friday at 11:30 Deans Dan Pitera and Noah Resnick prepare and serve coffee, tea or hot chocolate to all the SACD student. This become a prime opportunity for organic ad hoc discussions with the Deans. (Suspended during COVID. But, Virtual Deans' Townhalls were frequent events to ensure dean and student consistent conversation. Restarted Fall 2021)
- **Pet Therapy:** Starting in 2021, Pet Therapy was introduced to the school. A trained white Cavachon visits all of the studios once a week.
- **Student and Faculty Travel:** Domestic travel and field trips and Study Abroad programs.
- **AIAS and NOMAS Advisory meetings:** Though the Deans' Café serves as an opportunity for strategic conversations with students, Dean Pitera regularly attends the NOMAS and AIAS weekly meetings. These meetings serve several functions, from advisory to strategic visioning.

- **Weekly Deans' Email Update:** During the heightened COVID period, between March 2020 through May 2021, Dean Pitera sent email updates every Friday afternoon during the academic year. These updates covered any information important to each student's curricular and personal wellbeing.

On Going

- **Mentoring:** Thesis students are paired with foundation level students to develop a mentoring environment. Starting in Fall 2022 thesis students will mentor and assist in teaching first year students on Wednesdays. (Maintained during COVID)
- **Student Advising:** by assigned faculty to maintain consistency.
 - First-year students: both Deans.
 - Second-year through fourth-year: assigned a faculty member.
 - Graduate students: Director of Graduate Programs
 - (Maintained during COVID)

Recent Modification to the School Culture

The single most significant change to the SACD's Teaching and Learning Culture was the adoption of our new Core Values, Mission and Vision, detailed in Section 01.

In addition, the ARCH 5100/5200: Master's Thesis studio schedule has undergone a radical schedule shift, and now meets for two days a week – Mondays and Thursdays – as opposed to the traditional Monday/Wednesday/Friday routine. The principal intent for shifting the graduate studios to be out of synch with the undergraduate studios is to allow for graduate students to serve as Teaching Assistants in the Undergraduate levels. This change will actively support and progress a deeper culture of student teaching throughout the SACD community.

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

Program Response:

Approach:

Social Equity and Inclusion is integral to the Mission, Vision and Core Values that stand at the heart of the entire program and inform the SACD's pedagogical and curricular imperatives. Building on our heritage of over 55 years and our unique relationship with Detroit as our home, the School of Architecture + Community Development (SACD) is internationally recognized for our social, economic and environmental justice-driven and student-centered approach. For SACD's Justice, Diversity, Equity, and Inclusion Affirmation Statements, please see Shared Values: Equity, Diversity and Inclusion, in Section 02.

Although these values permeate the curriculum at every level, there are three courses taken in the senior year of the B.S.Arch program that are used to assess the students' integration of, and engagement with these principles: ARCH 3100: Public Interest Design (PID) Studio, ARCH 3190: Building Code Analysis and PYC 2650: Environmental Psychology. These courses were made mandatory, in order to assure that students have a deep and meaningful understanding of diverse cultural contexts that often differ from their own. The primary objective of the PID studio is to translate the principles of social equity and inclusion into the built environment. Building Code and Analysis, which is paired with the PID studio, provides an opportunity for students to understand the historic and contemporary implications of building code, zoning ordinances and current laws and regulations that apply to buildings and sites in the United States, and their impact on the communities they are meant to serve. PYC 2650: Environmental Psychology deals directly with the understanding of age, ability, race, gender, and ethnic diversity, the application of



that understanding and the architect's responsibilities to account for diversity in site development, residential, urban, educational, and workplace environments.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3100: Public Interest Design Studio

See full Course Description above, in PC.2.

Relevant Learning Outcomes:

- An understanding of the importance of a well-designed physical environment for all communities and the potential the project has to serve the public interest.
- An understanding of the relationships among key stakeholders in the design process – client, architect, user groups, local community – and the architect's role to navigate stakeholder needs.

ARCH 3190: Building Code / Zoning Analysis

ARCH 3190 accompanies the Public Interest Design (PID) Studio and provides an opportunity for students to understand the historic and contemporary implications of building code, zoning ordinances and current laws and regulations that apply to buildings and sites in the United States. Coursework in this class complements the PID Studio and students will apply lessons from this class to their studio projects as they learn how building code and regulatory systems inform site and building design that in turn contribute health, safety, and welfare in the built environment.

Relevant Learning Outcomes:

- Understanding the intentions of the health, safety and welfare prerogatives and implications of building code, zoning ordinances and current laws and regulations that apply to the built environment (i.e. FHA, HUD, ADA).
- Identify efforts to update regulations to support built environments that promote justice, diversity, equity, and inclusion.
- Ability to integrate and apply accessibility design standards into design decisions.

PYC 2650: Environmental Psychology

See full Course Description above, in PC.5.

Relevant Learning Outcomes:

- Understand the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals.
- Express greater interpersonal understanding, recognizing that human differences, such as gender, race, ethnicity, class, sexuality, able-ness, and other identity categories, are complex and varied.
- Interpret ways in which group identities are formed in a heterogeneous society.
- Evaluate the issues arising from inequity, prejudice and exclusion in contemporary societies

Pre/Co-requisite Courses:

ARCH 2120: Architectural History and Theory I

See full Course Description above, in PC.4.

ARCH 2220: Architectural History and Theory II

See full Course Description above, in PC.4.



Non-Curricular Activity

- NOMAS Lecture series
- All-School meetings, in which the SACD Core Values are re-affirmed each year
- Presence of DCDC within the SACD

Metrics for Success

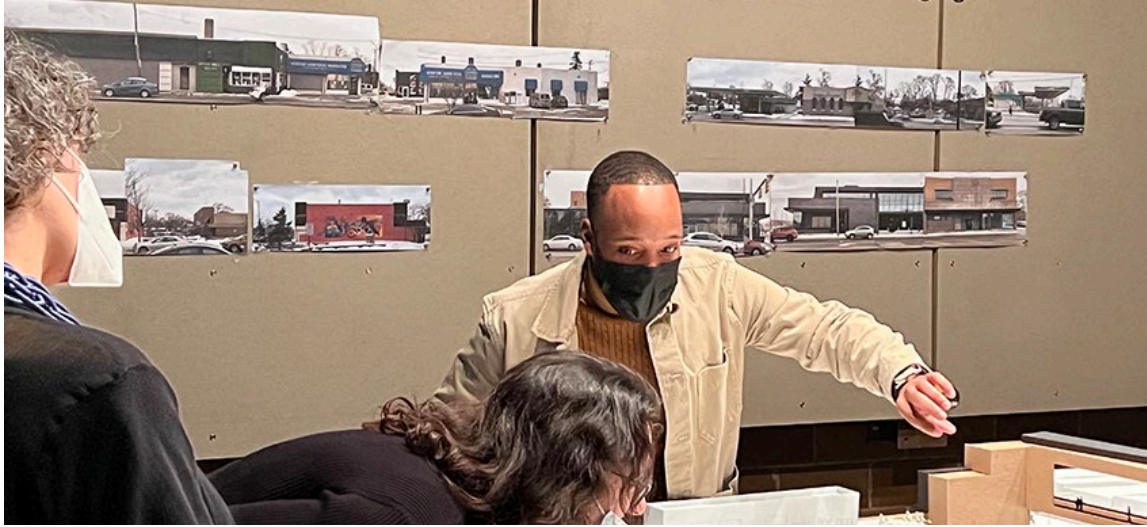
The most meaningful indication of integration of Social Equity and Inclusion in our program is the increasing diversity of the both the student body being immersed in this context, as well as the faculty and staff who are tasked with this effort. Recent faculty and staff hires have allowed us to more accurately reflect the community that we serve, and are in concert with new admissions policies that have expanded the presence of underrepresented populations within our student body.

Recent Modifications to the Program

In addition to the recent rebranding of the school to uplift its Community Development agenda and previously mentioned Core Values, the overall admissions process has been modified to broaden access to the SACD for traditionally underrepresented students. This included a removal of standardized testing requirements (SAT, ACT) in the student's applications, as these have historically disadvantaged minority groups due to inherent racial bias in the exam content and preparation process. In addition, applicants from high-schools in historically underserved neighborhoods are provided allowances in certain curricular areas, which are often supplemented by a custom curriculum plan that provides additional academic support to ensure success in our program.

Evidence for Team Room

Syllabi, Exams, Lectures, Assessment reports



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

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

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

Program Response:

Approach:

The ARCH 3100: Public Interest Design Studio and its paired seminar ARCH 3190: Building Code / Zoning Analysis requires students to have the knowledge of codes related to the health, safety and welfare of the environment including zoning requirements. Therefore, studio projects in the PID course should reflect this knowledge. The nature of the projects in this studio necessitates that students not only study the impact on individual buildings but also on urban sites. Building code issues, specifically emergency egress and accessibility, are introduced in the second year Foundations sequence in ARCH 1400: Architectural Design IV, where students design a multi-story mixed-use building on an urban site, as well as in ARCH 2190: Site Analysis and Design, where students acquire knowledge of zoning laws and their impact on public health.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3100: Public Interest Design Studio

The SACD seeks to develop students who ground their work in collaborative design processes that integrate community context and knowledge based on Public Interest Design principles. The central setting that allows students to engage in this work is the mandatory upper-level Public Interest Design (PID) Studio. The PID Studio is often offered in collaboration with Detroit Collaborative Design Center staff and Master of Community Development faculty.



The community engagement emphasis in these studios provides students with a powerful illustration of the importance of collaboration with stakeholders. It also provides students with a deeper understanding of the concept that architecture is a profession that seeks to support and realize the aspirations of others regardless of economic context.

All Public Interest Design studios are enhanced by modules with a focus on Public Interest Design, Landscape and Site Design, and Pre-Design Skills. These modules provide insights into the methodology that is crucial for developing effective relationships with project partners and stakeholders and positions studio work within a broader civic context.

The PID Studio is accompanied by the co-requisite ARCH 3190: Building Code / Zoning Analysis which provides an opportunity for students to understand the historic and contemporary implications of building code, zoning ordinances and current laws and regulations that apply to buildings and sites in the United States.

Relevant Learning Outcomes:

- Ability to prepare an analysis of site conditions (including existing buildings) and design criteria based on the analysis.
- An understanding of the importance of a well-designed physical environment for all communities and the potential the project has to serve the public interest.

ARCH 3190: Building Code / Zoning Analysis

ARCH 3190 accompanies the Public Interest Design (PID) Studio and provides an opportunity for students to understand the historic and contemporary implications of building code, zoning ordinances and current laws and regulations that apply to buildings and sites in the United States. Coursework in this class complements the PID Studio and students will apply lessons from this class to their studio projects as they learn how building code and regulatory systems inform site and building design that in turn contribute health, safety, and welfare in the built environment.

Relevant Learning Outcomes:

- Awareness of different types of laws regulations and their applicability to the built environment.
- Understanding the intentions of the health, safety and welfare prerogatives and implications of building code, zoning ordinances and current laws and regulations that apply to the built environment (i.e FHA, HUD, ADA).
- Identify efforts to update regulations to support built environments that promote justice, diversity, equity, and inclusion.
- Ability to analyze relevant building codes and zoning ordinances and understand their implications for the studio project through the preparation of a code review report.
- Ability to integrate and apply accessibility design standards into design decisions.
- Ability to integrate and apply zoning ordinances and related regulatory requirements into site and building design decisions.

Pre/Co-requisite Courses:

ARCH 1400: Architectural Design IV:

Architectural Design Studio IV is taken in the second term of the second year. The studio will focus on the design process as a function of the urban context, with focus on the relationship of the proposed design to adjacent buildings and the urban scale. The design includes a mixed-use program and the programming of both interior and exterior spaces. The integration between multiple functions, diverse users, and between private, shared, and public spaces is an area of focus for the studio. The project consists of a mid-rise urban infill building. Students will analyze and respond to a specific urban site. Student will engage with the multiple dimensions of a built structure, including spatial organization, circulation, safety requirements and materiality.



ARCH 2190: Site Analysis and Design

This lecture course will focus on the process of site analysis, planning and design in the urban, suburban, and rural environment. We will explore urban systems (natural, manmade and cultural/social), as they relate to site inventory, site analysis, programming, conceptual site planning and site design. We will gain an understanding of the human, social and cultural issues encountered during the site analysis and design process. Students will be introduced to public interest design, participatory design and community engagement.

Metrics for Success

ARCH 3100: Public Interest Design Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 3100 as part of their required curriculum plan.

Recent Modifications to the Curriculum (Based on Assessment)

Early reviews of the student work from the PID studio, using our newly established Assessment protocols, pointed out a deficiency in our ability to meet the SC.1 requirements consistently. This resulted in an immediate and effective Plan to Correct, which consisted of the development of the companion ARCH 3190: Building Code / Zoning Analysis course. Subsequent assessments of this new set of courses has yielded an evaluation of “well-met” for the delivery of the SC.1 requirement.

Evidence for Team Room

Syllabi, Exams, Lectures, Assessment reports

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

Program Response:

Approach:

This criterion is met through coursework in ARCH 5190: Profession of Architecture and ARCH 5590: Architecture and Construction Law. The outcomes of these courses include an understanding of professional ethics, business practices, project delivery, and the regulatory requirements of practice and the responsibilities of architects towards society and the environment. Particular emphasis is placed on how practice is changing, and the forces causing these changes, including inequities in the profession, alternative approaches to practice and a desire to better to serve our communities. Prior to these graduate level courses, students experience Professional Practice first-hand through their required two semesters of Professional Experience (CoOp).

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 5190: Profession of Architecture

This course examines the professional practice of architecture; providing students with an understanding of firm organization, professional ethics and responsibilities, the licensing process,



compensation, project delivery process, financial management, and marketing. The course will have a special emphasis on the future of professional practice, including allied professions and entrepreneurship, and provide students with tools to enter the profession.

Relevant Learning Outcomes:

- Develop an understanding of the profession by working collaboratively on simulations of professional tasks;
- Develop an understanding of diverse professional scenarios;
- Exposed to diverse management styles and strategies required to lead a practice.
- Demonstrate an understanding of professional ethics, including the architect's responsibilities towards society and the environment;
- Demonstrate an understanding of how firm structure, services and mission influences the impact it can make on a community.

ARCH 5590: Architecture and Construction Law

This course stresses the importance of selecting the proper structure for business ventures such as corporations and partnerships. It explores the liability of architects as a result of client relationships and construction difficulties. Also covered are problems facing the private practitioner, including bonding requirements and architectural malpractice.

Relevant Learning Outcomes:

- Understand how regulations and laws impact diverse audiences including the communities where development occurs;
- Understand how regulations and laws might more effectively support social equity and inclusion.
- Accurately identify the sources and influences upon law impacting design and construction including political and historical precedents, professional organizations, standards, regulations, and directives;
- Differentiate between public and private regulation of land use, as well as how regulations impact what is designed/built versus how it is designed/built.
- Gain an awareness of the AIA Code of Ethics and Professional Conduct document.
- Accurately identify ways in which architecture practices may be structured (e.g. LLC's, Partnerships, Corporations)
- Understand the liabilities involved with different contractual relationships (e.g., independent contractor, employer-employee, or principal agent.)
- Understand the different project delivery methods and contractual relationships;
- Understand the basic roles and services that can be provided by architectural practice;
- Understand the different requirements for claims involving professional malpractice, general negligence, and breach of contract.
- Gain an understanding of bond concepts, professional versus commercial general liability insurance and indemnity provisions;
- Expose students to common contract provisions set forth in the AIA documents as well their meaning and implications.

Pre/Co-requisite Courses:

ARCH 3010: Professional Experience I (CoOp) / ARCH 5020: Professional Experience II
Professional Experience (CoOp) is a structured educational program that integrates paid, planned, and supervised employment in the public and private sectors with assignments to document and assess the student's experience. A full, 2 credit CoOp experience requires 300 hours of employment within the term it is taken.



Recent Modifications to the Curriculum

The syllabi, learning outcomes and learning objectives for the above-mentioned assessed courses were updated in 2021 based, in part, by prior assessments and the meeting of the 2020 Conditions. The major modifications included a more wholistic coordination between the Professions and Law curricula.

Steps have been made to empower students to become leaders in a profession that is changing, by exposing them to both how practices deliver services and function now, and by exposing them to where practice models locally, nationally, and internationally are trending. Course assignments and lectures were revised to improve group discourse and exploration. One example was to replace a final exam with a semester long project that asked teams to build upon weekly lectures, readings, firm interviews, quizzes, and reflections to develop business plan in which students have to identify a position on what type of firm organization, leadership, management, financial, ethical frameworks would deliver a firm that meets their personal professional goals. Additionally, efforts were made to coordinate between the Construction Law course to scaffold information from each course to reduce redundancy/conflicting/outdated information. Both courses ask students to critically explore practice, codes, contracts, and delivery methods.

Evidence for Team Room

Syllabi, Exams, Lectures

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

Program Response:

Approach:

This criterion is met in the mandatory ARCH 3100: Public Interest Design Studio and its paired seminar course ARCH 3190: Building Code / Zoning Analysis. In this studio and paired course students work with real life users in the community and are required to understand user needs and to work with actual sites, usually urban in nature. Building Code / Zoning Analysis requires students to understand regulatory requirements such as zoning laws and life safety requirements. In addition, students are required to make their designs universally accessible to meet both code and ADA requirements. Earlier in the curriculum, students are introduced to topics of regulatory land use in ARCH 2190: Site Analysis and Design. The impact of laws and regulations on the profession is also reinforced in ARCH 5590: Architecture and Construction Law.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3100: Public Interest Design Studio

See full Course Description above, in SC.1.

Relevant Learning Outcomes:

- Ability to prepare an analysis of site conditions (including existing buildings) and design criteria based on the analysis.
- An understanding of the relationships among key stakeholders in the design process – client, architect, user groups, local community – and the architect's role to navigate stakeholder needs.



ARCH 3190: Building Code / Zoning Analysis

See full Course Description above, in SC.1.

Relevant Learning Outcomes:

- Awareness of different types of laws regulations and their applicability to the built environment.
- Understanding the intentions of the health, safety and welfare prerogatives and implications of building code, zoning ordinances and current laws and regulations that apply to the built environment (i.e FHA, HUD, ADA).
- Identify efforts to update regulations to support built environments that promote justice, diversity, equity, and inclusion.
- Ability to analyze relevant building codes and zoning ordinances and understand their implications for the studio project through the preparation of a code review report.
- Ability to integrate and apply accessibility design standards into design decisions.
- Ability to integrate and apply zoning ordinances and related regulatory requirements into site and building design decisions.

Pre/Co-requisite Courses:

ARCH 2190: Site Analysis and Design

See full Course Description above, in SC.1.

ARCH 5590: Architecture and Construction Law

See full Course Description above, in SC.2.

Metrics for Success

ARCH 3100: Public Interest Design Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 3100 as part of their required curriculum plan.

Recent Modifications to the Curriculum (Based on Assessment)

Early reviews of the student work from the PID studio, using our newly established Assessment protocols, pointed out a deficiency in our ability to meet the SC.3 requirements consistently. This resulted in an immediate and effective Plan to Correct, which consisted of the development of the companion ARCH 2190: Building Code / Zoning Analysis course. Subsequent assessments of this new set of courses have yielded an evaluation of “well-met” for the delivery of the SC.3 requirement.

Evidence for Team Room

Syllabi, Exams, Lectures, Assessment reports



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

Program Response:

Approach:

The ARCH 4100: Integrated Design Studio and its paired courses, ARCH 4640/60/80: Integrated Technology A/B/C, were created in 2021 to ensure that students understand active and passive technologies, systems, and assemblies, and to be able to assess those technologies against the design, economic and performance objectives of projects. As students prepare their designs, they are also working in the Integrated Technology courses to weigh concerns such as performance and cost against their building design and the construction assemblies they are proposing for the project. The new Integrated Technology A, B and C modules are the latest innovations to our overall Building Technology sequence, and are being implemented for the first time in the Fall of 2022. These courses were developed in response to our recently launched course assessment protocols, and are intended to strengthen the delivery of the relevant NAAB Student and Program criteria, without overburdening the ARCH 4100: Integrated Design Studio. Currently, the three courses are run as sequential 1 credit hour 5-week modules throughout the term that the ARCH 4100: Integrated Design Studio is being taken, with only Integrated Tech C being assessed for PC.3. Beginning in Fall 2023, all three modules will be merged into a single 3 credit hour full term course, still coinciding with ARCH 4100 and assessed for PC.3.

The Integrated Design Studio and Tech Supplements form the assessed capstone of a five semester-long Building Technology Sequence that starts with Structural / Environmental / Construction Principles in the first year, and works up to Building Structures / Environment / Construction III and Technical Analysis in the third year of the curriculum.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 4100: Integrated Design Studio

The required Integrative Design Studio challenges students to demonstrate design decision making ability that integrates structural systems, building envelope systems and assemblies, environmental control systems, life safety systems, and the measurable outcomes of building performance in their work. Architectural projects in this studio will be multi-story, include an assembly space, and pursue the project through a comprehensive sustainable approach.

The studio is augmented by a series of seminars that assist students with the integration of structural, environmental, building envelope systems and assemblies, life safety and measurable sustainable concepts into the architectural project.

Relevant Learning Outcomes:

- Ability to iterate environmental control systems concepts to demonstrate a measurable, evidence-based, high-performance approach to the architectural project.
- Ability to iterate material concepts to demonstrate a measurable, evidence-based, high-performance approach to the architectural project.
- Ability to iterate building form concepts to demonstrate a measurable, evidence-based, high-performance approach to the architectural project.
- Ability to make technically clear drawings illustrating and identifying the assembly of materials, systems and components appropriate for a complex building design.



- Ability to make technically clear digital or physical models illustrating and identifying the assembly of materials, systems, and components appropriate for a complex building design.

ARCH 4680: Integrated Technology C

Integrated Technology C is the third in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on system coordination and performance driven decision-making and the effective communication of complex building systems and building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework is explored through presentations and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.

Relevant Learning Outcomes:

Ability to integrate and document the final configuration of:

- the gravity-resisting building structural system.
- the lateral-force resisting building structural system.
- the passive building environmental control systems, to address thermal comfort and fresh air
- the active building environmental control systems, to address thermal comfort and fresh air
- the daylighting systems
- the elements of building envelope assemblies to create a climate-appropriate response to thermal, moisture, and air conditions
- the primary elements of a building life safety system in compliance with current codes and standards

Pre/Co-requisite Courses:

ARCH 1840: Structural Principles

Structural Principles is the first module in a course of study focused on the impact of structural forces relevant to the implementation of structural systems in architectural projects. It is intended to provide the theory and physics background for the key principles governing the relationship between structures and architecture, including forces, compression and tension, stress and strain, and an introduction to structural materials. These concepts are explored through presentations, readings, and dynamic, hands-on laboratory work. As the first module in a multi-semester course of study, the assumption is that the student comes with no or limited previous exposure to these topics.

ARCH 1860: Environmental Principles

Environmental Principles is the first module in a course of study focused on the impact of environmental forces relevant to architectural projects. It is intended to provide the theory and physics background for the key principles governing the relationship between the macro and micro-climate and architecture including an understanding of how design criteria vary by geographic region and according to solar geometry as well as an introduction to active heating cooling and lighting systems. These principles are explored through presentations, readings, and dynamic, hands-on laboratory work. As the first module in a multi-semester course of study, the assumption is that the student comes with limited previous exposure to these topics.

ARCH 1880: Construction Principles

Construction Principles is the first module in a course of study focused on the underlying principles involved in building materials and building envelope selection in architectural projects, including energy and material use, environmental impact and reuse. It is intended to provide the theory and physics background for the key principles governing the relationship between material properties, and tectonic and stereotomic approaches to architecture. These principles are explored through presentations, readings, and dynamic, hands-on laboratory work. As the first



module in a multi-semester course of study, the assumption is that the student comes with limited previous exposure to these topics.

ARCH 2640: Building Structures I

Building Structures I is the second module in a course of study focused on the impact of gravitational forces in architectural projects. It is intended to build upon the theory and physics background established in the previous course to further explore elementary structural elements deployed in architectural works. The course covers gravity loads, load path analysis, and foundations and soil mechanics, in addition to wood, steel, and masonry structural systems. These systems are explored through presentations, readings and laboratory work.

ARCH 2660: Building Environment I

Building Environment I is the second module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the theory and physics background established in the previous course to explore the appropriate selection of passive heating, cooling, ventilation and daylighting systems, focused on deployment in small-scale architectural works. It also introduces plumbing systems. These systems are explored through presentations, readings and dynamic exercises.

