IFMA

RECOGNIZED PROGRAMS
SELF-STUDY REPORT

FERRIS STATE UNIVERSITY
FACILITIES MANAGEMENT
PROGRAM

PREPARED BY:

VICTORIA HARDY	**ASSISTANT PROFESSOR**
JOE SAMSON	**ASSOCIATE PROFESSOR**
MEL KANTOR	**PROFESSOR**

Self-Study Report

The institution must complete and submit the following self-study report, which is a qualitative assessment of the strengths and limitations of the program, including the achievement of the program and institution objectives. The following form will be used for the report. Please supply all information in the order listed on the form. **The committee on recognized program has deemed that the space supplied here is adequate for all response. Ideally a 12 point font should be used. No smaller than a 10 point font will be accepted.**

Ten copies of this report along with the $1000 application fee should be returned to: IFMA Recognized Programs, 1 E. Greenway Plaza, Suite 1100, Houston, TX 77046-0194.

1. **General Information**
    A: **Institution Name**   Ferris State University

    B.   **Institution Address:**
                                 901 South State Street
                                 Big Rapids, Michigan 49307

    C.   **President or Chief Academic Officer:**
                                 William Sederburg

    D.   **Name and Address of College and/or Dept. Administrative Unit:**
                  Construction Department
         Architectural Technology & Facilities Management Programs
                  915 Campus Drive   Swan 312
                  Big Rapids, Michigan 49307

    E.   **Name of Dean and/or Department Head:**
                                 Mark Curtis, Interim Dean
                                 Robert Eastley, Acting Department Head

    F.   **Names of Other Departments in Administrative Unit:**
                            <u>College of Technology</u>
         Automotive & Heavy Equipment Dept.   Graphic Arts Dept.
         Electrical/Electronics Dept.   Manufacturing Department

    G.   **Name of Program Head:**   Diane Nagelkirk (Prog. Coord. - AT/FM)

    H.   **Department Phone Number:**   616-592-2360

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   G. **Name of Program Head:** Diane Nagelkirk (Prog. Coord. - AT/FM)

   H. **Department Phone Number:**   616-592-2360

I.   Department Fax Number: 616-592-2931

J.   Number of Students Enrolled in Facility Management Program
    1)   Total   42*

    2)   Full-Time   24

    3)   Part-Time   18
      * (Winter Term 95/96)

K.   Institutional Recognition/Accreditation Organization and Dates of Recognition/Accreditation (1):

    North Central 1996 Accreditation

L.   History of Recognition by IFMA.

    Initial Request

M.   Academic Units within the Institution
    College of Technology
    College of Arts & Science
    College of Business
    College of Allied Health
    College of Education
    College of Pharmacy
    College of Optometry

N. Program Level: _____ Masters   _X_ Baccalaureate
O. Is this: _X_ Initial Recognition _____

(1)   The institution shall document any actions taken by other accrediting or recognizing agencies that either have denied to the institution or program recognition or pre-recognition status, have placed the institution or program on public probationary status, or have revoked the recognition or pre-recognition status of the institution or program.

II. Compliance With Standards

The information contained in this section of the self-study shall deal specifically with how each program and option meets each standard. The institution is responsible for providing information that clearly illustrates how the standard and subsections of each standard are being met. Describe how each program and option complies with the standard. Refer to section two in Standards Handbook for more information on each point below.

Any supporting documentation should be labeled clearly and placed at the end of each section in the application binder.

A. Philosophy and Objectives

1. Mission

The B.S. program is focused on the design, construction and control of the building environment. Facilities Management is a significant function within a corporate structure. As defined by the International Facility Management Association, it is "... the practice of coordinating the physical workplace with the people and the work of the organization... integrating the principles of business administration, architecture and the behavioral and engineering sciences." The bachelor's degree in facilities management has been developed to meet this specification.

2. Program Goals

A core of general education, business studies, building technology and facilities course work provide graduates with the skills, knowledge and abilities for employment in the growing field of corporate facility management, as well as with consulting and service firms. Departmental facilities provide extensive "hands-on" experiences utilizing state of the art laboratories and equipment.

3. Program Acceptance

Accepted as a program by Ferris State University: 1989
An ad hoc advisory board approved the original program and a permanent advisory board meets yearly to review the program.
A close working relationship is maintained with IFMA nationally and locally.
Internships and full-time employment by students and graduates with regional and national corporations further indicates acceptance of the program.
Corporations having employed our students include the following:

Steelcase	Amway	Intel	Prince Corporation
Arthur Anderson	Searle	Nutrasweet	Signature Group

B. **Program**

1. Program Name

Facilities Management Bachelor of Science Degree

2. Program Level

The Baccalaureate Program in Facilities Management is an upper division specialization for graduates of Associate Degree Programs in Architectural Technology and related curricula.

3. Program Definition

The B.S. program is focused on the design, construction and control of the building environment. Facilities Management is a significant function within a corporate structure. As defined by the International Facility Management Association, it is "... the practice of coordinating the physical workplace with the people and the work of the organization... integrating the principles of business administration, architecture and the behavioral and engineering sciences." The bachelor's degree in facilities management has been developed to meet this specification.

4. Program Emphasis

A core of general education, business studies, building technology and facilities course work provide graduates with the skills, knowledge and abilities for employment in the growing field of corporate facility management, as well as with consulting and service firms. Departmental facilities provide extensive "hands-on" experiences utilizing state of the art laboratories and equipment.

5. Course Sequencing

SEE PROGRAM CHECK SHEET   APPENDIX NO. 1

6. Facility Experiences

- 400 hour internship between junior and senior years.
  See Internship Packet   APPENDIX NO. 2
- Regular facility tours throughout the academic year.
- Student attendance and participation at local, regional, and national IFMA meetings and conferences.

7. Program Validation

- Active participation of industry-based advisory committee. The last meeting was held in March 1996. See APPENDIX NO. 3 for a list of committee members and minutes of the last meeting.
- Exit interviews are held with graduates. See APPENDIX NO. 4 for current exit interview compilation.
- The program has not existed long enough to have graduates out within the profession for five years. A survey of graduates will be made within two years.

8. Program Development, Revision and Evaluation

- Faculty actively teaching within the program continually evaluate and revise program content and sequencing.
- University evaluation of changes in program content and sequencing is required and consists of departmental, college and university-wide curriculum committees. Approvals by all committees is required.
- Prior to implementation of any changes the advisory committee evaluates and makes recommendations.
- Student evaluations are done in most courses and exit interviews of graduates are taken annually.

9. Transfer Course Work

SEE ADMISSION POLICY: TRANSFER STUDENTS
APPENDIX NO. 5

10. Program Publicity

The faculty recruit for internal students within the Architectural Technology
Program externally at community colleges in the upper Midwest
SEE PUBLICITY PACKET APPENDIX NO. 6.

The Admissions Office has counselors that travel to high schools and skill
centers promoting all programs within the College of Technology.

11. Legal Authorization

● Ferris State University is chartered by the State of Michigan.
● Ferris State University has North Central Accreditation

C. **Faculty**

1. **Full-Time Faculty**

Mel Kantor, AIA[1]	Professor	(IFMA member)
Joe Samson[1]	Associate Professor	(IFMA member)
Victoria Hardy[2]	Assistant Professor	(IFMA member)

   1. Full-time - Architectural Technology and Facilities Management
   2. Full-time - Facilities Management

2. **Minimum Faculty Qualifications**

Mel Kantor	Bachelor of Architecture Degree, NCARB Certification, Professional Licensure - Illinois, Michigan
Joe Samson	Master of Architecture Degree, Professional Licensure - Ohio, Michigan
Victoria Hardy	Bachelor of Science in Education

   SEE VITAES   APPENDIX NO. 7

3. **Academic Preparation of Faculty**

Mel Kantor	Professional Degree, 5 year Bachelor of Architecture - University of Illinois
Joe Samson	Professional Degree, 7 year Master of Architecture - Kent State University
Victoria Hardy	University of Missouri

4. **Selection and Appointment Policies**

   SEE APPENDIX NO. 8

5. Tenure and Reappointment Policies

SEE APPENDIX NO. 9

6. Faculty Loads

Standard within the College of Technology
      12 Credit Hours (Lecture only)
      18 Contact Hours (Lecture and Laboratory combination)

Facilities Management faculty schedules comply with this standard.

D.   Students

1.   Admission and Retention Standards

- Successful completion of AAS degree in Architectural Technology or closely related curriculum.
- Individual evaluation, by faculty, of GPA, course work, industry experience, test scores, etc. This may result in conditional admission into the program.

2.   Scholastic Success of Students

Standards and grading methodology are comparable to other programs within the Construction Department and the College of Technology.

3   Placement of Graduates

- Follow-up studies of graduates have not been conducted as no graduates have been in the workplace for five years or more.
- FSU Placement Office surveys have indicated between 95-100 percent placement in industria positions within one year of graduation.

4.   Student Evaluation of the Program

- Program does not have a five year history of graduates.
- Student evaluations are held for most courses yearly.
- Exit interviews of graduates are currently done yearly.

5.   Student Enrollment

The Construction Department, College of Technology, and the University track enrollment on an annual basis. The Facilities Management program has consistently enrolled a sufficient number of students to maintain viability. (See ITEM J, page 3)

6.   **Advisory and Counseling Services**

- All students are assigned a faculty advisor and must meet with the advisor at least once per semester.
- All faculty have required office hours and students have access to any and all faculty.
- University counseling services are available.

7.   **Ethical Practices**

- FSU is an equal opportunity employer.
- FSU has extensive standards of ethics.
  SEE APPENDIX NO. 5

8.   **Placement Services**

- Facility Management faculty members play an active role in student employment placement.
- A University Career Planning Placement office is available to all students, and placement surveys are done yearly.

E.   Administration

1.   Program Administration

Program administration is by the Program Coordinator of the Architectural Technology/Facilities Management Programs with curriculum development by faculty active within the Facility Management Programs. All participants are currently full-time faculty members.

2.   Administrative Leadership

There has been consistent support of the Facilities Management Program, since its inception, from the Department Head and Dean's Office. This support has been demonstrated by appropriate funding and staffing.

3.   Administrative Support

The administrative support structure is appropriate for the program and follows the university standards:

> Dean
> Associate Dean
> Department Head
> Program Coordinator

4.   Support Personnel

> 2 department secretaries
> 1 department service technician
> 2 department work-study assistants
> 2 AT/FM work-study assistants
> 1 FM work-study assistant

F.   Facilities and Equipment

1.   Adequacy of Facilities and Equipment

- Adequate lecture and classroom facilities.
- Dedicated computer lab - 12 stations
- Shared computer lab - 16 stations (shared with the Architectural Technology Program).
- Shared drafting studios - 44 stations (shared with the Architectural Technology Program.
- Dedicated Facilities Management Reference Room.

  Note: All facilities will be multi-media equipped by September, 1996.

2.   Support for Facilities and Equipment

- Funding and support have been adequate to date and are included in the annual program, department, and college budgets.
- Funding sources are through the State of Michigan with selected gifts from industry.

G.   Computer Systems

1.   Availability of Computer Systems

- 12 stations prioritized to facilities management classes.
- 16 stations available on a need basis.
- All stations networked with FM software (FM Systems) and CADD (Autocad) software as well as word processing, spread sheet, data base and other specialized and necessary software.

2.   Utilization of Computer Systems

Computer usage by students is appropriate and high. All students are competent in Autocad and word processing as well as using the Internet and other software. These abilities are developed in the first two years of the program (Architectural Technology). In the last two years (Facilities Management) they apply these skills in a variety of courses

In addition, a specific course in Facilities Management Computer Applications (FMAN 431) is required of all students. Use of maintenance software is required in Facility Management and Operation (FMAN 451).

Specific training in the following software is offered during the 4 year AT/FM program:

Autocad
FM Systems
Netscape and the Internet
Microsoft Project
Sweet Source
DOS/Windows
Service Call maintenance software

H.   Financial Resources

1.   Financial Support

The budget for the Facilities Management Program is currently adequate to support program objectives.

I.   Library Services

1.   Library Resources

Ferris State University, as a policy, does not support library facilities in individual administrative units, but has a central library facility. The library provides a dedicated library specialist in technology to assist our program. The library is continually purchasing facilities management related books as requested by the faculty.

The Facilities Management Program maintains a reference room with the following reference material:

- Manufacturers' literature and catalogs.
- Sweets Catalogs
- Trade Publications
- IFMA Publications
- IFMA Directory

J. **Facility Management Program Advisory Committee**

    1. **Program Advisory Committee**

        SEE LIST OF ADVISORY BOARD MEMBERS   APPENDIX NO. 3

    2. **Advisory Committee Meetings**

        Advisory committee meetings are held a minimum of once a year.

        SEE A COPY OF THE LATEST ADVISORY COMMITTEE MEETING
        MINUTES   APPENDIX NO. 3

Standards for Recognition - Required Areas of Knowledge

Recognized programs are required to meet the objectives described in each of the nine principal areas. The self-study must include a narrative for each area explaining how the program meets these standards. This narrative is to be no longer than two pages in length.

At the end of the narrative is a checklist for evaluation of the program in this specific area of knowledge. This checklist should be used for two purposes: To add any areas of knowledge that are not included on the original list;
1) To evaluate the level at which each area of knowledge is covered. Refer to section three in the Standards Handbook for more information.

Introduction

The Facilities Management program at Ferris State University is a Four year Baccalaureate Program. Students enter FSU's Associate of Applied Science degree in Architectural Technology. In this program they develop skills in architecture, architectural technology and the building process, CAD and estimating, as well as basic math and communication skills. Students then apply for admission to the Bachelor of Science in Facilities Management degree program. This two year program builds on the skills students have attained in the associate degree program. The Facilities Management program focuses on a blend of business and management courses and facilities management courses.

The FSU program, due to its base in architectural technology focuses more on facility planning than operations and maintenance. These areas are covered, however, at least at an awareness level. We believe our students will be comfortable working in any area of facilities management.

The faculty continually seek to improve the curriculum and make adjustments to the curriculum as needed.

Many of the objectives listed are typically introduced in FMAN 321 (Principles of Facilities Management) and reinforced in subsequent courses. This method gives students an overview and framework for understanding various concepts. Also, more detail can be added thus allowing students to understand the concept in greater detail.

Another method used at FSU is to integrate the concepts from previous courses into subsequent courses. Thus, the material is reinforced and further developed. The FMAN 499(Capstone) course pulls all concepts together prior to graduation.

A feature of the FSU program is a ten week internship in the summer following the junior year. This internship allows students to apply what they have learned and actually see some of the concepts in practice. This experience refocuses students for their final year of study.

A. Facility Function (Professional Practice)

Many of the objectives listed in this section are addressed at various levels throughout the curriculum. Most are introduced in FMAN 321 (Principles of Facility Management) and reinforced in subsequent courses.

Some of the concepts are familiar from the first two years students spend in architectural technology. In particular, students are already familiar with architectural and construction contracts as well as the ethics espoused by the architectural profession. Students are also familiar with code issues. These familiar concepts are built on and applied to facilities management.

Many of the objectives listed in this section deal with the organization's personality, what makes it unique, how it functions, and other issues. Corporate culture is a concept which falls in this category and to some extent determines other decisions which are made on how the organization functions. Students are made aware of the importance of corporate culture and its effects. They study various cases and real life situations. They learn that the corporate culture in fact, determines whether or not the methods they use in facilities management will be appropriate to the organization.

Similarly, the relationship of the facilities unit to the other units of the organization as well as the business plan and cycles of the organization are studied.

Management concepts, such as TQM, Just-In-Time, etc., introduced in management courses are applied in facilities courses to facilities issues. Business plans are studied in their relationship to master planning, phasing of projects, etc. Outsourcing is similarly studied with students identifying the pros and cons of this practice for a particular organization.

Students study and develop standards with relation to the organization's corporate culture, functional needs, etc.

Most topics are covered at a competency level. The areas not covered to this level will be developed further as the students begin to work in the profession.