ARCH 2680: Building Construction I

Building Construction I is the second module in a course of study focused on the underlying principles involved in the appropriate selection of building materials and building envelope components in architectural projects. It is intended to build upon the theory and physics background from the previous course to explore assemblage and material strategies, typically deployed in a small-scale architectural work, including fire protection concepts. These systems are explored through presentations, readings and dynamic hands-on exercises.

ARCH 2840: Building Structures II

Building Structures II is the third module in a course of study focused on the impact of seismic and lateral forces in architectural projects. It is intended to build upon the background established in the previous courses to explore more advanced structural systems, typically deployed in mid-rise and high-rise architectural works, including lateral forces. This course will also explore the evaluation, selection and application of an appropriate structural system. These systems are explored through presentations, readings and dynamic, hands-on laboratory work.

ARCH 2860: Building Environment II

Building Environment II is the third module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the background established in the previous courses to explore the appropriate selection of active environmental control systems, indoor air quality, moisture, vapor and energy transfer, communication and security systems, and renewable energy systems focused on deployment in mid-rise architectural works. These systems are explored through presentations, readings and dynamic, hands-on laboratory work.

ARCH 2880: Building Construction II

Building Construction II is the third module in a course of study focused on the appropriate selection of the components of assemblage and materiality in architectural projects. It is intended to build upon the background from the previous courses to explore envelope assemblage and material strategies for performance, aesthetics and durability, vertical transportation, life safety and building codes, plumbing codes and restroom design, and accessibility and universal design, typically deployed in a mid-rise architectural work. The systems are considered through the lenses of environmental impact and reuse. These systems are explored through presentations, readings, and dynamic, hands-on laboratory work.



ARCH 3660: Building Environment III

Building Environment III is the fourth module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the background established in the previous courses to explore the related themes of artificial lighting and acoustics, focused on the usage of these powerful phenomena in architectural works, in addition to electrical systems. These systems are explored through presentations, readings, hands-on laboratory work, and on-site examples.

ARCH 3680: Building Construction III

Building Construction III is the fourth module in a course of study focused on the appropriate selection of components of assemblage and materiality in architectural projects. It is intended to build upon the background from the previous courses to explore issues of codes, regulations and universal design, fire protection, the selection of interior and exterior building materials, and their design as building assemblies in the building envelope and interior elements. These materials and assemblies are considered through the lenses of environmental impact and re-use. These standards are explored through presentations, readings, hands-on laboratory work, and on-site examples.

ARCH 4840: Building Structures III

Building Structures III provides an analysis of structures in mathematical terms. Structures III covers the mathematical calculation of structures through lectures, and individual problem assignments. It focuses on resolution of forces; reaction; and forces in frames. Also examined are characteristics of structural materials and structural components: shear and bending moments, flexural, and shear stresses and deflections. Primarily studied are the design of beams, columns, built-up components, and foundations in standard structural materials. Structural loads as required by current building codes are examined. Related building construction techniques as well as requirements for stability and resistance to lateral loads are also presented.

ARCH 3650: Technical Analysis

Technical Analysis is a module intended to build upon the background established in the previous Building Structures, Building Environment and Building Construction courses to explore digital analysis methods used in leading firms and research. These tools are explored through presentations, readings, and dynamic, hands-on laboratory work.

ARCH 4640: Integrated Technology A

Integrated Technology A is the first in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on iterative early design decision-making. Narratives and diagrams explain the consideration and planning of the structural system, passive and active environmental systems, schematic life safety components, and the impact of building massing, orientation, and fenestration on building performance. Contemporary tools are used to iterate and improve the measurable outcomes of building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework will be explored through presentation and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.

ARCH 4660: Integrated Technology B

Integrated Technology B is the second in a series of linked modules taken in a single semester in conjunction with Integrated Studio. This module focuses on the configuration of building envelope systems and assemblies, structural systems, environmental control systems, and life safety systems. Current and innovative tools are used to iterate and improve the measurable outcomes of building performance. Along with the other Integrated Technology modules, it is intended to serve as a technical capstone of the technology sequence. The coursework will be explored through presentations and hands-on assignments that are directly implemented in the studio project of the Integrated Studio.



Metrics for Success

ARCH 4100: Integrated Design Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 4100 as part of their required curriculum plan.

Evidence for Team Room

Syllabi, handouts, lectures

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

Program Response:

Approach:

Design Synthesis is achieved in the paired courses of ARCH 3100: Public Interest Design Studio and ARCH 3190: Building Code /Zoning Analysis. In this studio, students work with real life users in the community and are required to understand user needs and to work with actual sites, usually urban in nature. The requirements of Building Code / Zoning Analysis forces students to understand regulatory requirements such as zoning laws. In addition, students are required to make all their designs universally accessible to meet both code and ADA requirements. Finally, students are required to understand the measurable environmental impacts of their design decisions.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 3100: Public Interest Design Studio

See full Course Description above, in SC.1.

Relevant Learning Outcomes:

- Ability to prepare a comprehensive program for an architectural project that includes an assessment of community and user needs.
- Ability to implement programmatic requirements in the context of a public interest design project.
- Ability to apply relevant sustainability requirements and goals to the project.
- Ability to prepare an analysis of site conditions (including existing buildings) and design criteria based on the analysis.

ARCH 3190: Building Code / Zoning Analysis

See full Course Description above, in SC.1.



Relevant Learning Outcomes:

- Awareness of different types of laws regulations and their applicability to the built environment.
- Understanding the intentions of the health, safety and welfare prerogatives and implications of building code, zoning ordinances and current laws and regulations that apply to the built environment (i.e FHA, HUD, ADA).
- Identify efforts to update regulations to support built environments that promote justice, diversity, equity, and inclusion.
- Ability to analyze relevant building codes and zoning ordinances and understand their implications for the studio project through the preparation of a code review report.
- Ability to integrate and apply accessibility design standards into design decisions.
- Ability to integrate and apply zoning ordinances and related regulatory requirements into site and building design decisions.

Metrics for Success

ARCH 3100: Public Interest Design Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 3100 as part of their required curriculum plan.

Recent Modifications to the Curriculum

Previous to the NAAB 2020 Conditions for Accreditation, all Student Performance Criteria relevant to both Design Synthesis and Building Integration were attempted to be met with one single course, Integrated Design Studio. This proved challenging to both students and instructors who had a significant amount of material to cover in one studio. With NAAB's consolidation of these myriad SPC's into two comprehensive Student Criteria, it allowed for a more efficient allocation of these requirements in to two separate studios, Public Interest Design studio and Integrated Studio. Furthermore, these two studios have been paired with co-requisite seminars Building Code / Zoning Analysis and Integrated Technology A/B/C, respectively - where the studio projects are examined in further depth, relative to SC.5 and SC.6.

Evidence for Team Room

Syllabi, Exams, Lectures, Student Work

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

Program Response:

Approach:

Building Integration is accomplished through the pairing of the ARCH 4100: Integrated Design Studio with three related technology lecture/seminar courses created to accomplish the goals of this criterion: ARCH 4640/60/80: Integrated Technology A/B/C. These courses utilize the studio project so that students can make a direct connection between various building technologies and the design work they are performing. These three courses focus on structures, passive and active environmental systems and construction as well as life safety systems. Computer modeling and design decision matrixes allows students to test and measure various systems for sustainability, cost and performance before they make final decisions about their designs.



The new Integrated Technology A, B and C modules are the latest innovations to our overall Building Technology sequence, and are being implemented for the first time in the Fall of 2022. These courses were developed in response to our recently launched course assessment protocols, and are intended to strengthen the delivery of the relevant NAAB Student and Program criteria, without overburdening the ARCH 4100: Integrated Design Studio. Currently, the three courses are run as sequential 1 credit hour 5-week modules throughout the term that the ARCH 4100: Integrated Design Studio is being taken, with only Integrated Tech C being assessed for PC.3. Beginning in Fall 2023, all three modules will be merged into a single 3 credit hour full term course, still coinciding with ARCH 4100 and assessed for PC.3.

Students refine their work through a series of studio critiques that include outside professional architects and engineers. The end results are building designs that show the complete integration of building systems but also illustrate innovation in the use of these systems.

The Integrated Design Studio and Tech Supplements form the assessed capstone of a five semester-long Building Technology Sequence that starts with Structural / Environmental / Construction Principles in the first year, and works up to Building Structures / Environment / Construction III and Technical Analysis in the third year of the curriculum.

Assessment Cycle

The courses that address this criterion are assessed in an alternating cycle of reviews (see section 5.3 Curricular Development).

Assessed Courses:

ARCH 4100: Integrated Design Studio

See full Course Description above, in SC.4.

Relevant Learning Outcomes:

- Ability to select, configure, and integrate the gravity-resisting building structural system.
- Ability to select, configure, and integrate the lateral-force resisting building structural system.
- Ability to select, configure, and integrate the passive building environmental control systems, to address thermal comfort and fresh air.
- Ability to select, configure, and integrate the active building environmental control systems, to address thermal comfort and fresh air.
- Ability to select, configure, and integrate daylighting systems.
- Ability to select, configure, and integrate electric lighting systems.
- Ability to select, configure, and integrate the elements of building envelope assemblies to create a climate-appropriate response to thermal, moisture, and air conditions.
- Ability to configure the primary elements of a building life safety system in compliance with current codes and standards.

ARCH 4680: Integrated Technology C

See full Course Description above, in SC.4.

Relevant Learning Outcomes:

Ability to integrate and document the configuration of:

- the gravity-resisting building structural system
- the lateral-force resisting building structural system
- the passive building environmental control systems, to address thermal comfort and fresh air
- the active building environmental control systems, to address thermal comfort and fresh air
- the daylighting systems



- the elements of building envelope assemblies to create a climate-appropriate response to thermal, moisture, and air conditions
- the primary elements of a building life safety system in compliance with current codes and standards

Pre/Co-requisite Courses:

ARCH 4640: Integrated Technology A

See full Course Description above, in SC.4.

ARCH 4660: Integrated Technology B

See full Course Description above, in SC.4.

Metrics for Success

ARCH 4100: Integrated Design Studio is considered one of the two capstone studios for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful application in to the Master of Architecture (M.Arch) program. In addition, all students who transfer in to the SACD B.S.Arch program or in to the 2+year M.Arch track, must take ARCH 4100 as part of their required curriculum plan.

Recent Modifications to the Curriculum

Previous to the NAAB 2020 Conditions for Accreditation, all Student Performance Criteria relevant to both Design Synthesis and Building Integration were attempted to be met with one single course, Integrated Design Studio. This proved challenging to both students and instructors who had a significant amount of material to cover in one studio. With NAAB's consolidation of these myriad SPC's into two comprehensive Student Criteria, it allowed for a more efficient allocation of these requirements in to two separate studios, Public Interest Design studio and Integrated Studio. Furthermore, these two studios have been paired with co-requisite seminars Building Code / Zoning Analysis and Integrated Technology A/B/C, respectively—where the studio projects are examined in further depth, relative to SC.5 and SC.6.

Evidence for Team Room

Syllabi, handouts, lectures, Student Work

4—Curricular Framework

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



4.1 Institutional Accreditation

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

Program Response:

The University of Detroit Mercy is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools (NCA) on a ten-year accreditation cycle through the 2026-27 academic year. It recently went through a mid-cycle review in Fall 2020. The most recent letter from HLC has been placed in an Appendix at the end of this document.

4.2 Professional Degrees and Curriculum

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

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

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

Program Response:

Professional Architecture Program Courses used to Satisfy PC's and SC's

The entire five year undergraduate and graduate curriculum is divided into two major parts: a rigorously defined University Core Curriculum (to which SCD contributes) and the mandatory architecture courses. Together they lead to a 170-credit hour Master of Architecture degree. The curriculum chart can be found in Section 4.2.5 and course descriptions can be obtained through the following link to the [course catalogue](#). Upon arriving at the webpage, scroll down to "Program



Curriculum” and click the “+” signs to the left of each semester. The mandatory architecture courses are highlighted in red. Click each course number to see a pop-up description of its content.

Below is the list of all mandatory professional studies courses which are required for all students to receive the accredited M.Arch degree. The program’s specific professional studies courses with architectural content used to satisfy Condition 3, are notated with a “•”. The other architecturally focused courses are required by the school to obtain the Bachelor of Science in Architecture Degree or the Master of Architecture Degree and are prerequisites to the courses used to fulfill Condition 3.

ARCH 1100: Architectural Design Studio I	4 cr
ARCH 1110: Visual Communications I	3 cr
ARCH 1190: Introduction to Architecture I	1 cr
ARCH 1200: Architectural Design Studio II	4 cr
ARCH 1211: Visual Communications II	3 cr
ARCH 1290: Introduction to Architecture II	1 cr
ARCH 1300: Architectural Design Studio III	4 cr
ARCH 1400: Architectural Design Studio IV	4 cr
ARCH 1840: Structural Principles	1 cr
ARCH 1860: Environmental Principles	1 cr
ARCH 1880: Construction Principles	1 cr
ARCH 2110: Visual Communications III	3 cr
ARCH 2120: Architectural History & Theory I	3 cr
ARCH 2640: Building Structures I	1 cr
ARCH 2660: Building Environment I	1 cr
ARCH 2689: Building Construction I	1 cr
• ARCH 2190: Site Analysis & Design	2 cr
ARCH 2211: Visual Communications IV	3 cr
• ARCH 2220: Architectural History and Theory II	3 cr
ARCH 2100/2200/2300: Architectural Design Studio V	5 cr
ARCH 2840: Building Structures II	1 cr
ARCH 2860: Building Environment II	1 cr
ARCH 2880: Building Construction II	1 cr
• ARCH 2520: Architectural History and Theory III	3 cr
• ARCH 3000: Professional Experience Preparation	1 cr
• ARCH 3010: Professional Experience (CoOp) I	2 cr
• ARCH 3100: Public Interest Design Studio	5 cr
• ARCH 3190: Building Code / Zoning Analysis	2 cr
ARCH 3290: Urban Analysis (starting in Winter 2024)	3 cr
ARCH 3300: Study Abroad Studio (Warsaw or Volterra)	6 cr
• ARCH 3650: Technical Analysis	2 cr
ARCH 3660: Building Environment III	2 cr
ARCH 3680: Building Construction III	2 cr
• ARCH 4100: Integrated Design Studio	5 cr
ARCH 4640: Integrated Technology A	1 cr
ARCH 4660: Integrated Technology B	1 cr
• ARCH 4680: Integrated Technology C	1 cr
ARCH 4840: Building Structures III	3 cr
ARCH 4919: Thesis Preparation	1 cr
• ARCH 5020: Professional Experience (CoOP) II	2 cr
ARCH 5100: Masters Thesis Studio I	5 cr
• ARCH 5110: Masters Studio Supplement 1	3 cr
ARCH 5200: Masters Thesis Studio II	5 cr
• ARCH 5210: Masters Studio Supplement 2	3 cr
• ARCH 5190: Profession of Architecture	3 cr



- ARCH 5590: Architecture and Construction Law 3 cr
- MTH 1400: Elementary Functions 3 cr
- PYC 2650: Psychology of the Environment 3 cr

Plus 12 credit hours of Graduate Electives

The chart below shows the assessed courses (black squares) and prerequisite (grey squares) courses that relate to the Shared Values, PC's and SC's. Non-curricular activities that apply are also noted.

NAAB Matrix	Year 1				Year 2				Year 3				Year 4				Year 5				Non-Curricular Activity			
	Fall		Spring		Fall		Spring		Fall		Spring	Su		Fall		Spring	Su	Fall		Spring				
ARCH 1100 Architectural Design I																								
ARCH 1110 Visual Communication I																								
ARCH 1190 Introduction to Architecture I																								
ARCH 1200 Architectural Design II																								
ARCH 1211 Visual Communication II																								
ARCH 1290 Introduction to Architecture II																								
ARCH 1840 Structural Principles																								
ARCH 1860 Environmental Principles																								
ARCH 1880 Construction Principles																								
ARCH 1300 Architectural Design III																								
ARCH 2110 Visual Communication III																								
ARCH 2120 Architectural History & Theory I																								
ARCH 2640 Building Structures I																								
ARCH 2660 Building Environment I																								
ARCH 2680 Building Construction I																								
ARCH 2190 Site Analysis & Design																								
ARCH 1400 Architectural Design IV																								
ARCH 2211 Visual Communication IV																								
ARCH 2220 Architectural History & Theory II																								
ARCH 2840 Building Structures II																								
ARCH 2860 Building Environment II																								
ARCH 2880 Building Construction II																								
ARCH 2100 Special Topics Studio																								
ARCH 2520 Architectural History Theory III																								
ARCH 3000 Professional Experience Prep																								
ARCH 4640 Building Structures III																								
ARCH 3650 Technical Analysis																								
ARCH 3660 Building Environment III																								
ARCH 3680 Building Construction III																								
ARCH 2200 Special Topics Studio																								
ARCH 3010 COOP 1																								
ARCH 4100 Integrated Studio																								
ARCH 4640 Integrated Tech A																								
ARCH 4660 Integrated Tech B																								
ARCH 4680 Integrated Tech C																								
ARCH 3100 Public Interest Design Studio																								
ARCH 3190 Building Code Analysis																								
ARCH 4919 Thesis Prep																								
PYC 2650 Environmental Psychology																								
ARCH 5020 COOP 2																								
ARCH 5100 Master Studio I																								
ARCH 5110 Master Studio Supplement I																								
ARCH 5190 Profession of Architecture																								
ARCH 5200 Master Studio II																								
ARCH 5210 Master Studio Supplement II																								
ARCH 5590 Arch. & Construction Law																								
Evaluation Lab Waste Reduction Program																								
Lecture Series																								
CCCC																								
Study Abroad + Exchange + VABE																								
Career Fair/Alumni Events																								
Portfolio Review																								
Detroit Mercy Student Journal																								

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

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

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

Program Response:

"Detroit Mercy's mission statement describes an education that integrates 'the intellectual, spiritual, moral and social development' of its students. As the shared academic experience of all Detroit Mercy undergraduates, the University of Detroit Mercy Core Curriculum is the foundation for achieving this mission, and for ensuring that each of its graduates will understand, pursue, and live out that mission." The prior statement is the opening paragraph of the Core Curriculum webpage. [Use this link for more information and view the complete list of Knowledge Areas and Integrating Themes.](#) Each school and college at the University can tailor their core to meet their discipline's pedagogical goals. [The following link will open the SACD's specific core requirements and their descriptions.](#)



The 4+1 Master of Architecture Program requires up to 14 courses (+/- 42 Credit Hours) of undergraduate General Education that meet the Core Curriculum Requirement of the University (certain courses may satisfy more than one Core Knowledge Area or Integrating Theme, thus possibly reducing the number of courses and credit hours necessary to complete the Core curriculum). The Core courses include:

- CST 1010: Fundamentals of Speech
- ENL 1310: Academic Writing
- Statistical Reasoning Elective
- Physical Science Elective
- PHL 1000: Introduction to Philosophy
- Religious Knowledge Elective
- Philosophy/Religious Studies Elective
- Historical Experience Elective
- Literary Experience Elective
- Ethics Elective
- Cultural Diversity Elective
- Personal Spiritual Development Elective
- MTH 1400: Elementary Functions
- PYC 2650 Environmental Psychology (counts for two Core requirements)

SACD contributes the following courses to the University's Core Curriculum, which are also mandatory for the B.S.Arch degree:

- ARCH 1290: Introduction to Architecture II
- ARCH 2220: History and Theory II (counts for two Core requirements)
- ARCH 2520: History and Theory III

SACD faculty were on the University level committee that designed the Core curriculum.

Students transferring into the M.Arch program are evaluated, in part, on meeting these requirements. (See 4.3.1)

North Central Association General Education Requirement

The general education credits required by the Higher Learning Commission of North Central Association of Colleges and Schools is 30.

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

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

Program Response:

Graduate Electives

The accredited Master of Architecture degree requires all students to take 12 credit hours of graduate electives (typically 4 courses) in a department or subject of their choosing. While these students occasionally take graduate electives in the colleges of Business Administration, Engineering and Science, or Liberal Arts, the majority of them take Architecture or Community



Development offerings within the SACD. The courses vary year-to-year based upon student interest and faculty research agendas. However certain topics are consistently offered each year:

- Urban Theory
- Historic Preservation
- Graphic Design
- Advanced Materials Fabrication
- Landscape Design
- Architectural Theory
- Community Development

Other topics that are commonly offered include Advanced Watercolor, Digital Storytelling and Politics of the City. In some cases, students will elect to do a one to three credit-hour Directed Study, typically exploring an aspect of their thesis topic in greater depth.

An M.Arch student may opt to use all 12 graduate elective requirements towards the pursuit of a dual degree for the Master of Community Development.

Thesis Focus Declaration

Another aspect of the M.Arch program that offers optionality to the students, and guides some of their elective choices, is the recent implementation of Thesis Focus Declarations. Candidates in the Master of Architecture program at the University of Detroit Mercy are required to declare a Thesis Focus, in the effort to identify the overall scale and scope of their thesis research process. The Focus will inform the range of deliverables and the timing of such deliverables in relation to benchmark presentations.

There are three broad foci:

- **Architectural Design Focus:** Candidates within this focus engage in traditional architectural design projects and culminate in a fully detailed architectural design solution. Candidates may consider design competitions and call for proposals as a basis of their thesis.
- **Method/Theory Focus:** Candidates within this focus are expected to fully define, investigate, and test theoretical frameworks in relation to the thesis topic in order to develop a theoretical explanatory conceptual system at the end of their thesis process and/or test innovative methods through material/applied research. The emphasis is on writing and the making of products that explore the concepts and methods tackled.
- **Urban/Community focus:** Candidates within this focus engage in the definition of a plan and design for a territory/area/urban context, including a set of strategies and tactics and various spatial scales and dimensions (environmental, social, economic, etcetera.).

Bachelor of Science in Architecture and a Bachelor of Arts as a dual preprofessional track to the Master of Architecture. (VABE Program)

The **Visual Arts and the Built Environment** (VABE program) is uniquely offered by the University of Windsor's School of Creative Arts in collaboration with the Detroit Mercy's School of Architecture and Community Development. It is an international cross-border dual degree preprofessional track that combines the study of art and architecture. For the first three years, each VABE student is enrolled in courses simultaneously in Windsor, Canada, and Detroit. Following this period, they receive a Bachelor of Arts granted by the University of Windsor. Qualified students continue to attend Detroit Mercy's Bachelor of Science in Architecture and Master of Architecture in their fourth and fifth years. Ultimately, each VABE student graduates at the end of their fifth year with a Bachelor of Arts from University of Windsor, and Bachelor of Science in Architecture and a Master of Architecture from Detroit Mercy. Currently over a third of the SACD student body are VABE students.



Bachelor of Science in Architecture with a Construction Concentration as a prerequisite to the dual Master of Architecture and Master of Civil Engineering.

The College of Engineering & Science (E&S) offers a Master of Civil Engineering with a focus in Construction for students of the School of Architecture & Community Development (SACD) who are concurrently pursuing the combined Bachelor of Science in Architecture (4 year) and Master of Architecture (1 year) degrees. As a part of special arrangement between the E&S and SACD, students who are pursuing the Master of Architecture can attain their Master of Civil Engineering degree with a focus in Construction by taking 12 additional graduate level construction-related courses. SACD students must declare the Construction concentration by the end of their freshman year, which will add the following undergraduate pre-requisite Engineering courses to their B.S.Arch curriculum plan:

- ENGR 1234: Introduction to Engineering Math (Fall only)
- ENGR 1000: Engineering Ethics (Fall only)
- CIVE 3410: Engineering Survey laboratory (Fall only)
- PHY 1300 or PHY 1600 (Winter only)
- ENGR 3240: Engineering Economics (Winter only)
- CIVE 3400: Engineering Survey (Winter only)
- CIVE 3450: Constructional Materials (Winter only)

In order to fit these Engineering pre-requisite courses in to the standard four-year B.S.Arch curriculum, up to six required core curriculum courses may need to be taken in Summer terms. The exact number depends on whether a student has received AP, IB, high-school dual enrollment or transfer credits for any of the core curriculum.

In order to complete both the Master of Civil Engineering with a focus in Construction along with the Master of Architecture, the student must (a) declare the Construction concentration by the end of their freshman year in order to take the above mentioned pre-requisite civil engineering courses; (b) satisfy all the admission criteria of the school of Architecture and Community Development; (c) maintain a 3.0 GPA, in order to take graduate level courses while still an undergraduate; and (d) apply for and be granted admission to the M.Arch program in the student's fourth year.

The total credit hour count for both the B.S.Arch w/ Construction Concentration plus the M.Arch / M.CIV w/ Construction focus is 198 credit hours.