A. Facility Function (Professional Practice)

	Aware	Comp.	App/Anal.
Ethical and legal responsibilities and concerns	●		
Corporate culture		●	
Relationship of the facilities unit to other organizational divisions		●	
History of facility management and related professions		●	
Concepts and responsibilities of the profession		●	
Human resources, practices and issues	●		
Organizational frameworks for delivery of facility management services		●	
Facility management industry structure		●	
Standards	●		
International facility management issues	●		
Basic facility management functions		●	
Service concepts		●	
Codes and regulatory issues			●
Proactive/reactive management techniques		●	
Risk management techniques	●		
Contracts and contract management		●	
Outsourcing		●	
Business plan		●	

B. Human and Environmental Factors

FSU students are required to take an advanced level psychology course to broaden their understanding of the relationship of the social and physical environment to how people function in the work environment. These concepts are further developed in FMAN 331 (Facility Programming and Design Management) where a whole unit of study is devoted to the human factors, social distance, etc. These concepts are also explored in exercises.

Students learn to use methods of assessing current facilities through audits, determine the needs of users of spaces through various methods of survey, interview and observation, and assess completed projects through post occupancy evaluation.

An overview of concepts dealing with environmental regulation and protection are mainly dealt with on an awareness level. Our program provides students with a complete background in facilities management. Due to the first two years of study in architectural technology, a greater emphasis and thus greater competencies are developed in facilities planning aspects of facilities management.

B: Human and Environmental Factors

	Aware	Comp.	App/Anal.
Environmental psychology		●	
Human factors/ergonomics		●	
Impact of facilities on individual, group and organizational performance, comfort and satisfaction			●
Environmental protection issues	●		
Environmental processes - air, water, sound, ground		●	
Regulatory issues	●		
Environmental, health and safety issues	●		
Quality of life issues	●		
Due diligence studies (liability analysis)	●		
Emergency preparedness		●	
Environmental impact assessment	●		
Waste management and recycling	●		
Facility needs arising from diverse user populations	●		

C.   Planning and Project Management

General Processes:

Due to our students' strong background in architectural technology, most objectives are met at the application and analysis level. Our students do not learn design and space planning concepts in the first two years of architectural technology. The basics of space planning, master planning, and office planning are developed in the facilities management program. In addition, the services offered by various professionals such as architects, interior designers, engineers, etc. are studied. Methods of contracting such services, evaluating proposals, evaluation of work done by contractors, etc. are studied. The bulk of these concepts are addressed in FMAN 331 (Facilities Planning and Design Management)

This course also studies the entire sequence of a project from recognizing the need for something to be done to evaluating how well it was done is studied. Much of this is done at the application level. Students typically study real environments with real problems and make real proposals for solutions to those problems.

An entire course, FMAN 322 (Project Management) focuses on the aspects of what is necessary for good project management. Successful and unsuccessful projects from the past are studied. Methods such as PERT and GANT charts are utilized. Students study both successful and unsuccessful real projects for examples of the processes they study.

Specific Tools and Techniques:

Again, due to the architectural technology background, FSU students have a strong background in these objectives. In their first two years of study they produce numerous working drawings for commercial buildings by hand drafting and CAD. They also study how to detail various architectural conditions as well as to modify specifications to specific conditions. Students understand the parts of a specification. A specific course, ARCH 250 is devoted to systems cost estimating.

The other objectives listed here are primarily addressed in the facilities management portion of the four years of study. The principles of auditing are taught in FMAN 331 (Facility Programming and Design Management), where students apply audit techniques to inventory the organization or department they are studying. Also in this course, students develop facility programs based on the information they collect from the organization. Within this course they also do master planning. Post occupancy evaluation and its

relationship to facility programming and future projects is also taught. The development of standards is taught as an individual programming and design project with students programming the needs of users and the organization and solving these needs by developing office standards.

Space planning is done in FMAN 431 (Space Planning and Computer Applications). CAD is used to facilitate space planning projects.

Contract management is studied in FMAN 322 (Project Management) as well as FMAN 331 (Facility Programming and Design Management). FMAN 322 focuses more on the contracts with the vendors, while FMAN 331 focuses more on contracts with consultants.

Forecasting, relocation management, and value engineering are addressed in FMAN 322 (Project Management)

C: Planning and Project Management

	Aware	Comp	App/Anal.
General Processes			
Long-range, strategic and tactical planning			●
Linking facility planning to business planning			●
Organization and structure of sites, buildings and interiors			●
Processes for planning, programming, designing, constructing and occupying facilities			●
Basic building types and their affects on organizational functions			●
Building and interior construction processes			●
Project management processes			●
Specific Tools and Techniques			
Documentation - construction, planning, design and contracts			●
Facility inventory			●
Forecasting			●
Facility programming			●
Space planning and relocation management			●
Relocation management		●	
Specifications -Construction, furnishings, finishes and equipment		●	
Design and corporate standards			●
Value engineering (management)	●		
Post occupancy evaluation		●	
Contract management		●	
Cost estimating techniques			●

D. Finance

The financial basis our students have is primarily from management and accounting courses. Students take ECON 221(Macro-economics) and ECON 222 (Micro-economics) to provide a broad understanding of the relationships between economic issues. ACCT 201(Principles of Accounting) is a required course.

Other facilities courses explore the principles of life-cycle costing, payback analysis, when relevant to the topic. This is true in FMAN 331 (Facility Programming and Design Management) and FMAN 451 (Facilities Management and Operations). FMAN 322 (Project Management) also explores capital budgeting in detail.

D. Finance	Aware	Comp.	App/Anal.
Financial analysis and justification of facilities decisions			
Life-cycle costing	●		
Payback analysis, net present value	●		
Depreciation	●		
Budget formulation, execution and control		●	
Accounting (financial and managerial)			●
Asset management	●		
Capital budgeting		●	
Procurement and purchasing	●		
Risk management and analysis	●		
Business plans		●	

E. Operation and Maintenance

The FSU Facilities Management program builds on the strong understanding our students have of building systems. This is mainly addressed in FMAN 451 (Facilities Management and Operations). Theory of Predictive, Preventive, Corrective, and Custodial Maintenance are explored along with the principles of Building Diagnostics. Specific building systems such as roofing, windows, site issues etc. are also explored in this course. Each system is studied with regard to its proper initial design, subsequent care and maintenance.

HVACR 483 (Building Systems), a course taught by the HVACR faculty is also required. This course focuses on technical building systems.

E. Operations and Maintenance

	Aware	Comp.	App/Anal.
Security and life-safety management	●		
Cost control	●		
Disaster preparedness	●		
Energy management		●	
Building systems and related technologies			●
Building structure and permanent interior elements			●
Furniture and equipment			●
Grounds and exterior elements		●	
Diagnostics, performance and needs assessment		●	
Inventory management		●	
Communications systems management (voice, data, cabling etc.)	●		
Maintenance management (predictive, preventative, corrective and custodial)			●
Computer-aided facility maintenance and operations systems	●		
Food services	●		
Transportation and fleet management	●		
Warehouse operations	●		
Standards, practices, policies and procedures			●
Waste management	●		

F. Real Estate

FSU facilities management students are exposed to real estate principles in several courses. BLAW 221 (Elementary Business Law) and BLAW 325 (Real and Personal Property) deal with the legal aspects of real estate. A specific course, FMAN 441 (Property Development and Planning) deals with real estate in more detail and as it pertains to facilities managers. The students review appropriate selections with regard to costs associated with the site, available resources at the site, available skilled labor force at the site, transportation networks, communication networks, etc.

The total cycle of the relationship between an organization and a site from property acquisition to disposal is studied.

F.   Real Estate

	Aware	Comp.	App/Anal.
Managing real estate as an asset	●		
Inventory, track and report real estate assets	●		
Property acquisition and disposal	●		
Site evaluation and selection		●	
Leasing practices, lease management	●		
Marketing, market analysis, and appraisal (valuation)	●		
Taxation	●		
Real estate financing and development economics	●		
Property development		●	
Master planning			●
Land use and building trends		●	
Occupancy and use constraints, regulations and incentives		●	
Highest and best use studies	●		
Negotiation	●		
Feasibility analysis		●	
Real estate documents	●		

G. Communication

FSU facilities management students are constantly encouraged to develop their communication skills. In addition to traditional college composition courses (ENGL150 and ENGL 250), additional courses are required. COMM 121 (Fundamentals of Public Speaking) is required in the architectural technology portion of the program. ENGL 311 (Advanced Technical Writing) is required for all facilities management students.