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

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

Program Response:

The only NAAB-accredited professional degree offered at SACD is a Master of Architecture. A pre-professional degree is also offered, the four-year Bachelor of Science in Architecture. In addition to these two architecture degrees, the SACD offers a non-accredited Master of Community Development degree.



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

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

Program Response:

Not Applicable

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

Program Response:

The Master of Architecture program consists of 134 undergraduate semester credit hours and 36 graduate semester credit hours for a total of 170 credit hours.

The chart on the following page illustrates the curriculum plan for the required professional studies and the University required Core curriculum for general studies in order to obtain the B.S.Arch and M.Arch degrees. This plan consists of:

- Professional Studies Classes (all ARCH courses + MTH 1400 and PYC 2650):
122 credits
- General Studies (University Core, in addition to those covered by degree courses):
36 credits
- Professional Studies Graduate Electives:
12 credits

Total: 170 credit hours

University of Detroit Mercy | School of Architecture+ Community Development

B.S.Arch / M.Arch Curriculum Plans- 170 total credit/hours

Fall

Winter

Bachelor of Science in Architecture - 134 Credit Hours

1st Year

ARCH 1100	Architectural Design I	4 cr
ARCH 1110	Visual Communication I	3 cr
ARCH 1190	Introduction to Arch. I	1 cr
ENL 1310	Academic Writing [CC A2]	3 cr
MTH 1400	Elem. Functions [CC B1]	3 cr
Elective	Physical Science [CC C1]	3 cr
		17 cr

ARCH 1200	Architectural Design II	4 cr
ARCH 1211	Visual Communication II	3 cr
ARCH 1290	Introduction to Arch. II [CC IT6]	1 cr
ARCH 1840	Structural Principles	1 cr
ARCH 1860	Environmental Principles	1 cr
ARCH 1880	Construction Principles	1 cr
CST 1010	Fund. of Speech [CC A1]	3 cr
PHL 1000	Intro. to Philosophy [D1]	3 cr
		17 cr

5 week modules

2nd Year

ARCH 1300	Architectural Design III	4 cr
ARCH 2110	Visual Communication III	3 cr
ARCH 2120	Arch. Hist. & Theory I	3 cr
ARCH 2640	Building Structures I	1 cr
ARCH 2660	Building Environment I	1 cr
ARCH 2680	Building Construction I	1 cr
ARCH 2190	Site Analysis & Design	2 cr
Elective	Religious Knowledge [CC D2]	3 cr
		18 cr

5 week modules

ARCH 1400	Architectural Design IV	4 cr
ARCH 2211	Visual Communication IV	3 cr
ARCH 2220	Arch. Hist. & Theory II [E3/ IT1]	3 cr
ARCH 2840	Building Structures II	1 cr
ARCH 2860	Building Environment II	1 cr
ARCH 2880	Building Construction II	1 cr
Elective	Statistical Reasoning [CC B2]	3 cr
		16 cr

5 week modules

3rd Year

ARCH 2100	Special Topics Studio	5 cr
ARCH 2520	Arch. Hist. & Theory III [CC IT2]	3 cr
ARCH 3000	Prof. Experience Prep.	1 cr
ARCH 3650	Technical Analysis	2 cr
ARCH 3660	Building Environment III	2 cr
ARCH 3680	Building Construction III	2 cr
Elective	Ethics [CC F1]	3 cr
		18 cr

5 week modules

ARCH 3400	Domestic Travel Studio	6 cr
ARCH 3290	Urban Analysis	3 cr
Elective	Historical Experience [CC E1]	3 cr
Elective	Cultural Diversity [CC IT3]	3 cr
		15 cr

ARCH 3010 Prof. Experience (Paid Internship) 2 cr

4th Year

ARCH 4100	Integrated Design Studio	5 cr
ARCH 4640	Integrated Tech. A	1 cr
ARCH 4660	Integrated Tech. B	1 cr
ARCH 4680	Integrated Tech. C	1 cr
Elective	Philosophy/ Rel.St. [CC D3]	3 cr
Elective	Literary Exp. [CC E2]	3 cr
Elective	Spiritual Dev. [CC IT5]	3 cr
		17 cr

5 week modules

ARCH 3100	Public Interest Design Studio	5 cr
ARCH 3190	Building Code-Zoning Analysis	2 cr
ARCH 4919	Thesis Prep.	1 cr
PYC 2650	Environmental Psych. [C2/ IT4]	3 cr
ARCH 4840	Building Structures III	3 cr
		14 cr

Master of Architecture - 36 Credit Hours

ARCH 5020 Prof. Experience (Paid Internship) 2 cr

5th Year

ARCH 5100	Master's Studio I	5 cr
ARCH 5110	Mat. Studio Supplement I	3 cr
ARCH 5190	Profession of Architecture	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr

ARCH 5200	Master's Studio II	5 cr
ARCH 5210	Mat. Studio Supplement II	3 cr
ARCH 5590	Arch. & Construction Law	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr



Semester-Long Study Abroad Curricular Options

For those who can attend one or both of our two semester-long international studies programs, these students clearly benefit from the full immersion into an unfamiliar culture, which is described by most who participate in these programs as a truly life changing educational experience. “The classroom goes beyond the four walls and the experience was more than what I could ever have imagined—architecture, traveling, cultural immersion, history, learning Italian, and (making) sculpture.” Korzell Coe (Volterra, 2019)

Nearly 70% of our domestic students participate in one of these programs. One of SACD’s funding priorities is to develop a fund that allows for the study abroad to be available to all students. Currently, \$33,000-\$35,000 per year is given directly to the students to participate.

Because of the semester length, they are important for students and faculty as they are immersed in the city life. In many ways, the programs offer differing perspectives from Detroit and show participants how cities can work in ways different from American cities.

- **Warsaw:** Established in 1980, the Warsaw program is the longest operating exchange program in Poland. Polish architecture students and one faculty member spend the fall semester at Detroit Mercy. During this time, the Polish exchange professor teaches the SACD students, while the Polish students are distributed throughout our third and fourth-year studios and lecture courses. During the winter semester of their third year, the Detroit Mercy students attend the Warsaw Institute of Technology. Their courses in language, cultural history and studio are taught by Polish faculty and are co-enrolled by Erasmus exchange students from throughout the European Union. An SACD professor accompanies the American students and teaches the Polish students. The SACD students and faculty live in the middle of the Warsaw in a public residential complex. They take trams and other forms of public transportation to and from the school, which further immerses them in a unique urban setting
- **Volterra:** Established in 1985, the Volterra program is scheduled for the summer semester of the third year. The students are accompanied by one or two SACD professors. Volterra is an Etruscan hill town of approximately 10,000 citizens. It served as a major urban hub of Etruscan culture. The student and faculty live, learn and teach in an extension of Detroit Mercy’s campus developed by SACD faculty and alumni and managed by a separate organization: Volterra Detroit Foundation. Students can participate in meal plans provided by local restaurants or cook their meals in the central communal kitchen of the facility. SACD also has become an important cultural asset in Volterra. For example, as part of “Volterra 2022: Capital of Culture of Tuscany,” SACD is co-hosting a two-day event on “Roman Structures of Entertainment: Theaters and Amphitheaters” on October 21-22, 2022. Also, SACD has provided knowledge support for Volterra’s bid to be Capital of Culture for the larger European Union.

The following two pages provide the Study Abroad Curriculum Charts.

The 10-day Cuba Study Research Tour does not require a special curriculum plan. It is designed to work with any of the standard or custom curriculum plans tailored to each student.

Fall

Winter

Bachelor of Science in Architecture - 137 Credit Hours

1st Year

ARCH 1100	Architectural Design I	4 cr
ARCH 1110	Visual Communication I	3 cr
ARCH 1190	Introduction to Arch. I	1 cr
ENL 1310	Academic Writing [CC A2]	3 cr
MTH 1400	Elem. Functions [CC B1]	3 cr
Elective	Physical Science [CC C1]	3 cr
		17 cr

ARCH 1200	Architectural Design II	4 cr
ARCH 1211	Visual Communication II	3 cr
ARCH 1290	Introduction to Arch. II [CC IT6]	1 cr
ARCH 1840	Structural Principles	1 cr
ARCH 1860	Environmental Principles	1 cr
ARCH 1880	Construction Principles	1 cr
CST 1010	Fund. of Speech [CC A1]	3 cr
PHL 1000	Intro. to Philosophy [D1]	3 cr
		17 cr

5 week modules

2nd Year

ARCH 1300	Architectural Design III	4 cr
ARCH 2110	Visual Communication III	3 cr
ARCH 2120	Arch. Hist. & Theory I	3 cr
ARCH 2640	Building Structures I	1 cr
ARCH 2660	Building Environment I	1 cr
ARCH 2680	Building Construction I	1 cr
ARCH 2190	Site Analysis & Design	2 cr
Elective	Religious Knowledge [CC D2]	3 cr
		18 cr

ARCH 1400	Architectural Design IV	4 cr
ARCH 2211	Visual Communication IV	3 cr
ARCH 2220	Arch. Hist. & Theory II [E3/IT1]	3 cr
ARCH 2840	Building Structures II	1 cr
ARCH 2860	Building Environment II	1 cr
ARCH 2880	Building Construction II	1 cr
Elective	Statistical Reasoning [CC B2]	3 cr
		16 cr

5 week modules

3rd Year

ARCH 2100	Special Topics Studio	5 cr
ARCH 2520	Arch. Hist. & Theory III [CC IT2]	3 cr
ARCH 3000	Prof. Experience Prep.	1 cr
ARCH 3650	Technical Analysis	2 cr
ARCH 3660	Building Environment III	2 cr
ARCH 3680	Building Construction III	2 cr
Elective	Ethics [CC F1]	3 cr
		18 cr

ARCH 3010	Prof. Experience (Paid Internship)	2 cr
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Summer in Volterra, Italy

ARCH 3300	Study Abroad Studio	6 cr
ARCH 4270	Architectural Analysis	3 cr
HIS 3170	Italian Art History [CC E1]	3 cr
ITL 1100	Italian Language [CC IT3]	3 cr
FINA 4910	Alabaster Sculpture	3 cr
		18 cr

4th Year

ARCH 4100	Integrated Design Studio	5 cr
ARCH 4640	Integrated Tech. A	1 cr
ARCH 4660	Integrated Tech. B	1 cr
ARCH 4680	Integrated Tech. C	1 cr
Elective	Philosophy/ Rel. St. [CC D3]	3 cr
Elective	Literary Exp. [CC E2]	3 cr
Elective	Spiritual Dev. [CC IT5]	3 cr
		17 cr

ARCH 3100	Public Interest Design Studio	5 cr
ARCH 3190	Building Code-Zoning Analysis	2 cr
ARCH 4919	Thesis Prep.	1 cr
PYC 2650	Environmental Psych. [C2/IT4]	3 cr
ARCH 4840	Building Structures III	3 cr
		14 cr

Master of Architecture - 36 Credit Hours

5th Year

ARCH 5100	Master's Studio I	5 cr
ARCH 5110	Mst. Studio Supplement I	3 cr
ARCH 5190	Profession of Architecture	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr

ARCH 5020	Prof. Experience (Paid Internship)	2 cr
ARCH 5200	Master's Studio II	5 cr
ARCH 5210	Mst. Studio Supplement II	3 cr
ARCH 5590	Arch. & Construction Law	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr

Fall

Winter

Bachelor of Science in Architecture - 140 Credit Hours

1st Year

ARCH 1100	Architectural Design I	4 cr
ARCH 1110	Visual Communication I	3 cr
ARCH 1190	Introduction to Arch. I	1 cr
ENL 1310	Academic Writing [CC A2]	3 cr
MTH 1400	Elem. Functions [CC B1]	3 cr
Elective	Physical Science [CC C1]	3 cr
		17 cr

ARCH 1200	Architectural Design II	4 cr
ARCH 1211	Visual Communication II	3 cr
ARCH 1290	Introduction to Arch. II [CC IT6]	1 cr
ARCH 1840	Structural Principles	1 cr
ARCH 1860	Environmental Principles	1 cr
ARCH 1880	Construction Principles	1 cr
CST 1010	Fund. of Speech [CC A1]	3 cr
PHL 1000	Intro. to Philosophy [D1]	3 cr
		17 cr

5 week modules

2nd Year

ARCH 1300	Architectural Design III	4 cr
ARCH 2110	Visual Communication III	3 cr
ARCH 2120	Arch. Hist. & Theory I	3 cr
ARCH 2640	Building Structures I	1 cr
ARCH 2660	Building Environment I	1 cr
ARCH 2680	Building Construction I	1 cr
ARCH 2190	Site Analysis & Design	2 cr
Elective	Religious Knowledge [CC D2]	3 cr
		18 cr

ARCH 1400	Architectural Design IV	4 cr
ARCH 2211	Visual Communication IV	3 cr
ARCH 2220	Arch. Hist. & Theory II [E3/ IT1]	3 cr
ARCH 2840	Building Structures II	1 cr
ARCH 2860	Building Environment II	1 cr
ARCH 2880	Building Construction II	1 cr
Elective	Statistical Reasoning [CC B2]	3 cr
		16 cr

5 week modules

3rd Year

ARCH 2100	Special Topics Studio	5 cr
ARCH 2520	Arch. Hist. & Theory III [CC IT2]	3 cr
ARCH 3000	Prof. Experience Prep.	1 cr
ARCH 3650	Technical Analysis	2 cr
ARCH 3660	Building Environment III	2 cr
ARCH 3680	Building Construction III	2 cr
Elective	Ethics [CC F1]	3 cr
		18 cr

ARCH 3300	Study Abroad Studio	6 cr
ARCH 4800	Urban Design Studio	3 cr
ARCH 3820	History of Polish Arch.	1.5 cr
ARCH 3320	History of Town Pl.	1.5 cr
PLS 1100	Polish Language [CC IT3]	3 cr
FINA 4810	Drawing/ Watercolor	3 cr
		18 cr

ARCH 3010 Prof. Experience (Paid Internship) 2 cr

4th Year

ARCH 4100	Integrated Design Studio	5 cr
ARCH 4640	Integrated Tech. A	1 cr
ARCH 4660	Integrated Tech. B	1 cr
ARCH 4680	Integrated Tech. C	1 cr
Elective	Philosophy/ Rel.St. [CC D3]	3 cr
Elective	Literary Exp. [CC E2]	3 cr
Elective	Spiritual Dev. [CC IT5]	3 cr
		17 cr

ARCH 3100	Public Interest Design Studio	5 cr
ARCH 3190	Building Code-Zoning Analysis	2 cr
ARCH 4919	Thesis Prep.	1 cr
PYC 2650	Environmental Psych. [C2/ IT4]	3 cr
ARCH 4840	Building Structures III	3 cr
Elective	Historical Experience [CC E1]	3 cr
		17 cr

Master of Architecture - 36 Credit Hours

5th Year

ARCH 5100	Master's Studio I	5 cr
ARCH 5110	Mst. Studio Supplement I	3 cr
ARCH 5190	Profession of Architecture	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr

ARCH 5020 Prof. Experience (Paid Internship) 2 cr

ARCH 5200	Master's Studio II	5 cr
ARCH 5210	Mst. Studio Supplement II	3 cr
ARCH 5590	Arch. & Construction Law	3 cr
Elective	Grad. Concentration	3 cr
Elective	Grad. Concentration	3 cr
		17 cr



Integrated Path to Architecture Licensure (IPaL)*

The requirements for Professional Experience begin at the end of second year with a summer term-long cooperative educational experience (300 hours, minimum). This is followed by a second term-long experience in the third year (300 hours, minimum). After completion of their Bachelor of Science in Architecture degree, students will take four additional consecutive cooperative educational experiences (minimum of 300 hours each) for a total of 16 months of professional experience. Although the University requirements for the cooperative experience credits only total 1,800 work hours, the student is required to fulfill the 3,720 work hours required by NCARB's AXP program within this time period. To maintain their status as full-time students, they will be charged the standard Detroit Mercy co-op fee (currently \$1,122 for reference) for all six co-ops, including each of the four semesters of co-op during the "time-out-year."

Students will take the ARE exams in the fifth year, during their extended cooperative educational experience. In the sixth (master's) year, students will complete their thesis requirements. If all three components of licensure are successfully completed at the time of graduation with the Master of Architecture degree, the student will be eligible for licensure in the State of Michigan.

Participation in the IPaL concentrations in no way guarantees "licensure upon graduation." It is the responsibility of the student to pass all sections of the ARE exams, and complete all requirements of NCARB's AXP program in order to attain that goal, which is beyond the purview of Detroit Mercy and the School of Architecture and Community Development. The status of the student's degree is not affected either way by the completion of those components.**

The Master of Architecture degree with the IPaL concentration is 42 graduate credits. The Bachelor of Science and Master of Architecture degrees combined are a minimum of 175 total credits.

Not all students will be granted permission to participate in the program. Students are required to apply to participate in the IPaL concentrations by August 15th prior to the start of their second year. In addition to submitting an application, students are required to achieve a 3.0 minimum overall GPA at the conclusion of first year and are also required to have maintained a 3.0 minimum overall GPA at the conclusion of fourth year, and must be admitted to the master's program as of January of the fourth year to proceed with the extended cooperative educational experience sequence.

* Currently, SACD has not had a student complete the IPaL program. This is partly due to its intensity. But, there were other internal factors as well. Over the last few years, there have been focused adjustments made to formalize the curriculum plan and to better market the program. We see IPaL as an opportunity for all students. But given the statistics listed in the Shared Value: Equity, Diversity and Inclusion, we especially see IPaL as an option for students from underrepresented populations, which could assist in increasing the licensure statistics for those demographics.

** Students are made aware that the licensing process in some states, including Michigan, allows for the integrated sequence of the three licensure components. However, not all states allow this integrated sequence for candidates for initial licensure, so students who may be considering seeking their initial license in another state should consult that state's licensure regulations.

University of Detroit Mercy | School of Architecture + Community Development B.SArch / M.Arch IPaL Curriculum Plan - 175 total credit/hours

Fall				Winter				Summer	
Bachelor of Science in Architecture - min. 133 Credit Hours									
1st Year	ARCH	1100	Architectural Design I	4 cr	ARCH	1200	Architectural Design II	4 cr	
	ARCH	1110	Visual Communication I	3 cr	ARCH	1211	Visual Communication II	3 cr	
	ARCH	1190	Introduction to Arch. I	1 cr	ARCH	1290	Introduction to Arch. II [CC IT6]	1 cr	
	ENL	1310	Academic Writing [CC A2]	3 cr	ARCH	1840	Structural Principles	1 cr	5 week modules
	MTH	1400	Elem. Functions [CC B1]	3 cr	ARCH	1860	Environmental Principles	1 cr	
	Elective		Physical Science [CC C1]	3 cr	ARCH	1880	Construction Principles	1 cr	
			17 cr	CST	1010	Fund. of Speech [CC A1]	3 cr		
				PHIL	1000	Intro. to Philosophy [D 1]	3 cr		
							17 cr		
2nd Year	ARCH	1300	Architectural Design III	4 cr	ARCH	1400	Architectural Design IV	4 cr	ARCH 3010 Prof. Experience (CoOp) 2cr
	ARCH	2110	Visual Communication III	3 cr	ARCH	2211	Visual Communication IV	3 cr	
	ARCH	2120	Arch. Hist. & Theory I	3 cr	ARCH	2220	Arch. Hist. & Theory II [E3/ IT1]	3 cr	
	ARCH	2640	Building Structures I	1 cr	ARCH	2840	Building Structures II	1 cr	5 week modules
	ARCH	2660	Building Environment I	1 cr	ARCH	2860	Building Environment II	1 cr	
	ARCH	2680	Building Construction I	1 cr	ARCH	2880	Building Construction II	1 cr	
	ARCH	2190	Site Analysis & Design	2 cr	Elective		Statistical Reasoning [CC B2]	3 cr	
	Elective		Literary Exp. [CC E2]	3 cr				16 cr	
			18 cr						
3rd Year	ARCH	2100	Special Topics Studio	5 cr	ARCH	3400	Domestic Travel Studio	6 cr	ARCH 3020 Prof. Experience (CoOp) 2cr
	ARCH	2520	Arch. Hist. & Theory III[CC IT2]	3 cr	ARCH	3290	Urban Analysis	3 cr	
	ARCH	3000	Prof. Experience Prep.	1 cr	Elective		Historical Experience [CC E1]	3 cr	
	ARCH	3650	Technical Analysis	2 cr	Elective		Cultural Diversity [CC IT3]	3 cr	
	ARCH	3660	Building Environment III	2 cr				15 cr	
	ARCH	3680	Building Construction III	2 cr					
	CAS	2000	Catholic Studies [CC D2, IT5]	3 cr			Or Study Abroad 18 cr		
			18 cr						
4th Year	ARCH	4100	Integrated Design Studio	5 cr	ARCH	3100	Public Interest Design Studio	5 cr	ARCH 5010 IPaL Experience (CoOp) 2cr
	ARCH	4640	Integrated Tech. A	1 cr	ARCH	3190	Building Code-Zoning Analysis	2 cr	
	ARCH	4660	Integrated Tech. B	1 cr	ARCH	4919	Thesis Prep.	1 cr	
	ARCH	4680	Integrated Tech. C	1 cr	ARCH	4840	Building Structures III	3 cr	
	ARCH	5590	Arch. & Construction Law	3 cr	ARCH	5190	Profession of Architecture	3 cr	
	Elective		Philosophy/Rel.St. [CC D3]	3 cr	PYC	2650	Environmental Psych. [C2/ IT4]	3 cr	
	Elective		Ethics [CC F1]	3 cr				17 cr	
		*Apply for M Arch Program in Jan	17 cr						
IPaL 'time-out' Year	ARCH	5020	IPaL Experience (CoOp)	2 cr	ARCH	5030	IPaL Experience (CoOp)	2 cr	ARCH 5040 IPaL Experience (CoOp) 2cr
Master of Architecture - 42 Credit Hours									
6th Year	ARCH	5100	Master's Studio I	5 cr	ARCH	5200	Master's Studio II	5 cr	
	ARCH	5110	Mst. Studio Supplement I	3 cr	ARCH	5210	Mst. Studio Supplement II	3 cr	
	Elective		Grad. Concentration	3 cr	Elective		Grad. Concentration	3 cr	
	Elective		Grad. Concentration	3 cr	Elective		Grad. Concentration	3 cr	
			14 cr				14 cr		

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

Program Response:

Not applicable.

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

Entry into the SACD's professional accredited Master of Architecture program can occur at multiple levels. The majority of our graduates enter the 4+1 degree track, starting as freshmen in the four-year Bachelor of Architecture program, before gaining admission to the one-year Master of Architecture Program. A number of students will transfer in to our 4+1 track, typically in the second year. For a small number of applicants who already possess a bachelor's degree, we can admit them as "post-degree undergraduate transfer" students with direct matriculation to the Master of Architecture degree on either a 2+year track, for a student with an architectural degree, or a 3+year track, for students with a degree in anything other than architecture. We typically only admit 3-5 "post-degree undergraduate transfer" students per year. Students entering the SACD in their fourth year via the VABE program are not considered transfer students, as the curriculum plans for both the SACD and the University of Windsor have been pre-arranged and collaboratively developed.

Below are the admissions criteria, as found in our [Academic Catalog](#):

B.S.Arch Admission Criteria

The SACD limits its freshman enrollment based on competitive standards, which should be confirmed with the University Admissions office. In general, a minimum high school GPA of 3.0 is expected, however, additional criteria such as evidence of creativity, self-motivating characteristics, problem-solving abilities, and abilities for visual expression are also considered and may allow the minimums to be waived if the student has a positive interview with the Dean or Associate Dean.



Transfer credit:

The [admission requirements for transfer students](#), (Scroll down to B.S.Arch Admission Criteria and Click the “+” sign) including students who already possess a degree, is a minimum overall GPA of 3.0. Transfer students from an architectural program should also have at least a 3.0 GPA in all design studio courses. To receive transfer credit for design classes, a portfolio of student work from the previous institution is required, as well as course descriptions and syllabi. Professional work may also be included in the portfolio. Transfer students and students with degrees must meet all requirements for our four-year Bachelor of Science in Architecture program, including cooperative education, prior to applying for admission into the fifth-year Master of Architecture program. Students who hold a Bachelor of Science in Architecture from another institution will be required to take some undergraduate coursework before being eligible to enter the M.Arch program.

M.Arch Admissions Criteria for SACD B.S.Arch Students:

Detroit Mercy SACD B.S.Arch students apply to the Master of Architecture program in Term I of their final undergraduate year. To be considered for admission, a minimum overall GPA and Design Studio GPA of 3.0 is expected along with submission of a substantive design portfolio, as well as an admissions essay. The overall GPA, Design GPA and portfolio are considered equally in the decision-making process for admission. The portfolio must demonstrate the student's ability and potential for success in all aspects of graduate design work and other studies. A minimum grade of B is also expected (but not required) in the applicant's fourth year Integrative and Public Interest Design Studios. If the student is not accepted into the Master of Architecture program or chooses not to apply to the Master of Architecture program, he/she can earn a non-accredited, pre-professional Bachelor of Science in Architecture degree upon successful completion of the four-year requirements.

Once accepted into the M.Arch program, all students are automatically enrolled in the required ARCH 4919: Thesis Prep course in Term II of their fourth year.

As part of the requirements for M.Arch degree, all students must complete a paid CoOp / internship within the field of architecture and design. This typically happens during the summer preceding or following their thesis year.

GRE scores are not required for the admissions process.

M.Arch 2+ Year Track Admissions Criteria, For Transfer Students with a Non-SACD Degree in Architecture

Prospective students with a previous degree in Architecture (B.S.Arch or B.Arch), have the possibility of direct admission into the 2+ year track M.Arch degree program. However, we must ensure that candidates have met all of the academic requirements to earn our accredited M.Arch degree. For most students this means a minimum of one year where they are technically classified as a “post-degree undergraduate transfer” student, and would receive a custom curriculum plan to make sure they have completed all the necessary classes for our accredited degree. They would join our M.Arch thesis students in their final year. An admitted 2+ year M.Arch student would not be required to re-submit a formal application to continue into the Thesis studio, but are required to be in good academic standing with a B average to move into the master's year.

As part of the requirements for M.Arch degree, all students must complete a paid CoOp / internship within the field of architecture and design. This typically happens during the summer preceding or following their thesis year. We do not require GRE scores for the admissions process, however applicants to the 2+ year track are required to submit a design portfolio.



M.Arch 3+ Year Track Admissions Criteria, For Transfer Students with a Non-Architecture Bachelors Degree:

For transfer students with a degree in something other than Architecture, there is the possibility of admission into the **3+ year track M.Arch** program. For most students, this means at least two years where they are technically classified as a “post-degree undergraduate transfer” student, and would receive a custom curriculum plan to make sure they have completed all the necessary classes for our accredited degree. Depending on the applicant's previous coursework, it is possible that some of the requirements will have already been satisfied, thus reducing the number of courses they would need to fulfill. This custom curriculum plan will be based on the applicant's transcripts and portfolio. An admitted 3+ year M.Arch student would not be required to re-submit a formal application to continue into the Thesis studio, but are required to be in good academic standing with a B average to move into the master's year.

In general, the required courses in the M.Arch curriculum (Thesis Studio, Thesis Supplement, Architecture and Construction Law, Professions) are not allowed to be substituted by courses transferred in from other institutions. Potential transferable Graduate Elective courses are evaluated on a case-by-case basis by the Associate Dean and the Director of the M.Arch program.

Studio Placement:

For transfer students from other institutions, a review of the student's transcript and portfolio of work by the dean or associate dean will be used to determine placement in the ARCH 1100, ARCH 1200, ARCH 1300, ARCH 1400, ARCH 2100, or ARCH 2200 Design Studio sequence

ARCH 3100: Public Interest Design Studio and it's co-requisite ARCH 3190: Building Code / Zoning Analysis, as well as ARCH 4100: Integrated Design Studio and its co-requisites ARCH 4640/60/80: Integrated Technology A/B/C are considered mandatory capstones for the Bachelor of Science in Architecture (B.S.Arch) degree. As such, all students who transfer in to the SACD B.S.Arch program or in to the 2+ or 3+ year M.Arch tracks, must take these courses as part of their required curriculum plan, since course equivalents cannot be transferred in from other institutions. In addition, it is expected (but not required) that all students should pass this studio with a grade of B or higher in order to ensure a successful matriculation in to the Master of Architecture (M.Arch) program.

Course Evaluation for Transfer Equivalency:

For transfer of all ARCH courses, faculty with subject matter expertise are consulted in the evaluation of the course syllabi, learning objectives, learning outcomes and work assignments for parity with the SACD content. A minimum grade of C (2.0) is required for course credits to be accepted for transfer. For transfer of non-ARCH courses (Detroit Mercy Core Curriculum See Section 4.2.2), the University's Transfer Team of the Admissions department consult subject matter experts in the appropriate colleges to determine course equivalencies. In addition, the University participates in the [Michigan Transfer Agreement \(MTA\)](#). The Michigan Transfer Agreement allows students to complete general education courses at participating colleges and universities in Michigan. Students may complete the MTA as part of an associate degree or as a stand-alone package at Michigan institutions. Students who complete the MTA, and the MTA is listed on their official transcript, will satisfy the Knowledge Areas of the Detroit Mercy Core Curriculum. To fulfill the MTA, students must successfully complete at least 30 credits, with at least a 2.0 in each course and at least one credit completed at the institution awarding the MTA. These credits should be met according to the following distribution:



- One course in English Composition
- A second course in English Composition or one course in Communications
- One course in Mathematics from one of three pathways: Pathway to Calculus (includes College Algebra), Statistics or Quantitative Reasoning
- Two courses in Social Sciences (from two disciplines)
- Two courses in Humanities and Fine Arts (from two disciplines, excluding studio and performance classes)
- Two courses in Natural Sciences including one with laboratory experience (from two disciplines)

Detroit Mercy accepts a maximum of 63 semester hours of credit from a community college or 90-96 semester hours from a four-year institution. Students must complete at least 30 credits in residence at the University of Detroit Mercy towards their bachelor's degree, which may impact the number of transfer credits applicable to a specific degree program due to the residency requirement. In some cases, articulation or 2 + 2 agreements may specifically permit a limited number of credits in excess of the 63-credit maximum.

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

Program Response:

Not applicable

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

Program Response:

Approach

The transfer process and requirements, as stated above in 4.3.2, can be found in the official [Course Catalogue](#) (scroll down to "B.S.Arch & M.Arch Admissions Requirements):

Given the small scale of SACD's student body and in turn its transfer admission's process, each student is considered on case-by-case basis by the Associate Dean and the Director of the M.Arch program. All applicants are required to meet with the Associate Dean prior to registration, where they go over a custom curriculum plan designed for each student, which is documented in their student record. Each semester, they meet with their advisor to track their progress, and confirm that the degree requirements are being met.

5—Resources

5.1 Structure and Governance

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



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

Program Response:

Administration

Administrative leadership at the college level is provided by Dean Dan Pitera, FAIA and Associate Dean Noah Resnick, AIA, both of whom are tenured full professors. Since we are a student-centered school in a student-centered university, there is a long tradition of deans teaching in the curriculum. Dean Pitera teaches both the Introduction to Architecture I + II courses and has taught in the Volterra Program. Associate Dean Resnick taught both studio and Urban Analysis in the 2022 Volterra Program.

Directors of the following areas are filled by:

- Full-time faculty (paid additional compensation or given course releases)
 - Graduate Architecture Program
 - Graduate Community Development Program
 - Study Abroad Programs.
 - Visual Arts and the Built Environment (VABE)
- Two Adjunct Faculty co-direct
 - Professional Experience Program

Detroit Collaborative Design Center

- Full-time Professional Staff (All teach in the architecture and community development programs)
 - 2 Co-Executive Directors
 - 1 Director of Landscape Architecture
 - 2 Project Managers
 - 1 Public Interest Design Fellow
- Student Interns (per semester)
 - 3-4 full-time student interns fulfilling their Professional Experience credits
 - 1-2 part-time work study students
 - All students are enrolled in NCARB and receive AXP credit.



SACD Staff

- SACD Administrative Office
 - Full-time Staff (paid hourly with paid overtime when necessary)
 - Assistant to the Dean and Business Manager
 - Assistant to the Associate Dean and Office Manager
 - Part-time Student Work Study Staff
 - Answer the phones and performs other non-confidential chores
 - Assists both full-time staff members
- The shop is managed by a modified full-time staff person (i.e. 32 hours per week)
- The computer labs and large format printing lab are managed by a full-time Information Technology staff person whose time is split with the IT Department. IT covers the cost of this salary line. Work study students assist in plotting and helping to keep the spaces open after business hours.
- One fund development person is split between SACD and the College of Liberal Arts and Education. They report to Office of University Advancement. This position is currently open as of July 2022.

The Administrative Structure is shown in the chart on the following page. The chart illustrates primary functions and communication frequency.

Items to note when viewing the chart:

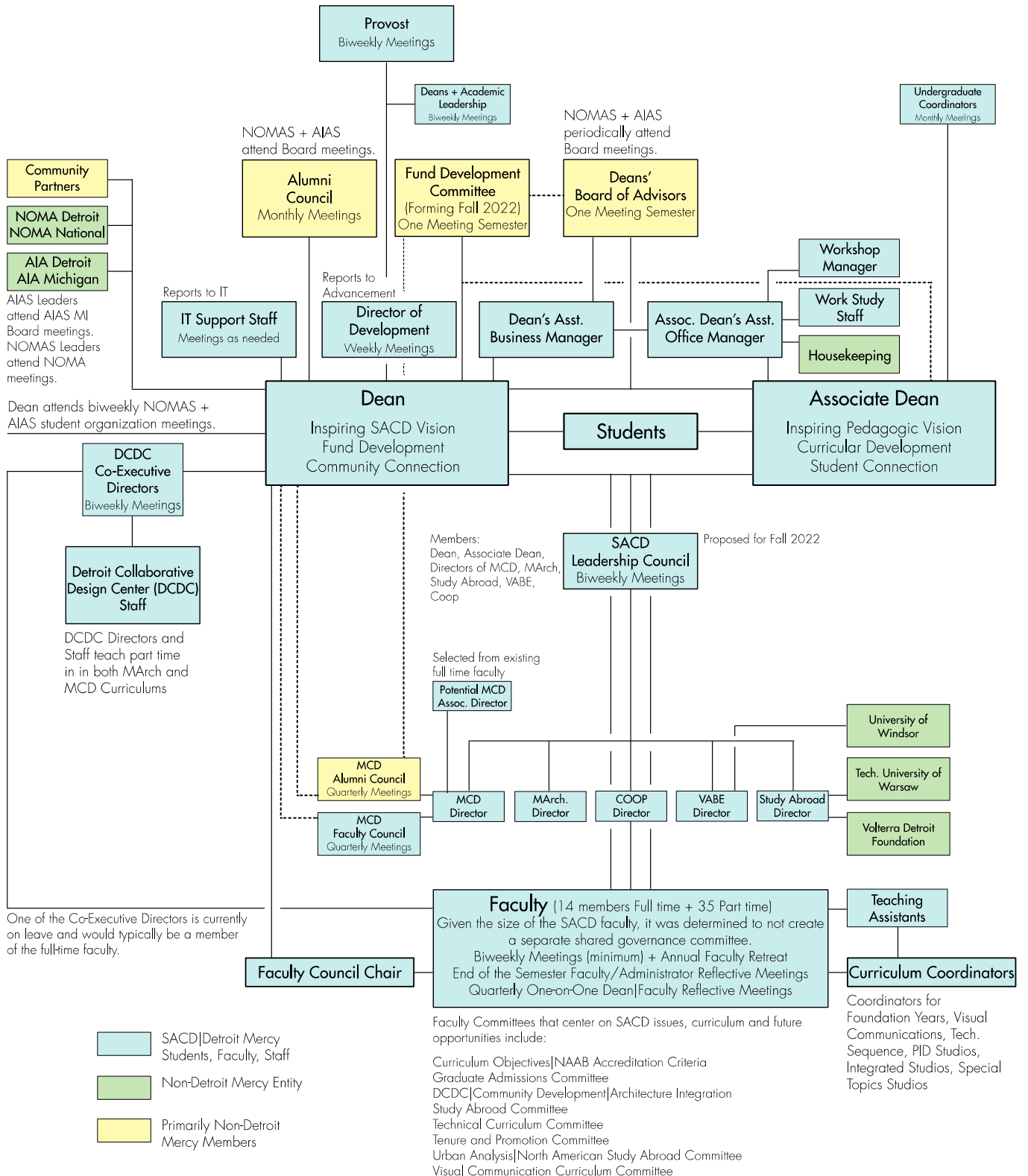
1. Dean Pitera and Associate Dean Resnick began their roles in the 2019-2020 academic year. Both Pitera and Resnick share the philosophy that centers on shared decision-making. Therefore, they structured both offices to operate as two-halves of an administrative whole.
 - a. Dean's Role (with Associate Dean's Knowledge Support):
 - i. View Outward
 - ii. Inspire SACD Vision
 - iii. Fund Development
 - iv. Community Connection
 - b. Associate Dean's Role (with Dean's Knowledge Support):
 - i. View inward
 - ii. Inspire Pedagogic Vision
 - iii. Curricular Development
 - iv. Student Connection
2. Given the vision and mission of the school, it is intentional that SACD's Organization Chart is centered around the "student."

Key individuals include the following:

- Provost and Vice President for Academic Affairs: Pamela Zarkowski, J.D. MPH
- Dean of Architecture and Community Development: Dan Pitera, FAIA
- Associate Dean of Architecture and Community Development: Noah Resnick, AIA
- Director of Graduate Community Development Program: Sarida Scott, J.D.
- Director of Graduate Architecture Program: Associate Professor Claudia Bernasconi
- Professional Experience Co-Director: Adjunct Professor Dorian Moore, FAIA (Co-Director currently on leave)
- VABE Director: Professor Will Wittig, AIA
- Study Abroad Director: Professor Wlodek Fuchs, PhD
- Co-Executive Director, Detroit Collaborative Design Center: Christina Heximer, Assoc. AIA (currently the second director position is unfilled as of August 2022.)
- Faculty Council Chair: rotates yearly

SACD Organization Diagram

19 January 2022



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

Program Response:

Statement of Intent

The SACD's faculty has always fully participated in the governance of the program. This occurred as an organic process due the School's small size and the direct connection the administrators had with the faculty and teaching. Thus, shared governance has been an inherent part of the SACD's day-to-day work. Though as our faculty grows, both faculty and administrators agreed to develop a more deliberate shared governance system that works to "flatten" the power structure by celebrating the partnership between faculty, staff, administrators, students, alumni and community partners. This shift from organic to deliberate governance began in 2020-21. Therefore, what is presented below is currently in process and has been reviewed by all faculty, administrators and student leaders.

Building on theories of robust community engagement, SACD's shared governance structure is designed to be something that does not occur as a transactional activity—i.e., only when "it is needed." Instead, it is something that occurs as an integral part of our community's day-to-day life. It transforms how we live, negotiate, work, design, and plan with one another. We believe that a successful SACD shared governance system lies in providing many opportunities to participate with the broad range of SACD stakeholders. This allows us to work across silos and boundaries, and to increase the capacity of everyone in our community to more effectively engage and partner with one another. The system of shared governance that SACD is designing strives to be more than making decisions together. It should also be a system to define what decisions need to be made and the method for how that happens.

Shared Governance Structure and Faculty Council

Given the size of the SACD full time faculty (14 members), the Faculty Council, which meets on a bi-weekly basis, is made up of the faculty as a whole. The Dean and Associate Dean attend all meetings as non-voting guests, but typically contribute to the meeting agendas. A partial list of the critical standing sub-committees is provided on the Org Chart above. Since Shared Governance inherently occurs in the committee as a whole, it was determined not to create a separate shared governance sub-committee. If the faculty continues to grow, a separate committee may be established. Meeting minutes from the Faculty Council, as well as critical sub-committee meetings will be provided in the Team Room.

Existing Collaborative Knowledge-Sharing and Decision-Making Tactics

Bi-Annual:

- Faculty/Administrator/Staff Retreat (One in August and one in April/May) (Implemented)

Per Semester:

- SACD Deans' Board of Advisors Meeting (Implemented)
- End of the Semester Faculty/Administrator Reflective Meetings and "mock" team-room pin-up (Implemented)
- One-on-One meetings between Faculty and Dean/Associate Dean (Implemented)
- MCD Faculty Council Meeting (Implemented)
- MCD Advisory Group Meeting (Implemented)
- Fund Development Committee (Scheduled to begin Winter 2023)

Monthly:

- Alumni Council Meetings between Alumni, Dean and Student Leaders (Implemented)

Biweekly:

- Faculty Council Meetings (Implemented)
The Council consists of all full-time faculty, with the Dean and the Associate Dean as non-voting guests. Likewise, all adjunct faculty are invited as non-voting guests. The Council has standing committees which include the all-important curriculum committee. The Council participates in the hiring process for new full-time faculty where they vote on a consensus preference(s) to advise the Dean and the Provost.
- SACD Leadership Council (Program Directors and Administrators) (Proposed)
The Dean, Associate Dean and the Directors of Community Development, Master of Architecture, Study Abroad, VABE, Professional Experience and Detroit Collaborative Design Center to address issues related to those programs, as well as enhance and design schoolwide synergies. (Directors are selected from the faculty.)
- NOMAS/AIAS and Administrator Meetings (Implemented)
Since many of our students are in both AIAS and NOMAS, their meetings are often scheduled biweekly as to not conflict with each other. In other words, AIAS may meet on odd weeks, while NOMAS meets on even weeks.
- Detroit Collaborative Design Center (DCDC) and Administrator Meetings (Implemented)
- Dean and Provost strategic and operations meetings. (Implemented)
- Associate Dean and Assessment Coordinator meet throughout the year to track assessment cycle, review proposals for continual improvement, and monitor implementation of Plans to Improve.

Weekly/Ongoing:

- Deans' Friday Cafe: Coffee/Tea between Deans and Students (Implemented)
Deans Pitera and Resnick make coffee, tea and/or hot chocolate for the students every Friday from 11:00-12:00 in The Pit. The "informal" setting allows for conversations regarding school vision to school logistics. These conversations are followed up with more formal meetings when necessary. AIAS and NOMAS have begun to schedule their meetings to coincide or overlap with the Deans' Café.
- The Dean and the Associate Dean meet informally but regularly with all administrative staff to address operational issues.
- Faculty coordinators work regularly with the faculty groups teaching in each of the following areas: foundation years, visual communications, technical sequence, public interest design studios, integrated studios, special topics studios, and History/Theory.

Communication + Feedback Loop

Though it is not the same thing as Shared Governance, a feedback loop of regular and transparent communication is certainly a component of an effective governance system. It should communicate what-has-occurred to those who may not be intimately involved with all or some of the tactics defined above.



Both the Dean and Associate Dean maintain a literal “open door policy” and work to be available to students at almost any time to just drop in with a question or concern. This provides a critical real-time problem-solving opportunity that is actually a key component of our strong community culture.

A few larger and more formal communication tactics that have been employed are as follows:

- **Annual: SACD Alumni “State of the School Address”** (Initiated: Winter 2021)
The long standing SACD Alumni Gathering has been expanded to include the Dean’s State of the School Address. This portion of the Gathering is delivered in person and digitally.
- **Per Semester: SACD All School Meeting** (SACD tradition) (Maintained during COVID-19)
This is the one of the opportunities that all students, faculty, and staff come together to celebrate our community and communicate our accomplishments and places that still need improvement. It is open to all alumni to attend in-person or virtually.
- **Per Semester: SACD Newsletter** (SACD tradition) (Maintained during COVID-19)
- **Per Semester: MCD Advisory Council** (Maintained during COVID-19)
- **Monthly: SACD Alumni Advisory Council**
It is widely accepted around the University that the SACD Alumni Council is one of the most active and productive. The Council, Dean and NOMAS/AIAS representatives meet on the third Tuesday of every month. (Maintained during COVID-19)

Updates and announcements are regularly delivered at Faculty Meetings, Student Advisory Groups’ Meetings, Deans’ Cafe (see Existing Collaborative Tactics), Deans’ Board of Advisors Meeting, Alumni Council Meetings, emails to the faculty and student body, etcetera.

Inherent in the process of consistent communication is the idea of a feedback loop. The SACD feedback loop has the goal for all members of the SACD community to see and to understand how their work and decision-making will affect or has affected the process. The feedback loop is a consistent process and does not occur solely at major milestones along the way.

Places for improvement

Most of the strategies and tactics discussed in this section address only full-time faculty. However, with over 30 adjunct faculty teaching every year, they play a major role at the School. SACD must explore better ways to engage the part time adjunct faculty into the shared governance system. At this point the MCD Faculty Council, which includes adjunct faculty, could serve as a starting point for ways to amplify adjunct faculty in other areas of the school. Another good place to start is to develop an adjunct faculty orientation session.

SACD will also look for better ways to include alumni and community partners into decision-making processes.

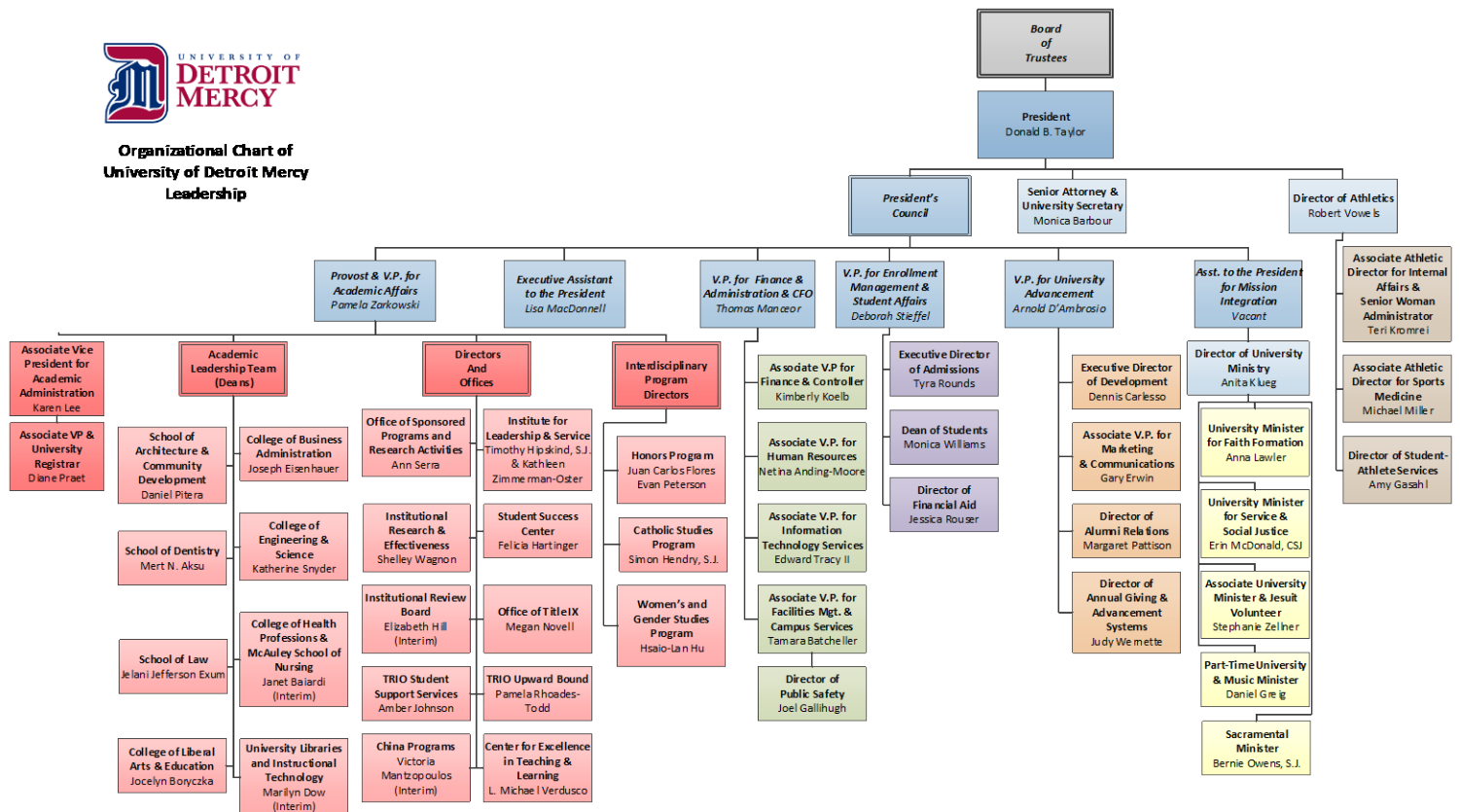


University of Detroit Mercy Governance

As noted earlier, the University is governed by a Board of Trustees consisting of 23 individuals generally 2/3 of whom are lay persons and 1/3 of which represent the Society of Jesus (Jesuits) and the Religious Sisters of Mercy. Among the Board's duties, it is charged with hiring the President of the University after recommendations from administrators, staff, faculty, and students, confirming University vision, and approval of budget sources and uses.

The President of the University answers to the board and is the administrative head of the institution. A new University President was appointed starting in the 2022-23 academic year. The Chief Academic Officer is the Provost and Academic Vice President who reports to the President as do other Vice Presidents.