The architectural technology and facilities management faculty encourage the development of communication skills through such activities as group projects, student presentations, faculty monitored team meetings, etc. Creativity and the use of multi-media formats is encouraged. Communication skills are emphasized from the first course through the capstone.

Interpretation and understanding of information is also important within our programs. Reading and applying technical information is expected. Students are expected to use multiple sources to build cases which they present.

When researching and programming, students develop statistics based on their findings. They also develop charts and graphs of these statistics to use in presentations. Often, these aids are used to present information to the organization with which the students are working. It has been our goal to have all students work on some "real life" project at some time. These have included the programming of a recreation center, a church, a college administration office, etc. Students have also worked on projects for hospitals, museums, and many more.

As a means to communication, most students are well versed in use of electronic communications media.

G. **Communication**	Aware	Comp.	App/Anal.
Negotiating and conflict resolution		●	
Effective communication and reporting skills in the following areas:			
writing			●
speaking			●
presentations			●
listening			●
Create and use multi-media reports and presentations			●
Comprehending technical documents			●
Conducting group meetings			●
Electronic communications media			●
Presentation of statistical information			●
Personal and professional networks		●	

H. Quality Management and Assessment Procedures (Research and Analytical Methods)

The objectives identified here are utilized throughout the various courses of the curriculum. Since this is a baccalaureate program and FSU focuses on applied technology, research is used with regard to its application. Pure research is not typically part of the FSU curriculum.

Research methods are stressed by the faculty. Faculty work with the students to develop a research strategy as part of the design of each project. Multi-source research is required for all projects. The importance of identifying several studies which identify common findings is stressed. Students are encouraged to identify factors which make findings similar or dissimilar to the organizations which they are studying.

The importance of follow up studies such as bench marking, post occupancy evaluation, and audits as a means of monitoring progress within a facility are stressed. The importance of monitoring progress is stressed as a means to justify facilities management in times of increasing pressure to downsize.

Facilities Management
Accreditation Report
1995-1996
Section 2 of 3

H. Quality Management and Assessment Procedures

	Aware	Comp.	App/Anal.
Quality management and assessment procedures	●		
Literature search			●
Understanding research design and methodologies		●	
Data collection, analysis and application			●
Basic descriptive and inferential statistical methods		●	
Presentation of statistical information		●	
Post occupancy evaluation		●	
Benchmarking		●	
Audits			●
Interpreting research			●
Diagnostic, performance and needs assessment			●

I. Integrative and Problem Solving Skills (Capstone Course)

Students in the FSU Capstone course are involved in real projects and deal with various organizations such as museums, hospitals, corporations, etc. Projects are selected by the instructor to be comprehensive in scope and call upon students to integrate the many skills gained through their time at FSU as well as in their internship experience.

The capstone course is a team experience. Students evaluate the problem as presented by the organization, develop a course of action with specific goals to be achieved, and develop a time frame with specific target dates. The output of the project is presented to the organization in a report. A formal presentation is also made by team members to the "client".

I. Integrative and Problem Solving Skills (Capstone Course)

	Aware	Comp.	App/Anal.
Understanding the organization			●
Identifying user requirements			●
Setting performance criteria			●
Facilities design and planning			●
Asset management planning		●	
Option appraisal	●		
Resource planning		●	
Performance appraisal		●	
Project plan			●
Project report			●
Panel presentation			●

APPENDIX NO. 1

ARCHITECTURAL TECHNOLOGY FACILITIES MANAGEMENT PROGRAMS

MISSION STATEMENT:

THE MISSION OF THE ARCHITECTURAL TECHNOLOGY AND FACILITIES MANAGEMENT PROGRAMS IS TO EDUCATE STUDENTS IN A SPECTRUM OF TECHNICAL PROGRAMS CRITICAL TO MICHIGAN'S ECONOMIC FUTURE AND TO PROVIDE TECHNOLOGY TRANSFER OF INFORMATION TO THE CONSTRUCTION INDUSTRY. THIS CURRICULA'S SPECTRUM OF FACILITIES MANAGEMENT, ARCHITECTURE, ENGINEERING TECHNOLOGY, TECHNOLOGY MANAGEMENT, AND TECHNICAL SPECIALTY PROGRAMMING, INTEGRATES THE APPROPRIATE GENERAL EDUCATION COURSES NEEDED TO PREPARE TODAY'S GRADUATES WITH A FOUNDATION OF KNOWLEDGE REQUIRED TO COPE WITH ADVANCING TECHNOLOGY WITHIN THEIR PROFESSIONAL CAREERS.

THE ARCHITECTURAL TECHNOLOGY AND FACILITIES MANAGEMENT PROGRAMS ARE COMMITTED TO PROVIDING THEIR DIVERSE STUDENT BODY WITH QUALITY TECHNICAL CURRICULA EMPHASIZING PROFESSIONAL, PRACTICAL, AND USABLE SKILLS THAT PREPARE THE GRADUATE TO ANALYZE, SYNTHESIZE, PROBLEM-SOLVE, AND COMMUNICATE WITHIN THEIR DISCIPLINE. THIS IS ACCOMPLISHED IN AN ENVIRONMENT THAT IS ONE OF RESPECT FOR OUR STUDENTS AND THEIR FIELD OF STUDY. STUDENTS ARE PERCEIVED AS PRODUCTS OF THE ARCHITECTURAL TECHNOLOGY AND FACILITIES MANAGEMENT PROGRAMS AND EMPLOYABLE AND PREPARED FOR ADVANCEMENT IN THEIR CHOSEN CAREERS AFTER GRADUATION.

GOALS:

1. PROVIDE STUDENTS WITH THE HIGHEST QUALITY EDUCATION SO THAT THEY WILL BE EMPLOYABLE, ADVANCE WITHIN THEIR FIELD OF STUDY, AND IMPROVE THEIR EDUCATIONAL OPTIONS AFTER GRADUATION.

2. SERVE THE PART-TIME STUDENT THROUGH OUTREACH ACTIVITIES, SUCH AS THOSE OFFERED AT THE APPLIED TECHNOLOGY CENTER (ATC), GRAND RAPIDS, MICHIGAN.

3. PROVIDE EXPERIENCE AND APPLICATIONS TO SUPPORT LECTURE/LABORATORY-BASED INSTRUCTION THROUGH INTERNING AND CO-OP ACTIVITIES PLUS CAPSTONE COURSES IN EACH ACADEMIC PROGRAM WHERE APPROPRIATE.

4. DEVELOP A SENSE OF PROFESSIONALISM WITHIN THE STUDENT BY ENCOURAGING PROFESSIONAL STUDENT ASSOCIATION ACTIVITIES WITHIN THE STUDENT'S CHOSEN FIELD OF STUDY.

5. PROMOTE APPLIED RESEARCH/DEVELOPMENT FOR BUSINESS, INDUSTRY, AND FACULTY DEVELOPMENT. SUCH ACTIVITIES WOULD INCLUDE TRAINING, WORKSHOPS, CERTIFICATION, WRITING, PRESENTATIONS AT PROFESSIONAL CONFERENCES, AND FACULTY AND STAFF PROFESSIONAL INVOLVEMENT.

6. CONTINUE TO RECRUIT HIGHLY QUALIFIED, EXPERIENCED FACULTY AND SUPPORT FACULTY TECHNICAL GROWTH AND PROFESSIONAL DEVELOPMENT.

PURPOSES:

1. ACHIEVEMENT OF THE ABOVE GOALS WILL BE MEASURED BY COLLEGE OF TECHNOLOGY FOLLOW-UP STUDIES OF GRADUATES, CAPSTONE COURSES, ADVISORY COMMITTEE REVIEW, COURSE AND FACULTY EVALUATIONS, AND AN ANNUAL REVIEW OF GOALS.

2. STUDENT ENROLLMENT AND PROGRAM OPTIONS AT THE APPLIED TECHNOLOGY CENTER WILL REFLECT THE EDUCATION AND TRAINING NEEDS OF GREATER METROPOLITAN GRAND RAPIDS.