**Organizational Chart of
University of Detroit Mercy
Leadership**



As noted earlier in the APR, the University is structured under a shared governance system. There are a host of University committees that assist in running the University and include faculty, college administrators, and, for some, students. When shared governance was adopted by the University, the faculty on McNichols Campus organized into the McNichols Faculty Assembly (MFA), which SACD is a member. The McNichols Campus faculty are unionized and work under a 5-year contract negotiated between faculty and administrative representatives. Dean Pitera was a part of the most recent negotiations in 2020-21 academic year. The union does not represent the faculties from the Law and Dental Schools.

5.2 Planning and Assessment



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

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

Program Response:

Approach:

Context

When Deans Pitera and Resnick began in 2019-2020, they decided to ground their strategic planning process on a shared vision of Justice, Diversity, Equity, and Inclusion. SACD faculty, administrators, student leaders and staff worked with an outside consultant (NEW Solutions), who titled the process: SACD's Equity Challenge. The outcomes included a robust set of Core Values and Justice, Diversity, Equity, and Inclusion Affirmation Statements. (Please reference Section: Context and Mission for the content of these statements.) Following this work, which was completed in December 2020, strategic work on developing priorities began. Given the obvious challenges surrounding COVID-19, the work is not entirely complete. But, it is SACD's intent for it to be mostly complete by the time the NAAB Team Visit occurs in 2023. The following text is directly from the current in-process document:

Underpinnings: An Entrepreneurial Approach to Strategic Planning

Examining what it means to have a Strategic Plan: A plan should be more than just things to do, or things to cross off a list. It should be something that does not merely sit on the shelf. SACD is looking for a living and adaptable document. Our mission and vision have always been what guides and drives us into the future. We have completed our Equity Challenge and our re-branding process, which obviously will continue to be ongoing work for our entire school. These processes synthesized our Core Values and Justice, Diversity, Equity, and Inclusion Affirmation Statements. As we continue our process of preparing to move into the future while honoring the heritage of our past, we will examine the strategic planning process and reflect on a subtle shift in terminology. Let us consider a process to develop a strategic framework versus a strategic plan. More precisely, let us consider a strategic decision-making framework that will establish criteria that will allow for multiple futures. It should be able to be adjusted and refined as we move forward in our attempt to understand what lies ahead. We are not prophetic. Therefore, a decision-making framework would create criteria for flexible decision-making, which in turn, will adapt to change and take advantage of future opportunities or challenges that we cannot predict today. In other words, and in the spirit of entrepreneurialism, SACD's strategic framework will not generate a long list of items up front, instead, it will produce a set of Strategic Priorities and Sub-Strategies. Faculty, staff and students will be given incentives (stipends, course releases) to develop initiatives that are close to their work, research and heart, while bringing us closer to one or more of the six Strategic Priorities that are listed later in this document.

SACD Strategic Priorities

The Strategic Priorities were generated from an exhaustive analysis of past strategic planning documents, school wide strategic planning summit conducted by Dean Wittig in Fall 2018, school wide SACD branding analysis (2020), SACD Equity Challenge (2020) and conversations with faculty, students, alumni, and board of advisors.



SACD works to

...provide **Broad Perspectives** for our students, faculty and staff.

Sub-Strategies (Draft)

- Diversify the faculty and staff
- Continue to diversify the student body
- Expand study abroad options beyond Warsaw and Volterra
- Explore Inter-university partnerships (i.e., Howard University partnership)
- Implement (Domestic) Travel Studio
- Broaden our curriculum to be more expansive and inclusive

...be a **Community Engaged School**, because Detroit is our home, not our laboratory.

Sub-Strategies (Draft)

- Develop new intentional community partnerships beyond the DCDC
- Explore a new community development institute
- Explore new models of engaged research
- Engage local stakeholder expertise to a higher degree
- Engage university-wide issues that affect Detroit's communities

...amplify **Social, Economic and Environmentally Just Design** for all people.

Sub-Strategies (Draft)

- Define new interdepartmental collaborations
- Explore options that think beyond degree programs (i.e. certificates/badges)
- Explore ways of disseminating research beyond academic journal publications

...deliver a **Rigorous, Forward-Thinking and Accredited Curriculum**

Sub-Strategies (Draft)

- Define new interdepartmental collaborations
- Explore ways to amplify and synthesize physical and digital learning/teaching
- Explore synergies between architecture and community development curriculums

...achieve **Continued Improvement in Meeting Our Core Values** through assessment and accreditation.

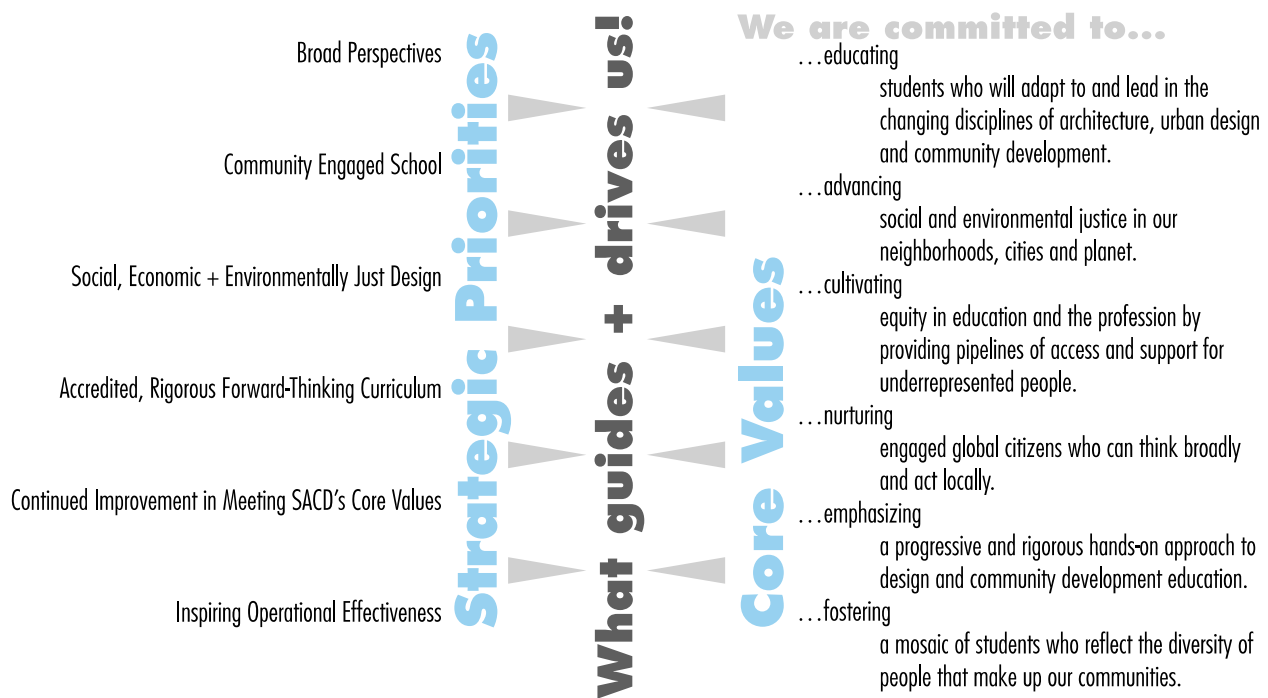
Sub-Strategies (Draft)

- Proactively incorporate updated NAAB criteria through our Core Values
- Broaden access to technology
- Define new ways and space that bring our community together
- Develop methods to support underrepresented alumni

...develop **Inspiring Operational Effectiveness** in our day-to-day work.

Sub-Strategies (Draft)

- Formalize SACD's Shared Governance Procedures
- Move to a participatory budget process for SACD
- Revisit SACD's resources (faculty/staff, spatial, technological) and size of student body
- Develop new strategies to secure resources necessary for SACD to thrive.
- Connect fund development priorities more directly to faculty, students, and staff



Draft Criteria for Decision-Making | SACD Strategic Rubric

The analysis of past work and documents referenced earlier in this section, revealed the core aspects that should underlie the criteria for decision-making process. They are:

- Justice, Diversity, Equity, and Inclusion
- We cherish our small size
- Detroit is our home not our laboratory
- SACD Core Values statements
- Teaching inside and outside of classroom
- Accessible education
- Reflective and reflexive educational process (we learn from each other)

A series of strategic questions will be asked when deliberating on a proposal. The draft list for these questions includes the following:

- What is the connection of the proposal to one or more of SACD's Strategic Priorities?
- What is the connection of the proposal to one or more of SACD's Core Values?
- What is the connection of the proposal to SACD's Mission?
- What is the collaborative nature of the proposal?
- What is the proposal's impact on SACD's students?
- What is the proposal's impact on SACD's faculty and staff?
- What is the proposal's impact on SACD's pedagogy?
- What is the proposal's impact on the University's community?
- What is the proposal's impact on Detroit's community?

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Approach:

Detroit Mercy has an [assessment process](#) in place and in turn a set of performance indicators that all colleges and schools follow. Given SACD's Mission and Core Values, we subscribe to all the university-wide indicators as defined below, which are taken from the link provided in this paragraph.

- **Mercy and Jesuit Values:** Students will be able to apply Jesuit and Mercy Values to their personal and professional responsibilities.
- **Diversity and Cultural Awareness:** Students will value multiple perspectives of diversity and human difference through exposure to a variety of cultures, communities, and contexts that prepare them to work and live in diverse settings, and to engage as citizens of the world.
- **Critical Thinking and Problem Solving:** Students will be able to comprehensively explore a problem; make connections between information before accepting or formulating an opinion, solution, or conclusion; and conduct ongoing evaluation.
- **Communication:** Students will be able to communicate effectively within academic, professional, and civic contexts using genres and/or modalities appropriate for their purpose and audience.
- **Professionalism and Ethics:** Students will behave in a professional and ethical manner, exhibiting honesty, fairness, equality, dignity, integrity, and respect for individual rights and differences in all interactions.
- **Lifelong Learning:** Students will develop foundational skills for lifelong learning, including curiosity, transfer, independence, initiative, and reflection.

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

Program Response:

Though our Strategic Decision-Making Framework is still in progress as discussed in Section 5.2.1, the overarching Strategic Priorities and many of the sub-strategies have already been adopted by faculty and administrators. This allows SACD to make significant progress while the overall framework is being finalized.

...provide **Broad Perspectives** for our students, faculty, and staff.

Sub-Strategies (Implemented Tactics)

Diversify the faculty and staff

- SACD faculty and administrators were trained in the Search Advocacy Process in December 2021. (2021) (See 5.5.1)
- SACD piloted the University's new faculty and administrators search policies. (2021) (See 5.5.1)
- The current full-time faculty who self-identify as from an underrepresented racial or ethnic population group rose from 8.3% to 36.3% since 2016. These figures exclude 3 international faculty, who are citizens of Canada, Italy and Poland. (See 5.5.1)
- SACD Equity Challenge, Facilitated by NEW Solutions, Faculty and Staff training hosted by SACD, August 14-15, 2020.

Continue to diversify the student body

- Pipeline Programs: SACD works directly with four pipeline programs for middle school and high school students:
 - NOMA Pipeline: SACD is the host school every summer. (2019)
 - ACE Mentoring: SACD is the host school during the entire academic year for Detroit high schools (2021) and provides mentors to the suburban high schools (2019). SACD sits on the ACE Board since 2020.
 - SmithGroup Exploring Post: SACD provides mentors and lecturers. (2016)
 - ArcPrep pipeline: SACD provides mentors and lecturers. (2018)
- Eight New SACD Diversity Scholarships: SACD provides a yearly scholarship to each of the programs listed above in the prior initiative. One new scholarship has been directed specifically for Detroit-based Franklin Wright Settlement House, the oldest settlement house in the country. (2019) Former Dean Wittig implemented yearly scholarships for the winners of AIA Toledo High School Design Competition—potentially three total. AIA Toledo has hosted this competition for nearly 80 years.
- Targeted Recruitment: SACD works directly with counselors from high school with underrepresented populations. They include Henry Ford Academy at the College for Creative Studies and Cass Tech.
- DCDC High School Fellowship: DCDC hosts and pays two high school students full time in the office for 6 weeks every summer. (Initiated in summer 2022)
- Streamlined Admissions Process: In addition to the recent rebranding of the school to uplift its Community Development agenda and previously mentioned Core Values, the overall admissions process has been modified to broaden access to the SACD for traditionally underrepresented students. This included a removal of standardized testing requirements (SAT, ACT) in the student's applications, as these have historically disadvantaged underrepresented populations due to inherent racial bias in the exam content and preparation process. In addition, applicants from high schools in historically underserved neighborhoods are provided allowances in certain curricular areas, which are often supplemented by a custom curriculum plan that provides additional academic support to ensure success in our program. (2020)

Explore Inter-university partnerships (i.e., Howard University partnership)

- In discussion with Wayne State University and University of Michigan Dearborn on an intercollegiate and stackable certificate and badge system. (Initiated in Winter 2022)
- Annual HipHop studio implemented in Fall 2021 in collaboration with Howard University. (See See Context and Mission.)

Broaden our curriculum to be more expansive and inclusive

- Annual NOMA sponsored studio implemented in Winter 2020. (See Shared Value: Equity, Diversity, and Inclusion.)
- Annual HipHop studio implemented in Fall 2021 in collaboration with Howard University. (See Context and Mission.)
- New Coordinator of History Theory is working with faculty to expand the courses content to be more expansive and inclusive.

...be a **Community Engaged School**, because Detroit is our home, not our laboratory.

Sub-Strategies (Implemented Tactics)

- SACD Student Ambassadors: SACD has established a diverse array of student ambassadors who engage prospective students and attend all SACD public events. (2021)

Develop new intentional community partnerships beyond the DCDC

- In 2021, SACD nurtured the launch of the new community nonprofit: Institute for AfroUrbanism. SACD has nurtured three community nonprofits since 2014.

Explore a new community development institute

- In 2020 started conversations with local foundations in to establish a new Community Development Institute. (Draft value proposition available upon request.)

...amplify **Social, Economic and Environmentally Just Design** for all people.

Sub-Strategies (Implemented)

- DCDC launched new Public Interest Design Fellowship. (Winter 2022)
- SACD hired full-time Professor of Practice focused on Public Interest Design.
- Public Interest Design Studio was made mandatory for all students and is designated to be the main course supplying evidence for NAAB SC.5 (2022)

Define new interdepartmental collaborations

- Conversation started with the School of Law for a joint M.Arch and JD track.
- An accelerated track was created, in collaboration with the College of Engineering and Science, for incoming SACD freshmen interested in pursuing a double Masters in Architecture and Civil Engineering.

Explore options that think beyond degree programs (i.e. certificates/badges)

- In conversations with Wayne State University and University of Michigan Dearborn on an intercollegiate and stackable certificate and badge system started in Winter 2022.

...deliver a **Rigorous, Forward-Thinking and Accredited Curriculum**

Sub-Strategies (Implemented Tactics)

- A redesigned curriculum was implemented between 2018-2022, that better aligns with the NAAB 2020 conditions and the new SACD Core Values.
- A completely new assessment system was designed and implemented between 2021-2022.
- New Technology Sequence was implemented between 2018-2022.
- Thesis studios were reorganized to meet Mondays and Thursdays, with Thesis Supplement on Fridays in contrast to the undergraduate studios, which meet Mondays, Wednesday, and Fridays. This change allows for more meaningful and robust Teaching and Research Assistantships.
- In Fall 2021, a study was completed to formalize urbanism content as it tracks through the five-year curriculum. Implementation is scheduled for Fall 2023.
- The success of the urbanism study spurred another study with regard to Visual Communications as it tracks through the curriculum. (To be initiated in Fall 2022)

Define new interdepartmental collaborations

- Conversation started with the School of Law for a joint M.Arch and JD track.



Explore ways to amplify and synthesize physical and digital learning/teaching

- New Digital Review Space was installed Fall 2022.
- In 2021, new equipment was purchase and installed to allow all major public in-person events to be simulcast.

...achieve **Continued Improvement in Meeting Our Core Values** through assessment and accreditation.

Sub-Strategies (Implemented Tactics)

- A redesigned curriculum was implemented between 2018-2022, that better aligns with the NAAB 2020 conditions and the new SACD Core Values.
- A completely new assessment system was designed and implemented between 2021-2022.

Broaden access to technology

- A new laptop purchasing program was established in 2021
- All plotting and 2D/3D printing services are free for all students. (2021)

...develop **Inspiring Operational Effectiveness** in our day-to-day work.

Sub-Strategies (Implemented Tactics)

- New branding and name change approved in 2021.
- New website and collateral materials to be complete in Winter 2023.
- New Assistant to the Associate Dean / Office Manger hired in August 2022.

Formalize SACD's Shared Governance Procedures

- Rough draft of Shared Governance is complete (2021)

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

Program Response:

When working through the Strategic Decision-Making Framework process, an in-depth SWOT—Strengths, Weaknesses, Opportunities, Threats—and STEEP analysis—Social, Technological, Environmental, Economic, Political—was conducted with administrators, faculty, students, staff and alumni. This document can be found as part of the Strategic Framework appendix. Each SWOT category is placed horizontally on the x-axis and the STEEP categories are placed vertically on the y-axis. As a SWOT item is listed, it is determined which STEEP category it addresses. A SWOT/STEEP Analysis helps develop a more nuanced way to parse out the information and illustrate the potential or inherent connections. For example, a Social Strength may be directly connected to a Technological Weakness: The digital divide of a neighborhood (technological weakness) has led to a strong physical interconnectivity of its residents (social strength). Therefore, with this example in mind, attention should be given to the implications of adjusting to improve the Weakness (lessen the digital divide), without hindering or disrupting the Social Strength (human physical connectivity).

Operational and Building (physical plant)

1. **Strength:** SACD's varied and inspired personnel have accomplished a lot with adequate resources.
 - a. **Challenge:** This method of working can and has caused people to burn out. When reading through this APR, the word "adequate" is used frequently when considering SACD's human and economic resources. "Adequate" seems to be the key word when thinking of the resources that support the great work SACD's faculty members and staff accomplish. We have adequate amount of space...We have adequate number of staff members...etcetera. But, as stated in Strength #3 below, we are approaching our building's spatial limit. For example, with the four new faculty members starting this Fall 2022, SACD has reached its maximum limit in current available office space.
 - b. **Opportunity:** For SACD to thrive as it has for many years, new strategies for securing resources are necessary to move from "adequate" to "inspiring."
 - c. **Opportunity:** There is a potential to develop new programs that do not require new studio space.
2. **Strength:** SACD has a long and inspiring story to tell of its role in educating a mosaic of architects and in engaging meaningfully with Detroit's communities through architecture and urbanism.
 - a. **Challenge:** Very little support is given to the schools and colleges for marketing and communication other than the conventional large press release or major storyline. SACD does not have the resources to engage in more day-to-day marketing and communications efforts that include social media and data resource mapping.
 - b. **Challenge:** Currently, SACD shares a fund development officer with the College of Liberal Arts and Education. This position is currently unstaffed as of July 15th 2022. Also, there does not appear to be a university strategy for attracting and retaining fund development people. SACD has had 3 different people fill this position in the last 4 years. (Two people were in the position the year prior to the pandemic and one during the pandemic.)
 - c. **Opportunity:** Dedicated people in both fund development and marketing and communications offers an opportunity for more coordinated work and storytelling that leads to more national and international recognition, better student enrollment and financial resources necessary to move the school to the next step.
3. **Strength:** SACD's Loranger Building is considered by many to be one of the most inspiring buildings on campus due to its design and student and faculty energy. In particular, SACD's Loranger Exhibition Space as described in Section 5.6.2 is the Heart of the school and is used by many University departments and community organizations.
 - a. **Challenge:** Though we are still a small program, SACD's existing building is beginning to be pushed to its physical spatial limits. For example, during the 2014 accreditation visit, the lack of effective shop equipment and shop supervision was listed as a concern. These items have been addressed, which now makes more apparent the limitations of the current two shop spaces. Given our attention to physical and digital making, the shops are used regularly, with MIG and TIG welding becoming one of the fastest growing interests. Creative solutions are needed to increase the physical space that is dedicated to the shop activities.

- b. **Challenge:** The Loranger Exhibition Space is becoming dated and requires a significant update to accommodate the many SACD uses that were unplanned when the space was designed: new LED lighting, acoustical upgrade (the space was not designed to be a lecture hall or event space), new IT and simulcasting technology.
- c. **Opportunity:** With the new name change and a significant contribution from a local architecture critic, a new entry lobby space is possible that greets students and guests, celebrates the unique books in the collection (for example: 1st edition Kostof books) and highlights the new name and school identity.

Pedagogic

1. **Strength:** Prompted and inspired by the NAAB 2020 Conditions for Accreditation, the SACD has developed and begun to implement an entirely new and rigorous Assessment policy, mechanism, and culture. Simultaneous to the development of our assessment protocols, the Associate Dean, in collaboration with the SACD Curriculum Committee, made significant changes to the 5-year curriculum as a whole, and minor to major changes to nearly all of the courses used to meet the new NAAB Student and Program criteria. In addition, the Student Learning Objectives and Outcomes for every course in the Architecture curriculum were modified or re-written to better align with both our updated Core Values as well as the new conditions for accreditation.
 - a. **Opportunity:** As a way to ensure that the new assessment standard continues to be reviewed and evolve, a new Assessment Coordinator position was created, with a potential to create a dedicated Director of Assessment position.
 - b. **Opportunity:** As opposed to developing new degree programs or concentrations that occur at the end of a program, there is an opportunity to develop content that tracks through the entire curriculum like: Urbanism and urban Analysis, Visual Communications, Ethical Leadership and Professionalism, and Public Interest Design.
2. **Strength:** SACD has established a respected and honored reputation for its knowledge and work in Detroit.
 - a. **Challenge:** This expertise has limited people's view of what SACD offers.
 - b. **Opportunity:** SACD's Detroit work and research is applicable at the national and international scales. As stated in the beginning of the Section on Context and Mission, SACD is not merely an expert on Detroit-based urban architecture. It is a unique expert on urban architecture based on its engaged work in Detroit. DCDC and SACD faculty are nationally recognized and have frequently been a part of city and neighborhood decision-making processes. The opportunity here is to be an international resource on equitable development and architecture for all people.
 - c. **Opportunity:** The potential exists to establish community-driven institutes that have a strong relationship with the community development department, like the DCDC. This would enhance the teaching experience and synergies between architecture and community development.
 - d. **Opportunity:** SACD can lead the effort to develop an Urban Cities Center that would collect all the Detroit Mercy community-based institutes and centers under one roof—SACD, Business, Engineering and Science, Law and Nursing—to provide more holistic approach to community engaged development and research.

3. **Opportunity:** As mentioned in the challenge under Operational Strength #3, SACD's existing building is beginning to be pushed to its physical spatial limits. There is an opportunity to develop programs that do not require more studio space. These could include:
 - a. **Interdepartmental collaborations within Detroit Mercy:**
 - i. **SACD and Business:** Architecture Administration and Ethical Leadership graduate degree.
 - ii. **SACD and Law:** Dual graduate degree M.Arch and J.D.
 - iii. **SACD and Law:** Both Law and SACD have partnerships with University of Windsor. Connect these partnerships to enhance the VABE program.
 - b. **Intercollegiate collaborations:**
 - i. Partnerships with Howard University, the Pontifical Xavierian University in Bogota, Columbia, and the University of Puerto Rico. There already exists a strong connection with all of these institutions.
4. **Strength:** SACD has both a department of architecture and a department of community development.
 - a. **Challenge:** There is crossover and collaboration between architecture and community development. Though due to conflicting class schedules and an imbalance of full-time faculty, the connection is very thin.
 - b. **Opportunity:** To plan and visualize SACD as a place that meaningfully merges and strengthens architecture, community development, urbanism and landscape.
5. **Strength:** Study Abroad programs have a very long and cherished history within SACD. SACD has the oldest operating student exchange program in Warsaw (Established in 1980), and Volterra (Established in 1985) has had a permanent campus for the past 12 years.
 - a. **Challenge:** SACD's Study Abroad programs are a strong and valued aspect of the school. However, the current semester long options for architecture students are very European centric and offer little options for other global perspectives. Due to our small size, it is hard to expand the semester-long options and maintain a sustainable enrollment for all programs.
 - b. **Opportunity:** Develop creative methods that expand SACD's study abroad non-European options:
 - i. Faculty led research travel for small groups of research assistants.
 - ii. Intercollegiate student exchange partnerships (Examples: the Pontifical Xavierian University in Bogota, Columbia, and the University of Puerto Rico)
 - iii. Though a few architecture students have taken advantage of SACD's Cuba Program, most of the participants are community development students. Amplifying the Cuba Program with architecture students can provide strengthen cross-disciplinary connection.
6. **Strength:** Over the past few years, SACD has been very nimble at delivering course content in both the physical and digital environments. This has opened enhanced educational opportunities.
 - a. **Challenge:** As we think about working both physically and digitally, we must keep in mind that the digital divide in our student communities could undermine

the gains SCD has made progress with the hybrid learning model it is developing.