3. STUDENT INTERNING AND CO-OP OPTIONS WILL SATISFY THE PROGRAMMATIC NEEDS OF THE ACADEMIC PROGRAMS.

4. STUDENT MEMBERSHIP IN DISCIPLINE-RELATED STUDENT PROFESSIONAL ASSOCIATIONS WILL BE EXPANDED THROUGH INDUSTRY SPONSORSHIP AND STUDENT/FACULTY INVOLVEMENT.

5. SUPPORT FACULTY MEMBERSHIP/PARTICIPATION IN PROFESSIONAL ORGANIZATIONS RELATED TO THEIR FIELD.

ARCHITECTURAL TECHNOLOGY FACILITIES MANAGEMENT PROGRAMS

FACULTY AND STAFF DIRECTORY:

RALPH SHIELDS, DEPARTMENT HEAD
SWAN 312
592-2360
B.S.C.E., UNIVERSITY OF MISSOURI
M.S.C.E., UNIVERSITY OF KANSAS

FACULTY:

BRUCE DILG, NCARB, ASSOCIATE PROFESSOR
JOHNSON HALL 208
592-2631
B.S. INDUSTRIAL ED., BRADLEY UNIVERSITY
M.S. OCCUPATIONAL ED., FERRIS STATE UNIVERSITY

GARY GERBER, ASSISTANT PROFESSOR
JOHNSON HALL 208
592-2631
A.A.S. , FERRIS STATE UNIVERSITY
B.S. ARCHITECTURE, UNIVERSITY OF MICHIGAN

VICTORIA HARDY, IFMA, ASSISTANT PROFESSOR
JOHNSON HALL 212
592-3684
B.S. ED., UNIVERSITY OF MISSOURI

MEL KANTOR, AIA, IFMA, NCARB, PROFESSOR/PROGRAM COORDINATOR
JOHNSON HALL 206
592-2625
B. OF ARCHITECTURE, UNIVERSITY OF ILLINOIS

DIANE NAGELKIRK, AIA, ASSISTANT PROFESSOR
JOHNSON HALL 204
592-2630
B.S. ARCHITECTURE, LAWRENCE TECHNOLOGICAL UNIVERSITY
B. OF ARCHITECTURE, LAWRENCE TECHNOLOGICAL UNIVERSITY

JOE SAMSON, IFMA, ASSOCIATE PROFESSOR
JOHNSON HALL 204
592-2630
B. OF ARCHITECTURE, KENT STATE UNIVERSITY
M. OF ARCHITECTURE, KENT STATE UNIVERSITY

DAVE TULOS, AIA, CSI, NCARB, ASSISTANT PROFESSOR
JOHNSON HALL 304
592-2626
B. OF ARCHITECTURE, UNIVERSITY OF MICHIGAN

STAFF:

JUDY KRUIZENGA, DEPARTMENT SECRETARY
SWAN 312
592-2360

SHARI WESSELS, DEPARTMENT SECRETARY
SWAN 312
592-3773

ARCHITECTURAL TECHNOLOGY PROGRAM

ARCHITECTURAL TECHNOLOGY PROGRAM

CURRICULUM GUIDE SHEET:

FRESHMAN YEAR:

FALL

ARCH	101	ARCHITECTURAL GRAPHICS 1	4
ARCH	112	STRUCTURAL MATERIALS & SYSTEMS	4
ENGL	150	ENGLISH 1	3
MATH	116	INTERMEDIATE ALGEBRA/NUMERICAL TRIGONOMETRY	4
ARCH	109	COMPUTER GRAPHICS IN ARCHITECTURE 1	2
			17

WINTER

ARCH	102	ARCHITECTURAL CONSTRUCTION DOCUMENTS	4
ARCH	209	COMPUTER GRAPHICS IN ARCHITECTURE 2	1
ARCH	115	INTERIOR & EXTERIOR FINISHES & SYSTEMS	3
ARCH	244	HISTORICAL DEVELOPMENT OF WESTERN ARCHITECTURE	3
ENGL	250	ENGLISH 2	3
PHYS	211	INTRODUCTORY PHYSICS 1	4
			18

SOPHMORE YEAR:

FALL

ARCH	203	ARCHITECTURAL CONSTRUCTION DETAILING	4
HVAC	337	MECHANICAL & ELECTRICAL SYSTEMS FOR BUILDINGS	3
ARCH	223	STATICS & STRUCTURES	4
COMM	105	INTERPERSONAL COMMUNICATION OR	
COMM	221	FUNDAMENTALS OF PUBLIC SPEAKING	3
——	——	ARCHITECTURAL ELECTIVE(S)	2
			16

WINTER

ARCH	204	ARCHITECTURAL CONSTRUCTION DOCUMENTS 2	4
PSYC	150	INTRODUCTION TO PSYCHOLOGY	3
ARCH	216	PROFESSIONAL PRACTICE	2
ARCH	250	SYSTEMS COST ESTIMATING	3
ARCH	241	DESIGN FUNDAMENTALS	2
——	——	ARCHITECTURAL ELECTIVE	1
			15

* ONE-HALF SEMESTER COURSE

ELECTIVES:

ARCH	260	ENERGY CONSCIOUS DESIGN	CONM	113	COMPUTER APPLIC. IN CONSTR.
ARCH	270	ADV. USAGE OF CAD IN ARCH.	CONM	122	CONSTRUCTION SURVEYING
ARCH	280	ADVANCED PRESENTATION 1	CONM	244	CODES, PERMITS, & GOV'T. REG.
ARCH	281	ADVANCED PRESENTATION 2	FMAN	280	INTRO. TO FACILITIES MGMT.
ARCH	290	HOUSE-THE AMERICAN EVOLUTION			

ARCHITECTURAL TECHNOLOGY PROGRAM

COURSE DESCRIPTIONS:

ARCH 101 - ARCHITECTURAL GRAPHICS 1

4 CREDITS
    2 LECTURE HOURS
    6 LAB HOURS

PREREQUISITES: NONE

A FOUNDATION IN THE GRAPHIC PRESENTATION OF BUILDINGS BASED ON ARCHITECTURAL APPLICATIONS OF THE FOLLOWING METHODS: ORTHOGRAPHIC PROJECTION, SKETCHING, PARALINE DRAWINGS AND PERSPECTIVE. EMPHASIS IS PLACED UPON DEVELOPMENT OF LINEWORK, COMPOSITION, LETTERING, AND ORTHOGRAPHIC AND PERSPECTIVE PRESENTATION. DRAWING ENHANCEMENTS INCLUDE THE USE OF INK AND COLOR, SHADE AND SHADOW, AND POCHE TECHNIQUES.

ARCH 102 - ARCHITECTURAL CONSTRUCTION DOCUMENTS 1

4 CREDITS
    2 LECTURE HOURS
    6 LAB HOURS
PREREQUISITES: ARCH 101

INTRODUCTION TO THE DEVELOPMENT OF ARCHITECTURAL TECHNIQUES AND PROCEDURES INVOLVED IN THE PRODUCTION OF ARCHITECTURAL WORKING DRAWINGS. SITE PLANS, FLOOR PLANS, BUILDING ELEVATIONS, SECTIONS, WALL SECTIONS, AND DETAILS ARE COVERED. EMPHASIS IS UPON THE THEORY OF PROPER LAYOUT, INDICATION, DIMENSIONING, AND NOTATION REQUIRED.

ARCH 109 - COMPUTER GRAPHICS IN ARCHITECTURE 1

2 CREDITS
    1 LECTURE HOUR
    3 LAB HOURS
PREREQUISITES: NONE

DEVELOPMENT OF ARCHITECTURAL GRAPHIC CONCEPTS USING MICROCOMPUTER BASED CADD (COMPUTER-AIDED DESIGN/DRAFTING) SYSTEMS.

ARCH 112 - STRUCTURAL MATERIALS, SYSTEMS, AND CODES

4 CREDIT HOURS
    3 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: NONE

STUDY OF PROPERTIES, CHARACTERISTICS, LIMITATIONS, SELECTION CRITERIA, AND GRAPHICAL INTERPRETATION OF CONCRETE, STEEL, MASONRY, AND WOOD USED IN FOUNDATION, SUBSTRUCTURE, AND SUPERSTRUCTURE BUILDING SYSTEMS. CONSIDERS AESTHETIC, PERFORMANCE, MAINTAINABILITY, AND COST/BENEFIT ASPECTS. INTRODUCES MAJOR BUILDING CODES, MATERIAL AND INDUSTRY STANDARDS, AND UTILIZATION OF MANUFACTURERS' CATALOGS.

ARCH 115 - INTERIOR & EXTERIOR FINISHES $ SYSTEMS

3 CREDIT HOURS
    3 LECTURE HOURS
PREREQUISITES: ARCH 112

STUDY OF PROPERTIES, CHARACTERISTICS, LIMITATIONS, SELECTION CRITERIA, AND GRAPHICAL INTERPRETATION OF COMMON INTERIOR AND EXTERIOR FINISH MATERIALS AND SYSTEMS UTILIZED IN EXTERIOR CLOSURE, ROOFING, INTERIOR CONSTRUCTION, AND CONVEYING SYSTEMS OF BUILDINGS. CONSIDERS AESTHETIC, PERFORMANCE, CODE REQUIREMENTS, MAINTAINABILITY, AND COST/BENEFIT ASPECTS.

ARCH 203 - ARCHITECTURAL CONSTRUCTION DETAILING

4 CREDIT HOURS
    2 LECTURE HOURS
    7 LAB HOURS
PREREQUISITES: ARCH 102, ARCH 115

INTRODUCTION TO THE PROCESS OF DEVELOPING CONSTRUCTION DETAILS AS PART OF WORKING DRAWINGS. EMPHASIS WILL BE PLACED ON ASSEMBLY OF MATERIALS TO PRODUCE BUILDINGS THAT FUNCTION WELL IN A DESIGN- SENSITIVE MANNER. PRODUCT RESEARCH, PERFORMANCE EVALUATION, COST/BENEFIT STUDIES AND PRESENTATIONS ARE INCLUDED.

ARCH 204 - ARCHITECTURAL CONSTRUCTION DOCUMENTS 2

4 CREDIT HOURS
    2 LECTURE HOURS
    7 LAB HOURS
PREREQUISITES: ARCH 203, ARCH 223, ARCH 209 OR PERMISSION OF INSTRUCTOR.

THE DEVELOPMENT OF PRESENTATION DRAWINGS AND ARCHITECTURAL WORKING DRAWINGS UTILIZING A CAD SYSTEM. THIS WILL INCLUDE PRELIMINARY STRUCTURAL AND MECHANICAL REQUIREMENTS FOR PROJECTS UTILIZING STEEL CONSTRUCTION AND/OR REINFORCED CONCRETE CONSTRUCTION. TYPICAL PROJECTS INVOLVE LOW-RISE BUILDING APPLICATIONS, AND INCLUDE COMMERCIAL, INSTITUTIONAL, AND INDUSTRIAL BUILDING TYPES.

ARCH 209 - COMPUTER GRAPHICS IN ARCHITECTURE 2

1 CREDIT HOUR
    2 LAB HOURS
PREREQUISITE: ARCH 109

FURTHER DEVELOPMENT OF CONCEPTS TAUGHT IN ARCH 109 USING AN INTEGRATED SYSTEM AND MULTI-APPLICATION SOFTWARE FOR ARCHITECTURAL DRAWINGS. INTRODUCTION TO THIRD-PARTY SOFTWARE, NON-GRAPHIC INFORMATION SUPPORT, INTEGRATION OF DATABASE AND PROGRAMMING ENHANCEMENT, AND CUSTOMIZATION INCLUDED.

ARCH 216 - PROFESSIONAL PRACTICE

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITE: 3RD OR 4TH SEMESTER STUDENTS ONLY.

OVERVIEW OF LEGAL RELATIONSHIPS BETWEEN OWNER, ARCHITECT, AND CONTRACTOR, AND A STUDY OF WRITTEN CONTRACTUAL DOCUMENTS DEVELOPED FOR AN ARCHITECTURAL PROJECT. OFFICE PROCEDURES, A.I.A. STANDARD DOCUMENTS, AND CURRENTLY ACCEPTED FORMATS AND SYSTEMS ARE DISCUSSED. STUDENT DEVELOPS THE TECHNICAL SECTION CONTENT OF A SPECIFICATION BASED UPON A PREVIOUSLY COMPLETED PROJECT.

ARCH 223 - STATICS & STRUCTURES

4 CREDIT HOURS
    4 LECTURE HOURS
PREREQUISITES: MATH 116, PHYS 211, ARCH 112

PROVIDES AN AWARENESS OF THE PRIMARY STRUCTURAL SYSTEMS, INCLUDING WOOD, CONCRETE, AND STEEL; AND APPROPRIATE USE OF EACH. BASIC STATIC AND STRENGTH OF MATERIAL PRINCIPLES ARE INTRODUCED AND STUDENTS ARE FAMILIARIZED WITH REFERENCES SUCH AS THE AISC STEEL HANDBOOK AND THE ACI CODE.

HVAC 337 - MECHANICAL & ELECTRICAL SYSTEMS FOR BUILDINGS

3 CREDIT HOURS
    3 LECTURE HOURS
PREREQUISITES: PHYS 211 AND MATH 116

AWARENESS OF HEATING, VENTILATING, AND AIR-CONDITIONING SYSTEMS, WATER SUPPLY, SANITARY, STORM AND FIRE PROTECTION SYSTEMS, ELECTRICAL DISTRIBUTION, LIGHTING AND ACOUSTICAL SYSTEMS FOR BUILDINGS. EMPHASIS IS ON SYSTEM INTEGRATION, ENERGY CONSIDERATIONS AND THEIR EFFECTS ON BUILDING PLANNING, DETAILING, AND CONSTRUCTION. DISCUSSES EQUIPMENT, CODE REQUIREMENTS, AND BUILDING APPLICATIONS.

ARCH 241 - DESIGN FUNDAMENTALS

2 CREDIT HOURS
    1 LECTURE HOUR
    3 LAB HOURS
PREREQUISITES: ARCH 244 OR PERMISSION OF INSTRUCTOR

THEORIES OF THE DESIGN PROCESS. STUDENT PROJECTS ARE SELECTED TO DEVELOP AN UNDERSTANDING OF THE DESIGN PROCESS AND ITS RELATION TO ARCHITECTURE.

ARCH 244 - HISTORICAL DEVELOPMENT OF WESTERN ARCHITECTURE

3 CREDIT HOURS
    3 LECTURE HOURS
PREREQUISITES: NONE

OVERVIEW OF THE HISTORICAL DEVELOPMENT OF WESTERN ARCHITECTURE SPANNING PRIMARILY THE ANCIENT, CLASSICAL, MEDIEVAL, RENAISSANCE, AND MODERN PERIOD. EMPHASIS UPON THE RELATIONSHIP OF FORM AND STRUCTURE TO THE SOCIAL, ENVIRONMENTAL, AND TECHNOLOGICAL FACTORS OF THE CULTURE FROM WHICH THE ARCHITECTURE CAME. OPEN TO ANY STUDENT WITH AN INTEREST IN THIS AREA.

ARCH 260 - SYSTEMS COST ESTIMATING

3 CREDIT HOURS
    2 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: ARCH 102 AND MATH 116

A COURSE IN BASIC METHODOLOGY OF CONSTRUCTION COST ESTIMATING BASED ON A SYSTEMS APPROACH. PROBLEMS WILL INCLUDE TAKEOFF AND PREPARATION OF ESTIMATES THAT WOULD BE APPROPRIATE FOR USE DURING THE DESIGN STAGE OF A PROJECT.

ARCH 260 - ENERGY CONSCIOUS DESIGN

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITES: NONE

AN ANALYSIS OF ENERGY CONSERVATION PRINCIPLES, THEIR SOCIETAL IMPLICATIONS, AND EVALUATION OF THE THEORY AND PROCESS OF ENERGY EFFICIENT DESIGN AND CONSTRUCTION TECHNIQUES. AN EMPHASIS WILL BE PLACED ON THE STUDY OF THE PRINCIPLES OF "NATURAL" SOLAR DESIGN IN HEATING, COOLING, VENTILATING, AND LIGHTING OF ARCHITECTURAL SPACES WITH PARTICULAR EMPHASIS ON RESIDENTIAL/LIGHT COMMERCIAL ARCHITECTURE.