- b. **Challenge:** SCD has received very little Information Technology Support in general. This issue predates the pandemic. University's information systems and support is essential to work through the issues surrounding faculty research, effective teaching, which applications that are updated frequently (i.e., weekly).
- c. **Opportunity:** Develop creative technological access opportunities for all students.
- d. **Opportunity:** As mentioned above, pandemic's impact on our teaching has been dramatic. Though SCD is a fundamentally in-person curriculum, if used thoughtfully and critically, online practices can expand our techniques for educating rather than limiting them or shifting them away from in-person processes.

Mission and Core Values

1. **Strength:** SCD has the second oldest CoOp in the country (among ACSA schools) and was ranked #1 in Design Intelligence's last rankings for "Most Hired From Architecture Schools" for Category 4.
 - a. **Challenge:** Generally speaking, many institutions are confronting the pressures of professional stakeholders, which has begun to push the content of educational development towards the skills-development aspect of the curriculum.
 - b. **Opportunity:** SCD should boost the development of a distinctive architectural educational model that hovers between both skill-based learning and educating critical thought leaders.
2. **Strength:** SCD's commitment to educating a mosaic of architects to work in a mosaic of communities and towns.
 - a. **Challenge:** It is typical for schools of architecture to send graduates of varying demographics into the world with high hopes and passions to change the world. However, it is clear through NCARB statistics that many interns from underrepresented populations never make it to the point of licensure. Therefore, it means very little that we nurture and graduate a diverse student body, if they drop from the discipline soon after graduation.
 - b. **Opportunity:** SCD should think of initiatives that engage our students following graduation by working with alumni to develop methods that will further nurture our graduates in more intentional, direct and meaningful ways that help them complete the licensure process.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Thesis and Studio Review: The most frequent and accessible mechanism for outside input comes directly from the dozens of practitioners, academics and leaders in architecture and allied fields that attend every major benchmark, critique and final studio review at SCD. In addition to the obvious and immediate feedback to the students, a number of these invited critics/reviewers are asked to participate directly in our peer assessment process by filling out the assessment form as described in Section 5.3.1.

Deans' Advisory Council: More in depth input from the outside comes in the form of the Deans' Advisory Council, which meets at minimum once per semester, and is comprised of alumni, local and national practitioners, former faculty and other leaders in both architectural practice and

academia. Members of the council provide advice regarding operations, initiatives, and fundraising. They also provide feedback about identity and marketing from a regional and national professional perspective. Select members of the Deans' Advisory Council have also been tasked with providing an ongoing assessment of our strategic goals.

SACD Alumni Council: The Alumni Council meet once a month from August through May and is widely recognized on campus as being one of the most engaged and active. Dean Pitera and student leaders meet with the Council to discuss and receive input on programmatic ideas and issues. Students discuss their work, and school and organizational culture (i.e., NOMAS and AIAS).

Strategic Visioning Summits: Summits are held periodically with professional and community stakeholders to discuss “where we have been” and “where we are going.” As discussed in Section 5.2.1, the last summit was held in the Fall of 2018.

AIA Michigan Educational Representative: Dean Pitera is currently on the AIA State Board as the Educational Representative. This has provided the opportunity to discuss issues that are present across all of Michigan's five accredited schools of architecture and those that are specific to SACD. There is a tradition of SACD Deans being on the AIA Michigan State Board. Dean Emeritus Vogel and Dean Wittig were AIA MI President. Besides being the Educational Representative, Dean Pitera is also the current Secretary and is scheduled to be President in 2025. This 7-year access has provided a unique opportunity to receive input and feedback.

AIA Michigan Design Retreat: Once a year one Integrated Studio project is selected to present alongside the AIA Michigan Honor Award winners at the AIA Michigan Design Retreat in Mid-September. When the students and architects finish presenting their work, the attending architects and designers review and comment. The day is organized in three simultaneous sessions of three architects and one student project in each session. Each session repeats itself three times throughout the day. This means the SACD project is presented three times and receives three different reviews.

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

Program Response:

In addition to the specific course assessment protocols detailed in Section 5.3, the SACD conducts a number of formal and informal self-assessment processes that occur throughout the academic year. At the conclusion of each semester, the undergraduate studios are required to pin up a selection of projects for the entire faculty to conduct a visual assessment of the work in a “mock” team-room style setting. This typically provides the most direct feedback about the general level of student work at the moment. Additional self-assessment activities include: twice yearly faculty retreats, bi-weekly faculty meetings, twice yearly Deans' Board of Advisors meetings, Student / Deans Friday Café, Student Council meetings, and other communication activities listed in Section 5.1.2. Feedback from these assessment activities, both hard data and anecdotal evidence, inform not only improvements to the curriculum, but also in how we provide support to students and faculty, utilize the building space, and maintain a positive and productive atmosphere and culture.

Some recent examples of changes based on our assessment feedback include:

2018 – 2022: Based on a variety of weaknesses that stemmed from a long-standing reliance on adjuncts (and faculty very near retirement) to teach the technical courses, the Building Technology Sequence has been completely rebuilt from the ground up. This included the hiring of new faculty specifically targeted to address this deficiency, complete reconstruction of the delivery methods to facilitate more connections to the rest of the curriculum and to increase the use of hand's-on and applied learning, and updated and revised content throughout the sequence

– all new since the last NAAB visit - based on internal assessment and response. The details of this sequence can be found in Section 3.2 under SC.4 Technical Knowledge. This rebuilt Building Technology sequence has been rolling out in the form of Structures, Environment and Construction modules over the past three years, as we transitioned from the ‘old’ to the ‘new’ Tech curriculum.

Fall 2022: The Integrated Technology A, B and C modules are final innovations to our new Building Technology sequence, and are being implemented for the first time in the Fall of 2022. These courses were developed in response to our recently launched course assessment protocols and are intended to strengthen the delivery of the relevant NAAB Student and Program criteria, without overburdening the ARCH 4100: integrated Design Studio.

2019/20: After receiving feedback from both our M.Arch admissions committee as well as local employers, that our student portfolios were not up to a competitive standard of excellence, steps were taken to address this deficiency. In Fall 2019 we inaugurated the first annual Portfolio Day—An Open House Celebration: At the beginning of every year, all returning undergraduate students are required to present portfolios, which are placed on display in an open house atmosphere. Deans’ Choice, Faculty Choice and Student Choice Design Excellence Awards are presented, and portfolio design workshops are offered.

2020/21: Coordinated Foundation Studios – During the end of year “mock” team-room style pin-up, the Faculty Council identified a number of deficiencies in 1st and 2nd year studios. The following year, the curriculum was redesigned in response to this, with a much greater emphasis on maintaining close coordination between the multiple sections, in order to help to ensure consistent learning outcomes for all students. The Associate Dean appointed coordinators to each of the levels to ensure consistency among the instructors.

2020/21: After determining that an increasing amount of M.Arch students were electing to pursue Thesis topics centered on urban issues, a self-study of Urbanism within our existing curriculum was undertaken by the Curriculum Committee. The result of this study, and subsequent curricular proposals will be the implementation of a new mandatory undergraduate course in Urbanism, ARCH 3290: Urban Analysis, which will launch in Winter 2023.

2021/22: In the Fall of 2021, a new History and Theory sequence Coordinator position was established in order to address the lack of diversity that has traditionally vexed the study of architecture history within Western institutions. Both the course content and source materials are being updated to more accurately reflect the cultural and gender diversity found within the built environment. The History and Theory II and III classes were also restructured to allow for multiple sections of smaller class sizes, to better facilitate class discussions and an increase in written assignments.

2021/22: Since the last NAAB visit, we completely redesigned the Visual Communications (VisCom) sequence, in an attempt to give our students a higher level of skill both as it applies to representational production in studio, and preparation for current professional practice. Staffing, delivery methods, and content were all revised in response to identified weaknesses. However, in Winter 2020, and again in Fall 2021, an unsatisfactory level of graphic quality was still noted throughout the various levels of studio. At the end of Winter 2022, a self-study of the Visual Communications sequence was commissioned by the Associate Dean, in order to determine the flaws in the implementation of the redesigned VisCom sequence. The results of this study and subsequent plans to correct will be presented at the Winter 2023 Faculty Retreat. In addition, we were able to hire a new faculty who we expect will play a strong role in the plans to correct.

2021/22: Early reviews of the student work from the PID studio, using our newly established Assessment protocols, pointed out a deficiency in our ability to meet the SC.1 requirements consistently. This resulted in an immediate and effective Plan to Correct, which consisted of the development of the companion ARCH 2190: Building Code / Zoning Analysis course. Subsequent assessments of this new set of courses have yielded an evaluation of “well-met” for the delivery of the SC.1 requirement.

2022/23: Student feedback, in various conversations with faculty and administration made it clear that students wanted more opportunities to experience teaching, and that faculty needed more assistants. To address this, the ARCH 5100/5200: Master's Thesis studio schedule has undergone a radical schedule shift, and now meets for two days a week – Mondays and Thursdays – as opposed to the traditional Monday/Wednesday/Friday routine. The principal intent for shifting the graduate studios to be out of synch with the undergraduate studios is to allow for graduate students to serve as Teaching Assistants in the Undergraduate levels. This change will actively support and progress a deeper culture of student teaching throughout the SCD community.

5.3 Curricular Development

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

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

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

Program Response:

Approach to Assessment

The SCD engages in ongoing assessment of student learning as part of our commitment to students' educational outcomes, in a manner that is:

- **Natural:** flowing from teaching and learning, program and course outcomes, and SCD and University mission statements
- **Purposeful:** monitoring learning, teaching, program efficacy, institutional effectiveness, or public accountability
- **Feasible:** maximizing the use of technology, while minimizing time and effort
- **Informative:** utilizing findings to make decisions regarding learning, teaching, program efficacy, institutional effectiveness, or public accountability

Assessment at the SCD involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

As directed and supported by the University Assessment Team and Associate Dean, the SCD Assessment Coordinator leads the Curriculum Committee in the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning. At the heart of our assessment efforts is the work of Barbara Walvoord who states the three steps of assessment are:

- Articulate goals for student learning.
- Gather evidence about how well students are meeting the goals.
- Use the information for improvement.

The defining feature of Walvoord's approach to assessment is her emphasis on the course-embedded assignment and on the professional expertise of the individual professor, whose experience in grading student work is the foundational assessment act. Walvoord suggests that professors become intentional, reflective, and explicit in identifying and sharing criteria for students' expected level of performance on each assignment. She asks professors to develop rubrics that specify levels of performance across various criteria, to use the rubrics to score student work, and then to analyze the distribution of scores to discover patterns of strengths and



weaknesses in student performance. When these patterns are reported at a Faculty Council meeting, the ensuing discussion often leads to suggested improvements in teaching methods, assignments, course design, or curricular coverage to ameliorate weaknesses. The SACD's assessment plan consists of student learning outcomes, assessment methods (embedded assignments) and criteria for success.

Implementation of New Assessment Protocols

In the winter of 2019, the SACD Curriculum Committee was tasked with an audit and update of our entire curriculum, in order to align with the new NAAB 2020 Conditions, as well as our newly revised Core Values. This alignment required the re-writing of the Course Objectives and Learning Outcomes for every ARCH class, as well as the development and implementation of a yearly assessment model, as per the new accreditation standards. These new assessment protocols are also used for addressing the University assessment for adherence to the University Core Values of: Education of the Whole Person; Service that Leads to Justice; and Community of Inclusivity.

The program's course assessment work provides a feedback loop as to how each course is performing in meeting the NAAB PC's and SC's. This information is then shared with the faculty teaching the courses with suggestions of how to improve the course and its ability to meet the criteria as well as the values and goals of the SACD. The course assessments performed in 2022 have allowed the faculty to make focused improvements to the delivery of courses. This same assessment process will also support reevaluation and potential improvement to the program's curriculum and course descriptions in the future, as the program further strengthens its overall goals.

Curricular assessment, and subsequent Plans to Improve are achieved by both formal and informal data gathering and analysis mechanisms. The formal mechanisms include both peer and self-assessments of course activities from the faculty, students, administrators, alumni and outside jurors.

All Design Studios are assessed using formal data gathering methods at the end of each semester, during final review presentations, in which 'silent' observers are charged with completing a Microsoft Form - developed based on the Learning Outcomes established by the Curriculum Committee and adopted by the Faculty Council - to measure whether the stated Learning Objectives and Outcomes are being met by the student work. For the studios that are used to assess the SC.5 and SC.6 criteria, the observers also review comprehensive project workbooks.

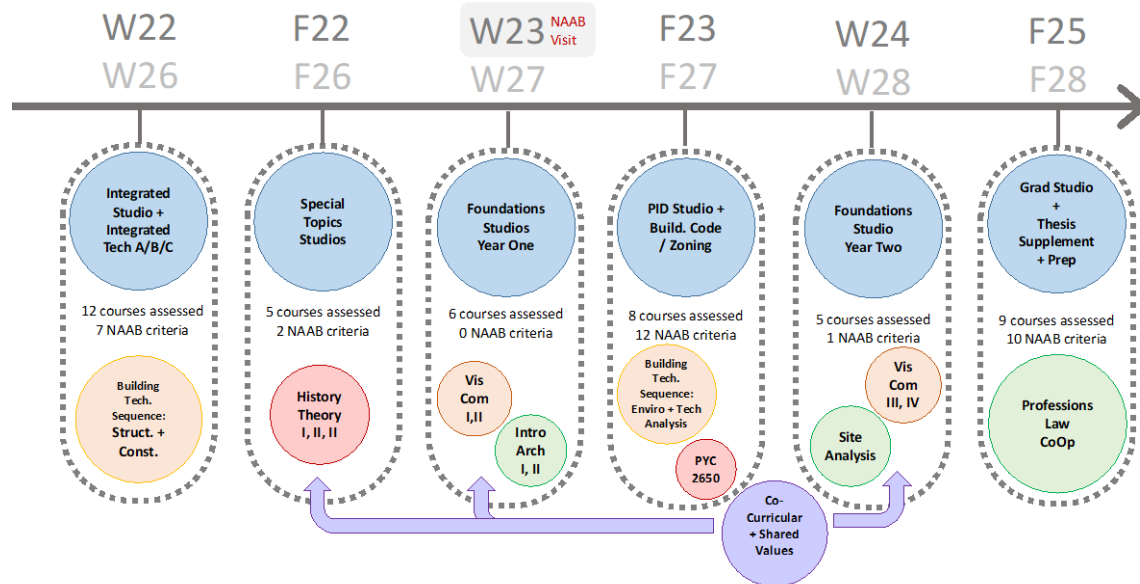
Non-studio courses are assessed via self-review by the faculty member teaching the course, using a Microsoft Form developed based on the Learning Outcomes established by the Curriculum Committee and adopted by the Faculty Council. The assessment forms automatically tally data on each SC or PC focused Learning Outcome based on a rubric of 'Met', 'Not-Met' or 'Partially-Met'. The data is then collected by the Assessment Coordinator for visualization and analysis, before being presented to the Curriculum Committee for discussion and proposals for 'Plans to Improve'. Proposals for 'Plans to Improve' are then sent back up to the Assessment Coordinator and Associate Dean to determine next steps for implementation. Based on the nature of the proposed changes, these steps could include: immediate implementation by the Associate Dean, send to the Dean for approval, send to the Faculty Council for approval, send back to the Curriculum Committee for revision.

All the courses in the architecture curriculum are divided and organized into six groups, with each group being assessed in an assigned semester on a three-year cycle. Data is collected every semester for every course, such that the assessment of each course is based on three years' worth of data. Interim modifications for course improvements may occur within the three-year cycle, based on informal assessments, such as student feedback and general observation of student work.

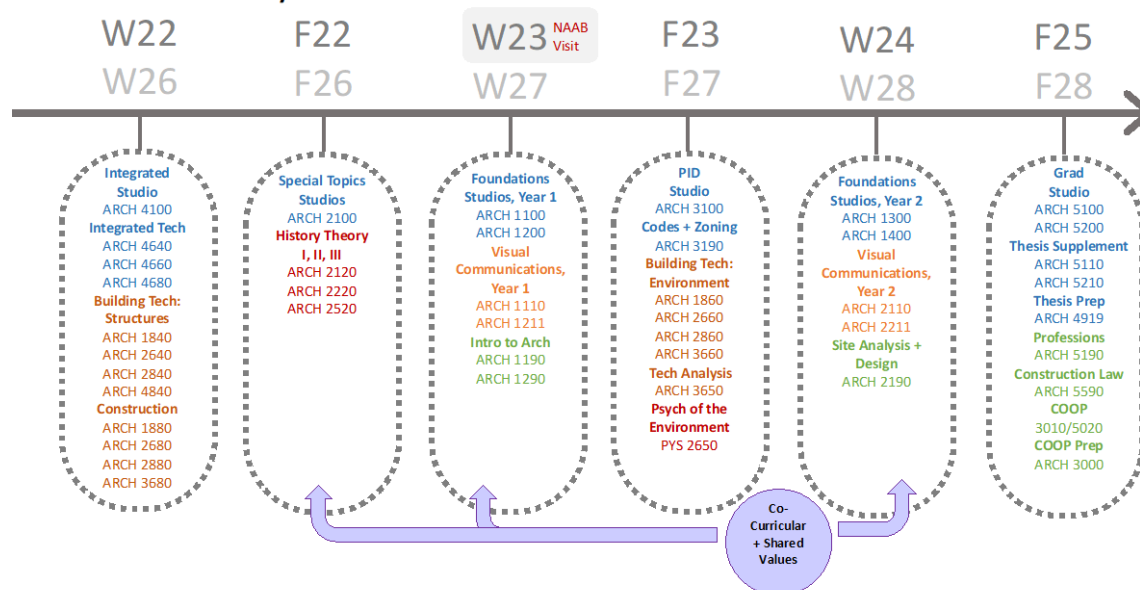
When a given course is up for its 3-year assessment, not only is the course assessed using the data collected via the forms, but the forms themselves are evaluated to ensure that they are still effective and relevant to contextual changes in the program, student body, professional practice, or University and NAAB assessment criteria. Also at this time, individual instructors evaluate their benchmarks for success, and modify their rubrics as needed. For example, benchmarks too easily met may need to be raised, while benchmarks consistently unmet may have been set too high.

A preliminary round of these new assessment protocols was completed in Winter 2021, and the curriculum was revised and updated based on the findings with these changes in place, the Assessment Process itself was revised in 2022. The current cycle of courses being assessed is illustrated in the charts below:

Assessment Cycle Timeline



Assessment Cycle Timeline with Courses Noted

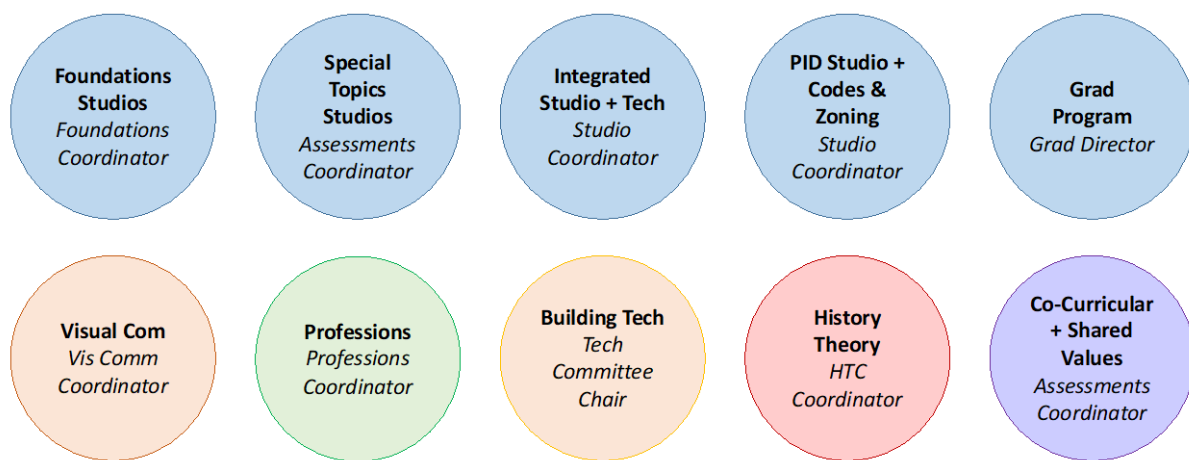


5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The faculty and administrators who will lead the assessment process and writing of the assessment reports are noted in the chart below:

Assessment Report Leads (with assistance from Associate Dean and Assessment Coordinator)



This process is overseen by the Assessment Coordinator, Faculty Curriculum Committee, the Associate Dean and ultimately the Dean. The Associate Dean and Dean also review student evaluations of the courses and faculty that occurs at the competition of each semester. The Dean's Advisory Council also review the work of students and gives a formal outside professional response in regard to the quality of the work.

5.4 Human Resources and Human Resource Development

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

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

Program Response:

The faculty have been part of the University of Detroit Mercy Professors Union (UDMPU) since 1972. The union contract states that the University and faculty believe that a "standard workload has little or no meaning for faculty members; reason must supersede narrowly defined standard workloads." Though there is no universal definition, it is generally understood that as a guide for tenure-track expectations, full-time faculty are expected to spend approximately 40% of their time



teaching, 40% of their time on academic or applied research, and 20% of their time on service. The UDMPU Contract also stipulates that for SACD the maximum assigned teaching load per term is one of the following:

- One design studio and one lecture course
- One design studio and one communication studio
- Two communication studios.
- four lecture/seminar courses per term

Full time faculty teach in two out of three semesters in the academic year, primarily in the Fall and Winter. If faculty are asked to teach in the Summer, such as the Volterra Study Abroad program, they can choose to either teach the summer term as an overload or not teach in either Fall or Winter terms. If faculty teach overloads, they are paid an additional salary per credit hour, which is defined in the UDMPU Contract.

Because of the small size of the school, in the past, the process to obtain course releases to focus on research, grant writing, committee assignments, strategic framework initiatives (See Section 5.2.1) or other activities of importance to the school has been informal. The faculty member meets with the Dean to make their proposal. The Dean then discusses two options:

1. A course release is granted.
2. A stipend is offered. This option is typically needed when there is a lack of available adjunct faculty with the expertise to cover the load.

Two course releases have been granted in the past two years:

1. In Fall 2021, a study was completed to formalize urbanism content as it tracks through the five-year curriculum.
2. The success of the urbanism study spurred another study on Visual Communications as it tracks through the curriculum. (To be initiated in Fall 2022) (See Section 5.2.5)

Four new recent hires have brought the faculty totals to 14 full-time professors:

1. 3 tenured Full Professors
2. 5 tenured Associate Professors
3. 4 tenure-track Assistant Professors
4. 1 Professor of Practice
5. 1 Instructor

Additionally, because SACD like the University is a student-centered teaching institution, the faculty members who seek to work at the school place teaching at a high priority.

It should be noted that both the Dean and Associate Dean attained the rank of Full Professor prior to joining the administration. Lastly, there are approximately 24 part time adjunct faculty that teach in the architecture program. Occasionally, there are Visiting Professors—particularly every Fall semester SACD welcomes a visiting professor from Poland.

All full-time and part-time faculty resumes will be in the Digital Documentation Folder. Due to University security protocols, SACD will not be able to share a link to this material until the Visiting Team is selected and individual emails are provided to the University. [In the interim, all resumes may be found at the following link.](#)

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

Program Response:

Dan Pitera, FAIA has the current Architect Licensing Advisor and performs the duties defined in the NCARB position description including attending the NCARB biannual Licensing Advisor Summit and/or other training opportunities to stay up to date. With the hiring of our new Professor of Practice who will start Fall 2022, this role may be shared or transferred.

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

Program Response:

The University supports and accepts an inclusive model of research that may include (1.) applied research such as professional practice, research-based practice, or technical research, and (2.) long-established scholarly research such as the authoring of papers and journal articles, and (3.) the development of other creative activities such as installations or “un-built” and/or speculative work. Many of SACD’s faculty develop work from more than one of the three categories listed. With this in mind, SACD supports a wide range of professional development from continuing education, conferences, study and research tours, site visits, and workshops.

Faculty are encouraged and supported to attend conferences. Attending conferences to deliver papers and presentations also provides opportunities for professional development. They are such active participants in the conferences they attend, they are pursued to host and support conferences led by AAO, ACD, ACSA, AIA, ARC, Design Futures, EDRA, NOMA and others, as described in Shared Values: Knowledge and Innovation. SACD has hosted or supported eight national conferences since 2014.