ARCH 270 ADVANCED USE OF CAD IN ARCHITECTURE

1 CREDIT HOUR (ONE-HALF SEMESTER COURSE)
    2 LECTURE HOURS
PREREQUISITES: ARCH 209 OR PERMISSION OF INSTRUCTOR.

UTILIZES A MICRO-COMPUTER TO CONSTRUCT THREE-DIMENSIONAL BUILDINGS AND SITE IMAGES.

ARCH 280 - ADVANCED PRESENTATION

1 CREDIT HOUR (ONE-HALF SEMESTER COURSE)
    2 LECTURE HOURS
PREREQUISITES: ARCH 101 OR PERMISSION OF INSTRUCTOR.

ARCHITECTURAL PRESENTATION UTILIZING MULTIPLE TECHNIQUES AND MEDIA INCLUDING PERSPECTIVES, MODELS, AND OTHER FORMATS.

ARCH 281 - ADVANCED PRESENTATION 2

1 CREDIT HOUR (ONE-HALF SEMESTER COURSE)
    2 LECTURE HOURS
PREREQUISITES: ARCH 101 OR PERMISSION OF INSTRUCTOR

ARCHITECTURAL PRESENTATION UTILIZING MODELS, MULTI-MEDIA, AND OTHER FORMATS.

ARCH 290 - HOUSE...THE AMERICAN EVOLUTION

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITES: SECOND YEAR IN THE ARCHITECTURAL TECHNOLOGY PROGRAM OR PERMISSION OF THE INSTRUCTOR.

A SURVEY OF THE DEVELOPMENT OF VARIOUS HOUSING STYLES IN AMERICA AND THEIR RELATIONSHIP TO EACH OTHER AS WELL AS SOCIAL AND ECONOMIC DEVELOPMENTS. STUDENTS STUDY THE ESSENCE OF ARCHITECTURAL ELEMENTS COMMON IN SUCCESSFUL RESIDENTIAL DESIGN. STUDENTS WILL DESIGN A HOUSE FOLLOWING THE DESIGN CONVENTIONS OF THE STYLE OF THEIR CHOICE FOR A GIVEN PROGRAM.

ARCH 299 - SPECIAL STUDIES IN ARCHITECTURAL TECHNOLOGY

CREDIT HOURS TO BE DETERMINED.
PREREQUISITES: CONSENT OF INSTRUCTOR AND DEPARTMENT HEAD.

STUDENT INITIATED STUDIES FOCUSING ON A TOPIC CHOSEN BY THE INDIVIDUAL OR GROUP. THESE STUDIES INVOLVE PROBLEM IDENTIFICATION, PROBLEM DESIGN, METHODOLOGY, DATA COLLECTION, DATA ANALYSIS, AND CONCLUSIONS EXPRESSED IN WRITTEN, GRAPHIC, AND/OR ORAL REPORTS.

FMAN 280 - INTRODUCTION TO FACILITIES MANAGEMENT

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITES: NONE

FOCUSES ON AN AWARENESS OF THE METHODS AND CONCEPTS OF THE FACILITIES MANAGEMENT PROCESSES. DEFINES FACILITIES MANAGEMENT SERVICES, PROCESSES, REVIEWS THE HISTORY AND FUTURE OF FACILITIES MANAGEMENT, AND HOW IT FITS INTO THE ORGANIZATION. EXAMINES CAREER OPPORTUNITIES WITHIN FACILITIES MANAGEMENT.

FACILITIES MANAGEMENT PROGRAM

FACILITIES MANAGEMENT PROGRAM

GENERAL INFORMATION:

THE BACCALAUREATE DEGREE IN FACILITIES MANAGEMENT HAS BEEN DESIGNED AS AN UPPER DIVISION SPECIALIZATION FOR GRADUATES OF FERRIS STATE UNIVERSITY AND COMMUNITY COLLEGE ASSOCIATE DEGREE PROGRAMS IN ARCHITECTURAL TECHNOLOGY AND RELATED CURRICULA. ACCOMMODATION MAY BE MADE FOR GRADUATES OF OTHER PROGRAMS OUTSIDE OF THE CONSTRUCTION DISCIPLINES.

THE B.S. PROGRAM, OFFERED THROUGH THE CONSTRUCTION DEPARTMENT WITHIN THE COLLEGE OF TECHNOLOGY, IS ONE OF A BROAD ARRAY OF TWO-AND-FOUR YEAR PROGRAMS FOCUSED ON DESIGN, CONSTRUCTION, AND CONTROL OF THE BUILT ENVIRONMENT.

DEPARTMENTAL FACILITIES PROVIDE EXTENSIVE "HANDS ON" EXPERIENCES UTILIZING STATE OF THE ART LABORATORIES AND EQUIPMENT.

PROGRAM OBJECTIVES:

FACILITIES MANAGEMENT IS A SIGNIFICANT FUNCTION WITHIN THE CORPORATE STRUCTURE. AS DEFINED WITHIN THE INTERNATIONAL FACILITY MANAGEMENT ASSOCIATION (IFMA) OFFICIAL STATEMENT, IT IS " . . . THE PRACTICE OF COORDINATING THE PHYSICAL WORKPLACE WITH THE PEOPLE AND THE WORK OF THE ORGANIZATION . . . INTEGRATING THE PRINCIPLES OF BUSINESS ADMINISTRATION, ARCHITECTURE AND THE BEHAVIORAL AND ENGINEERING SCIENCES."

THE BACCALAUREATE PROGRAM IN FACILITIES MANAGEMENT AT FERRIS STATE UNIVERSITY HAS BEEN DEVELOPED TO MEET THIS SPECIFICATION. A CORE OF GENERAL EDUCATION, BUSINESS STUDIES, BUILDING TECHNOLOGY, AND FACILITIES COURSE WORK PROVIDE GRADUATES WITH THE SKILLS, KNOWLEDGE AND ABILITIES FOR EMPLOYMENT IN THE GROWING FIELD OF CORPORATE FACILITY MANAGEMENT, AS WELL AS IN RELATED AREAS WITH CONSULTING AND SERVICE FIRMS.

PROGRAM OBJECTIVES INCLUDE:

- PROVIDING A FOUNDATION IN MATHEMATICS AND PHYSICAL SCIENCE, BEHAVIORAL SCIENCE, WRITTEN AND VERBAL COMMUNICATION, AND COMPUTER SKILLS.

- PROVIDING A SOLID FOUNDATION IN BUSINESS AND MANAGEMENT.

- DEVELOPING A KNOWLEDGE OF BUILDING SYSTEMS AND TECHNOLOGY, AND THE ARCHITECTURAL AND CONSTRUCTION PROCESS.

- DEVELOPING A KNOWLEDGE OF CONTEMPORARY OFFICE TECHNOLOGY AND PHILOSOPHY.

- DEVELOPING AN UNDERSTANDING OF FACILITIES ANALYSIS, PLANNING, AND DESIGN.

- DEVELOPING AN ABILITY TO USE THE TOOLS AND TECHNIQUES OF THE FACILITY PLANNER.

FACILITIES MANAGEMENT PROGRAM

ADMISSION & GRADUATION REQUIREMENTS:

GRADUATES OF THE ARCHITECTURAL TECHNOLOGY PROGRAM AT FERRIS STATE UNIVERSITY WILL BE ELIGIBLE FOR ADMISSION TO THE FACILITIES MANAGEMENT PROGRAM WITH A MINIMUM HPA OF 2.0 OR ABOVE. ADMISSION WILL BE GRANTED ON A COMPETITIVE BASIS UPON REVIEW OF ALL APPLICANTS BY THE FACULTY.

A STUDENT MAY BE ADMITTED INTO THE FACILITIES MANAGEMENT PROGRAM FROM OTHER FERRIS STATE PROGRAMS AND OTHER ACCREDITED INSTITUTIONS UPON COMPLETION OF AN ASSOCIATES DEGREE OR ACHIEVEMENT OF JUNIOR STATUS. A MODIFIED CURRICULUM WILL BE DEVELOPED, ON A CASE BY CASE BASIS, BY THE FACULTY TO ENSURE THAT COMPETENCY IS ACHIEVED AND ALL FERRIS STATE UNIVERSITY REQUIREMENTS ARE MET.