- Distinguished Professor and Dean Emeritus Stephen Vogel, FAIA and Dan Pitera, FAIA co-designed and co-chaired the first annual joint AIA and ACSA Intersections Conference highlighting the meaningful connection between the academy and practice.
- Claudia Bernasconi (Conference Chair) along with many other SACD faculty designed and implemented 52nd EDRA National Conference (2021), EDRA52 DETROIT: Just Environments: Transdisciplinary Border Crossings, co-hosted by SACD and Wayne State University. It remains the largest attended conference in EDRA’s history.
- SACD Faculty hosted the 2021 Annual Retreat for Society of Building Science Educators (SBSE)
- SACD faculty, students and administration provide knowledge support, tours, and planning for the two national NOMA conferences (2021, 2012).
- SACD co-hosted and Associate Dean Noah Resnick co-chaired the Philosophy of the City National Conference in Detroit (2019).
- SACD Faculty hosted both the national Design Future Student Leadership Forum (2018) and the national ACD conference (2014).
- SACD co-hosted the 105th ACSA Annual Meeting (2017) in Detroit.

Besides the traditional outside professional development, the faculty and administrators have discussed a potentially new initiative that celebrates the expertise of each faculty member. The intention is that each semester two or three faculty would host a professional development



workshop that centers on their research. The workshops would be attended by the other SACD faculty and administrators.

During the massive temporary switch to online delivery, precipitated by COVID, the SACD provided stipends to all full-time and adjunct faculty to cover the cost of training for online teaching skills.

The University [Office of Digital Education](#) occasionally offers faculty professional development.

Support for Professional Development:

The Professor's union contract stipulates that each faculty member has access to approximately \$2,000 per year for faculty travel related to research or professional development. (UDMPU Contract Section 11.6) This amount can be depleted quickly. When that occurs, the faculty request or travel for professional development is rarely declined. But the Dean has only 2 options to accommodate each request:

1. Since, there is no budget line for professional development, the Dean draws from the "indirect funds" budget line, which are allocated to each school and college at the beginning of the fiscal year.
2. The second option is to draw from the Dean's Discretionary Fund, which is non-renewable fundraised money.

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

Program Response:

Within SACD

Student Advising: As mentioned previously, five-six individual full-time faculty advise the students for each year of study and ultimately report to the Associate Dean, especially at time of registration. Both Deans advise incoming first-year and first-semester students.

1. First-year students: Dean and Associate Dean.
2. Second-year through fourth year: assigned a faculty member.
3. Graduate students: Director of Graduate Architecture Programs
4. VABE students: VABE Director
5. MCD Students: MCD Director

This structure was maintained during the pandemic.

Student Mentoring: Because SACD is intentionally a small program, students become very connected to many of their faculty. This allows for personal and career advising and mentoring to be performed spontaneously between student and faculty.

AIAS and NOMAS Support

- University provides student organization and club support
- Full-time faculty serve as NOMAS and AIAS advisors. Because both organizations are very dynamic and active, it is truly a pleasure to serve in this role. Therefore, multiple faculty members advise each organization.

Professional Experience Co-Directors: The Co-Directors for Professional Experience provide a myriad of services for the students beyond the typical CoOp Preparation course. They:

- Organize the annual Career Fair (both physical and virtual)
- Organize a Mock Interview Day with Architects from around the region



- Advise on Portfolio and resume development
- Act as the liaison between the employer and student
- Communicate potential employment opportunities with all eligible students

Dichotomy: The student-run journal Dichotomy (See Context and Mission) is supported by one full-time faculty member and the Associate Dean.

University Services

Student support resources provided by the University can be found at [student support resources](#). Many of those and other services that support our students in health and wellness, career guidance, faith traditions, job placement, discrimination, academic exploration, research, and many others are listed below in alphabetical order:

- [Academic Interest and Major Exploration](#)
- [Admissions](#)
- [Center for Career and Professional Development](#)
- [Center for Excellence in Teaching and Learning](#) (CETL)
- [Dean of Students](#)
- DEI Office (Opened Fall 2022)
- [Disability Support Services](#)
- [Financial Aid](#)
- [Fitness Center](#)
- [The Hive](#) (Student Pantry)
- [Information Technology Services](#)
- [Institute for Leadership and Service](#)
- [International Student Office](#)
- [Islamic Prayer Rooms](#) (Scroll down to bottom of page)
- [Libraries](#) (Student Hub) ([Architecture Landing Page](#))
- [Multifaith Ministry](#)
- [Office of Digital Education](#)
- [Office of Mission Integration](#)
- [Office of TITLE IX](#)
- [Prologues Transitions and Viewpoints](#) (Transition to college life experience)
- [Public Safety](#)
- [SOAR](#) (New Student Orientation)
- [Student Laptop Purchasing Program](#) (monthly purchase amount added to tuition and fees) (administered through the ITS Department)
- [Student Life Office](#)
- [Student Success Center](#)
- [TRIO Student Support Services](#) (federally funded support to underrepresented student populations)
- [The Writing Center](#)
- [University Honors Program](#)
- [University Ministry](#)
- [Wellness Center](#) (Personal Counseling services provided)



5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

As illustrated throughout this document, but particularly in Section 5.2.1 and the Shared Value: Equity, Diversity, and Inclusion, one of SACD's number one priorities is to Broaden the Perspectives of our faculty, staff, and students and our Core Value is to educate a "mosaic of students that work in the mosaic of communities that make up our cities and towns."

Human Resources

SACD has committed to further diversify its faculty, students, and staff. In the past, SACD was successful in diversifying the gender composition of our full-time faculty, which is currently 43% female and 57% male out of a total of 14 faculty members. However, SACD was less successful in diversifying our full-time faculty's ethnic and racial composition. Several strategies have been put into place that have proven to make a difference in racial and ethnic diversity. We strive for more. But currently full-time faculty who self-identify as from an underrepresented racial or ethnic population group rose from 8.3% in 2014 to 36.3% today. These figures exclude 3 international faculty, who are citizens of Canada, Italy, and Poland. For more specificity on the strategies used, please see Section 5.5.2.

Physical Resources

The diversity of people who use SACD's Warren Loranger Building is varied in many ways. First, it has been entirely ADA accessible for many years. It is the only academic building on campus open 24-hours a day, which gives the students the opportunity to determine the best time schedule that works for them. Given that much of our building is dedicated to studio space, SACD has defined the remaining spaces to support SACD's community in deliberate and multilayered ways. In fact, other than our faculty offices, very few of our spaces were designed to accommodate a single user type. They are intended for our faculty, students, and staff. At the same time, they also welcome other University departments and community organizations. It is very common to see a local block club or community organization having a meeting in the Loranger Exhibition Hall, Peter Peirce Room, or the Seminar Room. Because of SACD's deep connection with the surrounding community, in addition to the Warren Loranger Building, SACD has designed and developed an offsite storefront space called The Neighborhood HomeBase. It serves as the off-campus headquarters for the DCDC and the headquarters for The Live6 Alliance (local community development organization) and a satellite office for the Detroit City Planning and Development Office. Besides DCDC, HomeBase can be used by the SACD for educational purposes, receptions, and other events. The HomeBase also offers space to local community development organizations around Northwest Detroit and nonprofit community development service providers for small meetings or larger community events and townhalls.

Financial Resources

As discussed in Context and Mission, University of Detroit Mercy was founded on values of social justice and equity in education for all people. SACD's Core Values reflect the same commitment. These aspirations translate to investments that are both strategic and large in vision as well as tactical and day-to-day. They include:

- Eight new diversity-based scholarships in the past 6 years.
- Nearly every student at SACD has some form of financial aid.
- All plotting, printing and 3D printing services and supplies are free to every student.

- Select SACD faculty and staff were trained in the Search Advocacy Process and now the University is investing in its own training program.
- New university-wide DEI Officer was hired that will work directly with SACD.
- Investments in both faculty recruiting and admission's policies.

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

Program Response:

As illustrated throughout this document, but particularly in Section 5.2.1, one of SACD's number one priorities is to Broaden the Perspectives of our faculty, staff, and students. To ensure this occurs, SACD has committed to further diversify its faculty, students, and staff. In the past, SACD was successful in diversifying the gender composition of our full-time faculty, which is currently 43% female and 57% male out of a total of 14 faculty members. The figures are 62.5% out of a total of 24 adjunct architecture faculty. Prior to 2019, SACD was less successful in diversifying our full-time faculty's ethnic and racial composition. Since the 2014 accreditation visit, nine new faculty members were hired, and four senior white-male faculty retired. Several steps have been taken by the school and University that has proven to make a difference in racial and ethnic diversity. For example, the current full-time faculty who self-identify as members of an underrepresented racial or ethnic population group rose from 8.3% in 2014 to 36.3% today. These figures exclude 3 international faculty, who are citizens of Canada, Italy, and Poland. The figures are 43.5% out of a total of 23 adjunct architecture faculty, which excludes one international colleague from Poland. SACD's staff demographics are 20% people who self-identify as members of an underrepresented racial or ethnic population group. One recent key strategy that helped make this drastic demographic change was training some of the faculty members and Dean Pitera in the [Search Advocacy Search Process](#) facilitated by Stockton University and co-developed with Oregon State University. The University also developed a new [Policies and Procedures Handbook for Faculty and Administrator Position Searches](#) that was tested in the last SACD search process. SACD faculty and administrators evaluated the policy and gave feedback. But, overall, it worked very effectively.

Specific methods were also employed to encourage a diverse applicant pool:

1. Outreach to specific colleagues from NOMA, Dark Matter University, Protest by Design, ACSA AIA, AAO and other professional organizations
2. Job announcements were sent to specific qualified underrepresented individuals or colleagues who would know qualified underrepresented individuals
3. Faculty members and administrators sent job announcements to personal contacts

The data in the charts on the following two pages was provided by Institutional Research and Enrollment on 01 September 2022.

Full Professor

	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian							0	0	0
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American							0	0	0
Hispanic or Latino							0	0	0
White	2	1					2	1	3
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	2	1	0	0	0	0	2	1	3

Associate Professor

	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian	1						1	0	1
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American							0	0	0
Hispanic or Latino							0	0	0
White	1	3					1	3	4
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	2	3	0	0	0	0	2	3	5

Assistant Professor

	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian							0	0	0
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American				1			0	1	1
Hispanic or Latino							0	0	0
White			1	1			1	1	2
Two or more races							0	0	0
Nonresident alien			1				1	0	1
Race and Ethnicity unknown							0	0	0
Total	0	0	2	2	0	0	2	2	4

Professor of Practice

	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian					1		1	0	1
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American							0	0	0
Hispanic or Latino							0	0	0
White							0	0	0
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	0	0	0	0	1	0	1	0	1

Instructor	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian							0	0	0
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American							0	0	0
Hispanic or Latino					1		1	0	1
White							0	0	0
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	0	0	0	0	1	0	1	0	1

Adjunct Professor + DCDC Staff who Teach in Curriculum	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian						1	0	1	1
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American					4	2	4	2	6
Hispanic or Latino					1		1	0	1
White					4	10	4	10	14
Two or more races							0	0	0
Nonresident alien					1	1	1	1	2
Race and Ethnicity unknown							0	0	0
Total	0	0	0	0	10	14	10	14	24

DCDC Total Staff (minus Students) (Some included in table above)	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian							0	0	0
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American					1	1	1	1	2
Hispanic or Latino							0	0	0
White						3	0	3	3
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	0	0	0	0	1	4	1	4	5

SACD Administration & Staff	Tenured		Tenure Track		Non-Tenure Track		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaskan Native							0	0	0
Asian							0	0	0
Native Hawaiian or other Pacific Islander							0	0	0
Black or African American						1	0	1	1
Hispanic or Latino							0	0	0
White	2				1	1	3	1	4
Two or more races							0	0	0
Nonresident alien							0	0	0
Race and Ethnicity unknown							0	0	0
Total	2	0	0	0	1	2	3	2	5

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

Program Response:

As highlighted in the Shared Values Section on Equity, Diversity and Inclusion, SACD has also put initiatives into place with regards to diversifying our student body and retaining those students:

Recruitment

1. **Engage Pipeline Programs:** SACD works directly with four local pipeline programs that draw specifically underrepresented middle school and high school students:
 - a NOMA Pipeline: SACD is the host school every summer.
 - b ACE Mentoring: SACD is the host school during the entire academic year for Detroit high schools and provides mentors to the suburban high schools.
 - c SmithGroup Exploring Post: SACD provides mentors and lecturers
 - d ArcPrep pipeline: SACD provides mentors and lecturers
2. **Eight New SACD Diversity Scholarships:** SACD provides a yearly scholarship to each of the programs listed above in the prior initiative "1"—potentially four total. One new scholarship has been directed specifically for Detroit-based Franklin Wright Settlement House, the oldest settlement house in the country. Former Dean Wittig implemented yearly scholarships for the winners of AIA Toledo High School Design Competition—potentially three total. AIA Toledo has hosted the competition for 80 years.
3. **Targeted Recruitment:** SACD works directly with counselors from high school with underrepresented populations. They include Henry Ford Academy at the College for Creative Studies and Cass Tech.
4. **Streamlined Admissions Process:** In addition to the recent rebranding of the school to uplift its Community Development agenda and previously mentioned Core Values, the overall admissions process has been modified to broaden access to the SACD for traditionally underrepresented students. This included a removal of standardized testing requirements (SAT, ACT) in the student's applications, as these have historically disadvantaged underrepresented populations due to inherent racial bias in the exam content and preparation process. In addition, applicants from high schools in historically underserved neighborhoods are provided allowances in certain curricular areas, which are often supplemented by a custom curriculum plan that provides additional academic support to ensure success in our program.

Retention

1. **SACD Student Ambassadors:** SACD has established a diverse array of student ambassadors who engage prospective students and with the pipeline programs outlined in initiative #1 under recruitment strategies.
2. **NOMAS:** Over the past 10-12 years, NOMAS has become a truly dynamic and impactful SACD organization. They influence all aspects of our school's culture in wonderful ways. Their visible presence and their involvement with recruitment events both attracts and retains a variety of students.
3. **Relieving Financial Pressures:** As mentioned in several places in this APR, all in-house plotting and 2D/3D printing services and materials are free to all students. SACD is looking for other opportunities to relieve the day-to-day financial stress that can prevent underrepresented students from fully engaging in their education.
4. **Upper-Level Student Scholarships:** Currently, SACD has two general diversity centered scholarships and several diversity centered study abroad scholarships for

students in at least their third year of study. One of SADC's funding priorities is to develop similar scholarships.

5. **Attention to the “Outside of School” Responsibilities:** Many of SADC's students arrive at Detroit Mercy from various economic and nontraditional backgrounds that add stress, which unproportionally affects their performance when compared to other more privileged students. SADC has given attention to the outside-of-school responsibilities that cannot be set aside for many of our students while they attend school. A few recent changes that have been made are:
 - a As mentioned earlier, upper-level studios meeting two days in-person and one day online allows for student to attend to off campus responsibilities while attending class.
 - b A clearer excused and unexcused absence policy was developed, which helps develop a more transparent conversation between faculty and students.
6. **Design Future Student Leadership Forum:** SADC is a founding member of the Design Futures Student Leadership Forum (DFSFLF) and sponsors a cohort of students to attend annually for 10 years. In DFSFLF words: *“Design Futures Student Leadership Forum is an interdisciplinary leadership development convening that centers on principles of racial justice and social equity. Design Futures fosters capacity-building for future leaders to think critically about power, privilege, and positionality in the practice of community-engaged design and to rethink and elevate the role of the designer to address and dismantle systemic oppression in the built environment.”*
7. **Lecture Series/Speakers Series:** It may sound like a cliché, but SADC recognizes that it is important for people to see themselves in a role, which can help increase their aspirations. Our lecture series has always had an intentional priority of bringing a variety of lecturers for our students to witness and aspire to be in the future...a selection of the variety of lecturers in the past two years are: Kofi Boone, J. Yolande Daniels, Rainy Hamilton, Zena Howard, Julie Kim, Marques King, Sandra Little, Justin Garrett Moore, Suchi Reddy, and Sharon Sutton.
 - a Students are not merely on the receiving end of the series. They are also part of the design and implementation as well. For example, the National Organization of Minority Architects students (NOMAS) conceived, led, organized, and implemented the 1st annual Black History Month weekly lecture series in February 2022.
 - b All our lectures are free and open to the entire school including students of the Masters of Community Development Program and the public at large.
 - c Each year, DCDC sponsors a community design lecture to help illustrate the diversity of work that architects should engage.

One of the other issues surrounding diversity at SADC and the University is due to its Jesuit and Mercy foundations. There is a natural perception that Detroit Mercy students and faculty are majority Catholic. In fact, students who identify as Catholic represent 21% of the entire student body and only 17% at SADC. SADC and the University work to ensure that a diversity of faith traditions is celebrated.

The data in the charts on the following page was provided by Institutional Research and Enrollment on 01 September 2022.

Pre-Professional Enrollment

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaskan Native	1	0	0	0	1	0	1
Asian	2	0	1	0	3	0	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	8	0	4	2	12	2	14
Hispanic or Latino	5	0	8	1	13	1	14
White	35	1	30	0	65	1	66
Two or more races	0	0	0	0	0	0	0
Nonresident alien	9	29	8	15	17	44	61
Race and Ethnicity unknown	3	1	2	0	5	1	6
Total	63	31	53	18	116	49	165

M. Arch Enrollment

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	2	0	3	0	3
Hispanic or Latino	1	0	1	0	2	0	2
White	8	3	4	0	12	3	15
Two or more races	0	0	1	0	1	0	1
Nonresident alien	4	0	2	0	6	0	6
Race and Ethnicity unknown	1	0	0	0	1	0	1
Total	15	3	10	0	25	3	28

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

Program Response:

University of Detroit Mercy, as an Equal Opportunity Employer, abides by all applicable provisions of federal, state and local laws. Detroit Mercy does not discriminate in its employment policies and practices on the basis of race, color, religion (except where religion is a Bona Fide Occupational Qualification for the job), national origin or ancestry, sex, sexual orientation, age, disability, marital status, veteran status or any other classification protected by applicable law.

As discussed throughout this Self Study, the University has always held the issues of Justice, Diversity, Equity, and Inclusion at the core of its mission. At the same time, there are several actions it has taken recently to further amplify these values:

1. After a long and comprehensive search process led by the Associate Provost, a new Diversity, Equity and Inclusion Officer started in Fall 2022
2. The University instituted the [Search Advocacy Search Process](#) developed by Oregon State University and Stockton University. During the period of 2021 through the beginning of 2022 several Detroit Mercy faculty, staff and administrators were trained either by Oregon State University or Stockton University. Following that period, Detroit Mercy has developed its own Search Advocate Training Program.
3. The University has also developed a new [Policies and Procedures Handbook for Faculty and Administrator Position Searches](#) that was tested in the last SACD search process.



SACD faculty and administrators evaluated the policy and gave feedback. But, overall, it worked very effectively.

4. In 2021, The University hired a consultant to facilitate a [Climate Assessment Survey](#). This work was accomplished in November and December 2021. The outcomes and potential initiatives are currently being studied.

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

Program Response:

The Detroit Mercy [Student Success Center](#) offers a variety of adaptive strategies and options, including a testing center, tutoring and study groups, professional mentoring, athlete study table, placement testing, and more.

Other services that support students and faculty are

- [Center for Excellence in Teaching and Learning](#) (CETL)
- [Disability Support Services](#)
- [Student Success Center](#)
- [TRIO Student Support Services](#) (federally funded outreach to disadvantaged students)
- [Wellness Center](#) (Personal Counseling services provided)

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The SACD has been housed in the historic 1926 former three story Science Building since the early 1970's. Since the mid-1990's SACD has been the sole occupant of the 43,000 square foot building. At this time, a multi-year renovation of the building began and recently was completed, although a number of newly contemplated projects are being considered. Approximately ten million dollars of renovation has occurred with approximately 75% of the money donated by 1950's alumnus Warren Loranger for whom the building is named, and the additional money has been provided by firms, other alumni, and the University.

The area breakdown of the Warren Loranger Building is as follows

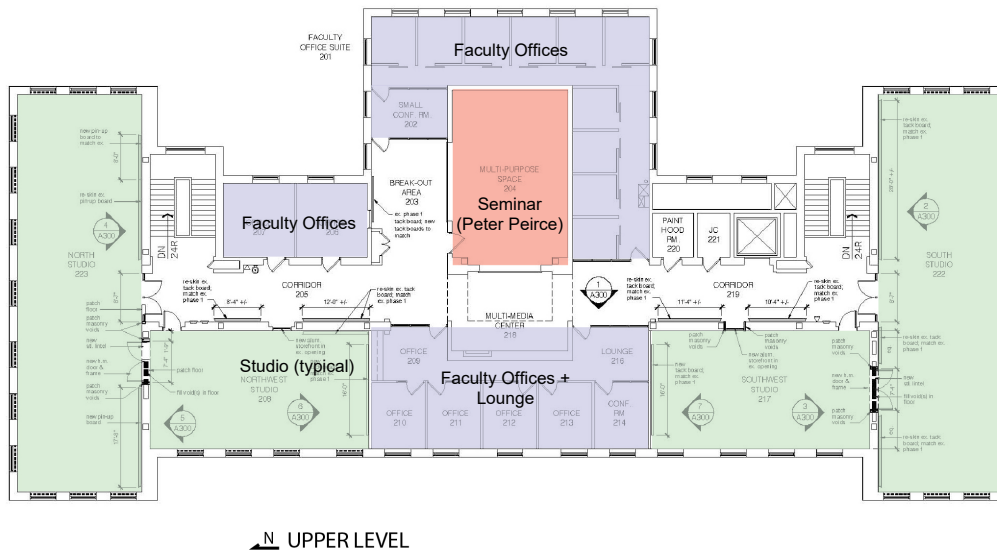
Design and Visual Communication Studios 1	12,200 sf
Computer Laboratories/Workshops	3,400 sf
Faculty Offices/Conference Rooms	2,100 sf
Exhibition Space	2,200 sf
Lecture and Seminar Spaces	900 sf
Administrative Offices/Conference Rooms	1,300 sf
Detroit Collaborative Design Center	1,200 sf
Student Offices	200 sf
Storage	2,700 sf
Net Area	26,200 sf
Support Area/Circulation*/Mechanical	16,800 sf
Total Area	43,000 sf

* The buildings wide hallways serve more than circulation. They are social spaces and places for project reviews and pinups.

As can be seen in the plans on the following two pages, there is adequate studio space to house all studios and thereby support studio learning. Every student in a design studio is provided a desk, chair, and storage cabinet. Since 2011 every student and faculty workstation in the building has been replaced with new furniture, with the student desk designed by a faculty member. Each studio has “public” amenities for all students like couches and layout tables. During the pandemic, studio instruction for all third through fifth year students were taught online, while first and second year students were given the choice to attend in person or online. All studios have returned to in-person instruction with a few operating in a hybrid mode: two days a week in person and one day online.







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

Program Response:

Given that majority of our building is dedicated to studio space, SACD has defined the remaining spaces to support SACD's community in deliberate and multilayered ways.

1. **Loranger Exhibition Hall:** This Hall is the heart of the school. It is located physically in the center of the building where SACD comes together for many community events and learning opportunities. It has become one of the prime spaces that the other University departments or programs love to use. In another dean's words: "It is a space that encourages interesting things to happen!"
 - a. It is the place for: All School Meetings, Annual Portfolio Day, the lecture series, final thesis reviews, final studio reviews, Alumni Gatherings, Monday Night Gaming and Studying, SACD Career Fair, student organized activities, Annual Graduate Recognition Dinner
2. **The Pit:** If the Exhibition Hall is the Heart, it can be argued that The Pit is the Soul of the Loranger Building. It is a sunken area in front of the Exhibition Hall and open to the entire building. There are two rotating tables that allow multiple uses for the space. It always feels like there is energy happening there. On the first day of Fall 2022, a jazz band played in The Pit and the music traveled throughout the entire building.
 - a. It is a place for: Student studying, Deans' Friday Café, Music in The Pit on the first day of every semester, student meetings, lecture receptions, book signings, pinups, final studio reviews, resting, chatting, and the list continues.
3. **Peter Peirce Room:** This space is dubbed by students, The Garage Space due to its north and west facing large glass garage doors that open the space to the main circulation of the building.
 - a. It is a place for: larger seminars, smaller lectures, open houses, small receptions, student meetings along with NOMAS and AIAS, NCARB and LEED/WELL training sessions, and lunch and learns

4. **Digital Review Space:** Equipped with an 86" touch-screen monitor, this space is designed to have simultaneous in-person and virtual student projects reviews. The monitor is publicly located for students to practice their digital presentations at any time, 24 hours a day.
5. **Pagnotta Collaborative Center (PCC):** Located on the lower level of the building, PCC is used for collaborative teamwork, pinups and final reviews, and studying.
6. **Student Lounge:** This space intentionally intersects or overlaps with the Digital Review Space. It is clearly visible for anyone walking through the building that the students make it their home. There are couches and benches that are always occupied. While this is the case, the Student Lounge is specifically designated as a place for students to relax, study, work collaboratively or alone.
7. Other small group conference rooms, study rooms and presentation spaces are found throughout the building. Presentations and reviews occur in many of the spaces listed above, as well as in the building's large corridors, which further accentuates the energy in the building.

As illustrated by the examples given, all these spaces listed above may be used by faculty, students, and staff. Some, such as the Loranger Exhibition Hall and the Peter Pierce Room are used by other University departments and community organizations, and therefore require a sign-up process due to their popularity.

Digital and Physical Labs (See Section 5.6.4 for the specific equipment in each of the spaces below)

1. **Computers Labs:** There are three computer labs grouped together—two PC labs and one Mac lab. The large PC lab doubles as a teaching space for courses that require a computer. Lab hours vary with demand, but generally at mid-term and end of term, may be open 24 hours.
2. **Pagnotta Material Innovation Lab (MIL):** The MIL is divided into two parts, which are both overseen by a fulltime shop technician and work study students. They are located in the lower level of the building. MIL's first part is equipped with:
 - a. Wood/Plastic: panel saw, lathe, table saw, drill presses, band saws, sanders and many other table and hand held tools.
 - b. Metal: MIG and TIG welders, gravity band saw, chop saws, drill presses
 - c. Digital Fabrication: 96" x 48" 3-axis CNC machine, 3D Printer, Laser Cutter, scroll saw and other model-making tools.
 - d. If the Architecture students need other equipment or more space, they are welcome at the College of Engineering and Science, where they can use their metal shop and two 3D printers.
3. **Print shop:** Two large format plotters and three printers are available to all students.
4. **Paint Booth:** Located on the lower level, the walk-in ventilated paint booth has been renovated since the last accreditation and is commonly used by students and faculty.
5. **Photobooth:** Dubbed by the students and faculty as the Hotbox, because of its higher temperature compared to the rest of the building, this space has a compliment of lights and backdrops for 3D and model photography.

If the students use the in-house services mentioned above, SACD covers all fees and supplies for printing, plotting and 3D printing.

The Neighborhood HomeBase

In addition to the Warren Loranger Architecture Building, there is an offsite storefront space called The Neighborhood HomeBase. The Neighborhood HomeBase was designed by DCDC and completed in April 2019. It is a permanent space of approximately 4,000 square feet serving as the headquarters for SACD's Detroit Collaborative Design Center (DCDC) and The Live6 Alliance (a local community development organization), with satellite offices for the City of Detroit Planning and Department. The Kresge Foundation funded the design, construction, and some of the startup operating expenses. Besides being the DCDC offices, HomeBase can be used by SACD for educational purposes, receptions, and other events. It allows DCDC, affiliated classes and faculty to operate off campus and embedded in the community. The space is designed for collaboration and community engagement with a large communal flex space open to the neighborhood and community development organizations around Northwest Detroit. Nonprofit community development service providers also use HomeBase for small meetings or larger community events and townhalls. Design and planning professionals and students from local university programs have access to the space. In future, the intent is for the space to accommodate short visits from university faculty and students focusing on Detroit.



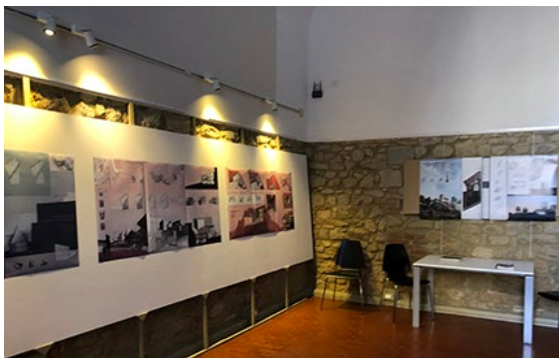
View of Front Community Space in HomeBase.



View of DCDC Office Space in HomeBase.

Pagnotta International Residential College, Volterra Italy

Pagnotta International Residential College (PIRC) was created by the SACD faculty and alumni to provide outstanding international study abroad experiences for our students. The building sits within the old town city-limits of Volterra on the north side adjacent to the medieval wall. It houses studio space, residential units and communal kitchen and lounge for the students, two apartments for faculty, public exhibition space, administration offices, as well as other day-to-day educational facilities. Building operations are administered by the Volterra Detroit Foundation (VDF), a 501(c)(3) public non-profit foundation, also created by faculty and alumni. This unique and creative partnership quite literally extends our campus and provides the opportunity to immerse our students in the history, culture and architecture of Tuscany, Italy and Europe.



View of Volterra Review and Exhibit Space.



View of Volterra Building.

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

Program Response:

SACD strives to challenge the traditional educational structure of “faculty teach” and “students learn.” It is focused on developing a more reflective and reflexive educational process—i.e., we learn from each other. Therefore, other than our faculty offices, very few of our spaces accommodate a single user type. Because of this approach, the spaces below and many of the spaces listed in the prior section are commonly used for the purposes outlined in this section: i.e., The Pit, Peter Peirce Room, Pagnotta Collaborative Center, the small conference rooms, etcetera.

All the faculty offices are grouped on the second floor and are designed for one faculty member whether the office is a room or cubicle. They are publicly accessible during business hours. With the four new faculty starting in Fall 2022, SACD is currently at its limit for faculty offices.

Other support spaces:

1. **Stephen Vogel Administrative Suite:** Though this is the main space for the SACD’s two administrators and their executive assistants, it also, serves as a point of connection and place to do last minute preparation.
2. **Kughn Center:** Dubbed by the students, The Fishbowl, due to its glass wall that projects into the main circulation spine, it is directly connected to the Stephen Vogel Administrative Suite. This space is used frequently for class preparation, small meetings, work by guest lecturers or instructors, and faculty and student conferences.
3. **The Lounge:** Within the faculty offices is the faculty lounge. It includes a private space to make a private phone call or attend a virtual meeting for those faculty who are in open cubicle offices. There are couches, a 4-person high-top table and a Nespresso machine. It is common to see faculty meeting with students for advising over a coffee at the high-top table.
4. **Mailroom:** As the name suggests, the mailroom is the hub for physical campus and outside mail, printing, scanning and class preparations. Students also use this space as one of their small format printing options. It also doubles as the place where spontaneous meetings and discussions occur between faculty, students, staff, and administrators.

Other spaces include:

1. **DCDC:** The DCDC Office space, which exists in the Loranger building, is open to faculty to work, research, and eat lunch.
2. **The Neighborhood HomeBase:** Though used infrequently due to the pandemic, The Neighborhood HomeBase (See Section 5.6.2 for a description) is also a potential offsite location for research, faculty work. Though this building is not used for any of SACD’s primary educational functions, SACD is currently looking for ways to increase the frequency of its use by faculty and students.
3. **Pagnotta International Residential College, Volterra, Italy:** The building has been used by faculty to retreat as a way to complete research or perform research on Roman and Etruscan structures and culture. (See Section 5.6.2 for a description) It is used as a homebase for study and research tours.

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

Program Response:

Besides the spatial resources described in the prior sections, the following physical and digital resources are available to students and faculty. Some require a check out process or reservation time:

Physical Resources:

- One Wood and Metal Shop within the Pagnotta Material Innovation Lab (MIL) has the following equipment (See Digital Resources for the digital section of the MIL.):
 - Metal
 - MIG and TIG Welders, Acetylene Torch, Horizontal/Vertical Band Saw, 14" Chop Saw, 12" Disc Sander, 40" Combination Sheer Brake and Roller, 12" Throatless Hand Sheer, Floor Mounted Compact Bender,
 - Wood
 - Table Saw, Panel Saw, 12" Compound Miter Saw, 18" Band Saw, 12.5" Wood Lathe, Two 17" Drill Presses, Floor Spindle Sander, 6" Joiner, 18" Scroll Saw, Tilt Table Mortiser, one Small Dust Collector, and two Large Dust Collectors.
- One walk-in vented Paint Booth
- One walk-in Photobooth
- One 5' x 6.5' Light Table
- Three Foam Cutters
- Twenty 4' x 6.5 Rolling Pinup Boards
- Ten 4' x 6' Rolling Dray Erase Boards

Digital Resources:

- Digital Fabrication Shop within the Pagnotta Material Innovation Lab (MIL) has one 96" x 48" 3-axis CNC Machine, one 3D printer, and one laser cutter
- Digital Review Space has one 86" interactive flat panel display and one 50" flat panel display for outside visiting digital reviewers and guests.
- Two PC Computer Labs with 24 computers
- One Mac Computer Lab with 5 computers
- All computer lab workstations are loaded with Adobe Creative Cloud with the full Adobe Suite; AutoCAD; Autodesk 3ds Max; Autodesk Revit; ESRI GIS, Google Earth; Lumion; Microsoft Office 365; Maxon, Rhino 6; Sketchup; V Ray
 - Computing equipment and software is managed by a full-time IT staff who reports to the ITS department. Software and hardware are bought centrally by the University and licenses are purchased in blocks. Though bought and managed by the University, software specific to SACD is assigned to the SACD budget.
- Two large format plotters, four laser printers and one flat 12" x 17" document scanner. Plotting and printing services are managed by the University and all supplies and plotting costs are free to all students.
- Permanent Digital Projectors in Loranger Exhibition Hall, Peter Peirce Room and the main-floor Seminar Room.
- Seven Portable Projectors
- Four Rolling stands with 50" flat panel displays
- One Drone with high-definition camera
- Six light meters, ten sound meters, and twelve humidity, temperature, and airflow meters.
- 14 digital screenless drawing tablets
- Various Laser Pointers and Slide Advance Mechanisms

All faculty are provided subscriptions to zoom.

All classes are supported with Blackboard.com and maintained by [Office of Digital Education](#).

[SACD Laptop Purchasing Plan](#) provides incoming or existing students a standardized computer for use across their years of study at Detroit Mercy. They are given options to refresh their computer each year with a new model. The purchase fees, which include software licenses, is included in the student's tuition and fees. This assists students with high financial need because their financial aid can now be used to cover the laptop and software costs.

[Faculty Laptop "Refresh" Program](#) provides a new PC/MAC every 5 years to full-time SACD faculty. The models that are provided have mostly base-specifications with minor upgrades and have difficulty with the higher computing capacity that many architecture design and technology applications require. Therefore, most of the "refresh" computers require significant supplemental upgrades when they are ordered. These upgrades are charged to the SACD budget, though currently a budget line does not exist for these upgrades. The timing of the program can be imprecise. The last two faculty members received their laptops 4 and 8 months after the published timeline. Each computer is pre-installed with the same software as provided on the computer lab workstations. Licenses are paid for by SACD.

More information on the University's central computing services for students please view this [webpage](#).

Dichotomy: Besides the resources listed above, there is a significant annual fund—paid for by a \$20 student fee each semester—that is dedicated to developing the award-winning student-run journal: [Dichotomy](#). Since 1978, [Dichotomy](#) has been a repository of academic discourse from students and professors as well as luminaries in the fields of architecture and design. Each issue focuses on a simple yet provocative theme around which articles and featured projects are curated. Its mission is to strive to be the critical link to the discourse on design, architecture, urbanism, and community development. [Dichotomy](#) focuses on social justice and critical thought concerning intellectual, spiritual, ethical, and social development issues occurring in and outside of Detroit. The aim of [Dichotomy](#) is to disseminate these relevant investigations conducted by students, faculty, and professionals. Its most recent award was the New York City's Center for Architecture: Douglas Haskell Award for Student Journals.

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

Program Response:

As mentioned in prior sections in a variety of ways, SACD faculty, students and staff require and use every corner of our building to deliver our in-person Master of Architecture curriculum. With the advent of digital learning, teaching and research that occurred during the COVID-19 pandemic, SACD witnessed the value that digital platforms provided. Prior to 2020, there was an underlying resistance to online teaching and learning in architectural curriculums of many institutions. When the first hints of the pandemic were impacting Michigan at the end of February/beginning of March 2020, SACD faculty and administrators met and committed to embrace the unplanned and urgent shift that was occurring at the time. We saw it as an opportunity to make very visible to our students the value architects can bring to design, not just objects, but thoughtful systems, meaningful experiences, effective processes, as well. Over the last two and a half years, SACD established methods of online teaching, which are neither worse nor better than in-person methods—they were merely different. Today, as SACD is back to 100% in-person, we do not see digital technology replacing SACD's physical facilities and educational methods. Instead, we have looked for ways to retain the positive aspects that online platforms provided. Therefore, though we are an in-person curriculum, SACD has committed to use online practices thoughtfully and critically to expand our techniques for educating rather than limiting them or shifting them away from in-person processes.



Examples of how this has occurred are:

1. All major physical public events—All School Meetings, Alumni Gatherings, Graduation Recognition Dinners—are digitally simulcast.
2. A few upper level third and fourth year studios are testing a class schedule that meets two days in-person and one day digitally. This allows for national and global critics to participate in everyday desk critics and mid-reviews. It also allows for non-traditional students to work in an offsite location one extra day per week.
3. The new Digital Review Space (See Section 5.6.2) is designed to have both physical and virtual reviewers participate in student project reviews.
4. As referenced above, there is significant integration of digital communication and technologies being used to support face-to-face classes. Most faculty are seamlessly using Blackboard, Zoom, Miro, Loom and others applications in a more robust ways to augment the in-person experience.

5.7 Financial Resources

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

Program Response:

SACD's budget is divided into 4 sections:

Unrestricted (Allocated University Funds)

- Deans' Office (Administrative and School Operations)
- Architecture Instruction (Primarily Faculty Salaries)
- Community Development Instruction (Primarily Faculty Salaries with some Operations)

Restricted (Funds received through fees and fundraising)

- Detroit Collaborative Design Center
(Approximately 50% Fund Development and 50% Project Fees)

Programs and events such as: Dichotomy, Graduate Recognition Dinner, Lecture Series, and Study Abroad Programs, are funded through student fees and fundraising.

The Community Development unrestricted budget has been included in the numbers on the next page because several upper-level and graduate architecture students take advantage of their course offerings, with some receiving a concentration in community development. Also as outlined briefly in Section 4.2.3, some architecture students dual enroll in both a Master of Architecture and Master of Community Development.

Generally speaking, faculty salaries are fairly competitive. In fact, a university-wide equity study was completed in March 2022 and only two SACD faculty members required a slight salary increase to be competitive with compatible schools. The places in the budget that could be more robust are funds available for travel, professional development, advertising, honoraria for visiting lecturers. SACD's total budget is 1.8% of the total University audited budget.

The 2022-23 fiscal year budget (July-June) for the SACD is as follows:

**Deans' Office**

Salaries: Non Workstudy
Salaries: Administrative
Salaries: Staff
Fringe Benefits
Marketing and Communications
Office Supplies
Lab Supplies (Non-Computer)
Computer Peripherals
Printing
Dues and Memberships
Telephone (university-prorated)
Repairs
Travel (Local and National)
Conference Fees
Union Travel Funds
Software and Database Licenses
Computers
Deans' Office Subtotal

Architecture Instruction

Salaries: Non Workstudy
Salaries and Stipends: Full Time Faculty
Salaries: Part Time Faculty
Fringe Benefits
Honoraria
Architecture Instruction Subtotal

Total Deans' Office + Arch Instruction**Community Development Instruction**

Salaries and Stipends: Full Time Faculty
Salaries: Part Time Faculty
Fringe Benefits
Office Supplies
Dues and Memberships
Receptions and Catering
Conferences and Fees
Honoraria
Professional Services
Community Development Instruction Subtotal

Total SACD Restricted Budget

DCDC Budget

Salaries: Students
Full Time Staff and Fringe Benefits
Office Supplies and Equipment
Travel, Conference Fees, Memberships
Consultants, Partnering Organizations
Total DCDC Budget

Grants awarded to DCDC in 2021-2022:

• Kresge Foundation	Operating High School Fellowship	\$255,000	(over 3 years)
• Kresge Foundation	Projects	\$206,250	(1year)
• Kresge Foundation	Place Making with The Live6 Alliance	\$185,900	(over 2years)
• NEA	Projects	\$25,000	(1yr)
• Ford Foundation	Operating PID Fellowship	\$600,000	(2yr)

The DCDC typically meets its yearly budget.



View of "The Pit" (Soul of the Building) with DJ playing and students working.

5.8 Information Resources

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

Program Response:

The Library is recognized as the information hub for the Detroit Mercy community and is situated next door to the Warren Loranger Architecture Building. The Bargman Room on the second floor of the library is dedicated for the architecture book collection, current and bound journals and DVDs. It includes multiple large tables for students to view books and periodicals as well as do group study. The Library supports student learning and faculty teaching and research by providing students and faculty access to an abundance of print, media, and electronic resources. Library professors educate students and faculty in library research skills and provide assistance through multiple formats. Detroit Mercy's vast library collections housed on the campus incorporate strong historical and current materials to facilitate research and instruction.



The Library has expanded its electronic journal and e-book holdings over the years. Most of the collection allows unlimited use from any location, so faculty and students do not have to be on campus to take advantage of these resources.

Current Collection

The numbers that follow contain subject areas that are defined as both architecture and subject areas that support the needs of the architecture curriculum.

CLASS/SUBJECT	Print Books	E Books	E Journals
N Visual arts (General)	3,193	2,281	324
NA Architecture	10,920	2,849	334
NB Sculpture	412	182	6
NC Graphic arts, Drawing, Design	517	179	446
ND Painting	1,669	882	16
NE Print media	250	70	2
NK Decorative arts	814	251	25
NX The arts in general	207	728	0
TA Structural engineering	2,295	4,117	809
TH Building construction	67	826	46
TS Woodworking, metalworking. .	935	30	25
Total Collection	21,279	12,395	2033

Serials

The McNichols Campus Library currently purchases 17 print architecture periodical titles and there are 43 bound journal back runs for titles no longer received in print.

Library holdings also include the following architecture databases: Avery Index to Architectural Periodicals; Art & Architecture Source; Arts & Humanities Database; GreenFile; and the newest acquisition Detail Inspiration. There are also many cross-disciplinary databases with journal articles and ebooks on art, architecture, urban planning, and sustainability as well as access to Artstor.

Cooperative Agreements

To complement the Detroit Mercy collections, students and faculty have access to several other major research collections in the area through reciprocal borrowing agreements. This includes University of Michigan/Dearborn, Oakland University, and Lawrence Technological University, which also offers an architecture program.

Students and faculty are afforded through interlibrary loan agreements the opportunity to request books and articles from other libraries. Using both the local network, The Michigan Electronic Library, and national network, OCLC, the libraries attempt to get materials free of charge whenever possible.

A "Passport" cooperative agreement is in place where the faculties of the Jesuit colleges and universities in the U.S. have onsite borrowing privileges at all 28 Jesuit institutions of higher education libraries. It also provides free interlibrary loans to their sister institutions. Fifteen of the 19 libraries of the Mercy colleges and universities in the U.S. have also signed an interlibrary loan agreement to provide free interlibrary loans as well.

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

Program Response:

Access to Librarians

There is ample student and faculty support from library personnel with a dedicated library professor assigned to the School of Architecture and Community Development (SACD) who serves as a liaison to the SACD faculty and students. The dedicated library professor provides in-class and online library research skills sessions and offers individual consultations with SACD students and faculty. SACD students are provided with instruction on effectively searching the literature, use of resources like databases, and an overview of program-specific research guides and general library services. Research guides are created by the dedicated library professor and contain information and links to specific resources (databases, ebooks, websites, and etcetera.) that can be helpful to SACD faculty and students alike.

The Detroit Mercy library also maintains “eDesk,” “Email a Librarian,” and “Reference Chat” services as electronic options for library assistance. The library maintains a 24-hour a day, seven days a week electronic reference service in cooperation with 20 other Jesuit colleges and universities in the U.S. to provide assistance anytime, anyplace.



6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The Statement on NAAB-accredited Degrees is presented on the [SACD public online catalogue](#). Scroll down to "Master of Architecture Degree, 34-36 Credits (Accredited)" and click the "+" symbol.

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

SACD Note to Section 6.

The present SACD website that is visible online is being upgraded and redesigned to reflect the SACD's new name and rebranding. SACD's new website will be launched in the beginning of January 2023. Therefore, the links that are provided in Section 6.2 and 6.4 are temporary and will change before the visit. Dean Pitera will provide updated links once they are available online.

Currently, these documents may be found on SACD's website at this [link](#)?

6.3 Access to Career Development Information

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

Program Response:

The Detroit Mercy [Career Services and Professional Development](#) center provides a variety of services to all University students. Since SACD has a long-established CoOp program, we have developed additional support services for our students:

- Professional Development Course
- Central resource for job opportunities



- Career Fair
- Employer Guidelines

The [Detroit Mercy Academic Catalog](#) provides a comprehensive description of the Professional Experience requirement. (Click the above link and scroll down to “Cooperative Education” and click the “+” sign.) Since all SACD students required to take the Professional Experience Preparation course, most of the information, including career fairs and professional development are covered in the course material. (Please see PC.1: Career Paths) In short, the preparation course prepares students to apply for positions in professional offices that work in the fields of architecture, urban design, urban planning, graphic design, construction, development or any other employment that engages with design or the built environment. All CoOp positions are approved by the CoOp Directors for relevance to the degree program, and to ensure that the positions are fully paid. SACD students have worked around the world in offices of all sizes and types. The DCDC located within SCD also serves as a key spot for students to fulfill their CoOp requirements. Approximately 3-4 students work full-time at the Design Center every semester.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

SACD Note to Section 6.

The present SCD website that is visible online is being upgraded and redesigned to reflect the SCD’s new name and rebranding. SCD’s new website will be launched in the beginning of January 2023. Therefore, the links that are provided in Section 6.2 and 6.4 are temporary and will change before the visit. Dean Pitera will provide updated links once they are available online.

Currently, these documents may be found on SCD’s website at this [link](#)?

6.5 Admissions and Advising

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

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees

- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

- [Application forms and instructions](#)
- [Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios \(when required\); and decisions regarding remediation and advanced standing](#)
- Due to SACD small size, the process for evaluating the content of a non-accredited degrees are primarily done on a case-by-case basis. The description of the process can be found on the [academic catalog](#). For a small number of applicants who already possess a bachelor's degree, we can admit them as "post-degree undergraduate transfer" students with direct matriculation to the Master of Architecture degree on either a 2+year track, for a student with an architectural degree, or a 3+year track, for students with a degree in anything other than architecture. We typically only admit 3-5 "post-degree undergraduate transfer" students per year. (See 4.3.1 for more detail) Students entering the SCD in their fourth year via the VABE program are not considered transfer students, as the curriculum plans for both the SCD and the University of Windsor have been pre-arranged and collaboratively developed. (See 4.2.3 for more detail)
- [Requirements and forms for applying for financial aid and scholarships](#)
- Explanation of how student diversity goals affect admission procedures: University of Detroit Mercy is committed to providing an inclusive and welcoming environment that recognizes the inherent worth and dignity of all people. We are committed to foster tolerance, sensitivity and understanding, and mutual respect among our community members and to offer a diverse educational experience that ensures only relevant factors are considered when determining admission, retention, and performance. It is the University's policy not to discriminate on the basis of race, color, gender, national origin, age, religion, creed, disability, political belief, sexual orientation, gender expression, veteran's status, marital or parental status. University of Detroit Mercy adheres to all federal, state, and local civil rights laws and regulations.

6.6 Student Financial Information

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

Program Response:

[This link demonstrates 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.

Program Response:

The University provides a "[net price calculator](#)" so 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.



Appendix



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 16, 2016

Dr. Antoine Garibaldi
President
University of Detroit Mercy
4001 W. McNichols Rd.
Detroit, MI 48221-3038

Dear President Garibaldi:

This letter serves as formal notification and official record of action taken concerning University of Detroit Mercy by the Institutional Actions Council of the Higher Learning Commission at its meeting on December 12, 2016. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of University of Detroit Mercy with the next Reaffirmation of Accreditation in 2026-27. In conjunction with this action, IAC required the following interim monitoring.

Embedded Report. An Interim Report on assessment of general education and co-curricular activities to be embedded in Year 4 comprehensive evaluation.

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

Information on notifying the public of this action is available at <http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html>.

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

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

Thank you for your time reviewing this Architecture Program Report.