STUDENTS WITH HPA'S BELOW 2.0 AND STUDENTS WITH SPECIAL CIRCUMSTANCES MAY BE ALLOWED TO ENROLL IN FACILITIES MANAGEMENT COURSES, BUT WILL NOT BE OFFICIALLY ADMITTED INTO THE PROGRAM UNTIL MEETING THE STANDARD REQUIREMENTS. UNTIL OFFICIALLY ADMITTED THEY MAY BE CLASSIFIED AS PRE-TECHNICAL STUDENTS IN FACILITIES MANAGEMENT.

NOTE: FERRIS STATE UNIVERSITY REQUIRES A 2.0 HPA FOR GRADUATION.

HOW TO ENROLL:

STUDENT APPLICATIONS MAY BE OBTAINED BY WRITING TO:

> OFFICE OF ADMISSIONS
> FERRIS STATE UNIVERSITY
> BIG RAPIDS, MI 49307

APPLICATIONS ARE ALSO AVAILABLE AT THE OFFICES OF MICHIGAN HIGH SCHOOL AND COMMUNITY COLLEGE COUNSELORS.

THE COMPLETED APPLICATION MUST BE RETURNED TO THE ADMISSIONS OFFICE WELL IN ADVANCE OF THE SEMESTER IN WHICH THE STUDENT EXPECTS TO ENROLL.

FURTHER INFORMATION MAY BE OBTAINED BY CALLING THE ADMISSIONS OFFICE AT (616)592-2100, OR THE CONSTRUCTION DEPARTMENT OFFICE AT (616)592-2360 OR (616)592-3773.

FACILITIES MANAGEMENT PROGRAM

CURRICULUM GUIDE SHEET:

JUNIOR YEAR:

FALL
FMAN	321	PRINCIPLES OF FACILITY MANAGEMENT	3
PSYC	325	SOCIAL PSYCHOLOGY	3
MGMT	301	·APPLIED MANAGEMENT	3
ECON	221	PRINCIPLES OF ECONOMICS 1	3
ENGL	311	ADVANCED TECHNICAL WRITING	3
STQM	321	INTRODUCTORY STATISTICS	3
			18

WINTER
FMAN	322	PROJECT MANAGEMENT	3
PHYS	212	INTRODUCTORY PHYSICS 2 (SEE NOTES BELOW)	4
FMAN	331	FACILTIY PROGRAMMING AND DESIGN MANAGEMENT	4
BLAW	221	ELEMENTARY BUSINESS	3
MGMT	302	ORGANIZATIONAL BEHAVIOR	3
			17

SUMMER
FMAN	393	F-M INTERNSHIP	4

SENIOR YEAR:

FALL
FMAN	431	SPACE PLANNING & COMPUTER APPLICATIONS	4
FMAN	451	FACILITY MANAGEMENT & OPERATION	3
ACCT	201	PRINCIPLES OF ACCOUNTING 1	3
BLAW	325	REAL & PERSONAL PROPERTY	2
ELECTIVE		CULTURAL ENRICHMENT	3
			15

WINTER
FMAN	499	CAPSTONE ASSESSMENT THESIS	2
HVAC	483	HVACR BUILDING SYSTEMS	3
FMAN	441	PROPERTY DEVELOPMENT AND PLANNING	2
ECON	222	PRINCIPLES OF ECONOMICS 2	3
ELECTIVE		CULTURAL ENRICHMENT	3
			13

ENTRY CRITERIA:
1. *APPLICATION FOR ADMISSION TO BE SUBMITTED BY FEBRUARY 15 PRIOR TO FALL TERM REQUESTED.*
2. *ASSOCIATE DEGREE IN ARCHITECTURAL TECHNOLOGY, EQUIVALENT PROGRAM, OR APPROVAL OF AT/FM FACULTY.*
3. *A MINIMUM 2.50 HONOR POINT AVERAGE IN MAJOR COURSE WORK.*
4. *A MINIMUM 2.25 HONOR POINT AVERAGE IN ALL COURSE WORK IN THE AAS CURRICULUM.*

B.S. DEGREE MINIMUM GENERAL EDUCATION REQUIREMENTS IN SEMESTER HOURS:

CULTURAL ENRICHMENT CREDITS	*9*	*SOCIAL AWARENESS CREDITS*	*9*
COMMUNICATIONS CREDITS	*12*		
		SCIENTIFIC UNDERSTANDING CREDITS	*7-8*

TRANSFER STUDENTS:

DURING THE 1993-94 AND 1994-95 ACADEMIC YEARS, STUDENTS TRANSFERING TO FERRIS STATE UNIVERSITY FROM ANOTHER COLLEGE OR UNIVERSITY WHO HAVE EARNED 26 OR MORE SEMESTER CREDITS WILL BE CONSIDERED TRANSITION STUDENTS AND MAY COMPLETE THE GENERAL EDUCATION REQUIREMENTS THAT WERE APPROPRIATE UNDER THE QUARTER SYSTEM. STUDENTS TRANSFERRING TO FSU DURING THE 1993-94 AND 1994-95 ACADEMIC YEARS WHO HAVE EARNED LESS THAN 26 SEMESTER CREDITS WILL BE PLACED ON A SEMESTER PROGRAM CHECKSHEET AND

WILL COMPLETE THE GENERAL EDUCATION REQUIREMENTS THAT ARE APPROPRIATE UNDER THE SEMESTER SYSTEM.

FOR A BACCALAUREATE DEGREE, . . . THE STUDENT MUST COMPLETE THE FOLLOWING MINIMUM GENERAL EDUCATION CATEGORY QUARTER CREDIT REQUIREMENTS. WITHIN EACH GENERAL EDUCATION CATEGORY, A PROGRAM MAY DESIGNATE SPECIFIC COURSE(S) THAT THE STUDENT MUST TAKE.

CATEGORY	QTR. CR.
ENGLISH	9
HUMANITIES	12
BEHAVIORAL SCIENCE	12
NATURAL SCIENCE	12

FACILITIES MANAGEMENT PROGRAM

COURSE DESCRIPTIONS:

FMAN 280 - INTRODUCTION TO FACILITIES MANAGEMENT (ARCH'L ELECTIVE)

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITES: NONE

FOCUSES ON AN AWARENESS OF THE METHODS AND CONCEPTS OF THE FACILITIES MANAGEMENT PROCESSES. DEFINES FACILITIES MANAGEMENT SERVICES, PROCESSES, REVIEWS THE HISTORY AND FUTURE OF FACILITIES MANAGEMENT, AND HOW IT FITS INTO THE ORGANIZATION. EXAMINES CAREER OPPORTUNITIES WITHIN FACILITIES MANAGEMENT.

FMAN 321 - PRINCIPLES OF FACILITIES MANAGEMENT

3 CREDIT HOURS
    3 LECTURE HOURS
PREREQUISITES: ENROLLMENT IN THE FACILITIES MANAGEMENT PROGRAM

A FOUNDATION COURSE WITH EMPHASIS ON THE FACILITIES MANAGEMENT PROCESS, TERMINOLOGY, AND ORGANIZATIONAL DEVELOPMENT. INCLUDES AN INTRODUCTION TO BASIC METHODS, CONCEPTS, AND PROCEDURES OF FACILITIES PLANNING, PROGRAMMING BUDGETS, PROJECT MANAGEMENT, OFFICE PRODUCTIVITY MEASUREMENTS, AND OPERATIONS MANAGEMENT.

FMAN 322 - PROJECT MANAGEMENT

3 CREDIT HOURS
    2 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: FMAN 321

STUDY OF THE METHODS, CONCEPTS, AND PROCEDURES OF PROJECT MANAGEMENT. CONSIDERS TEAM DEVELOPMENT, ACCOUNTABILITY, SEQUENCING OF EVENTS, SCHEDULING, COORDINATING CONSULTANTS, BUDGETING, CONTRACT ADMINISTRATION, PURCHASING, AND ESTIMATING. RELOCATIONS AND MOVE MANAGEMENT WILL ALSO BE REVIEWED.

FMAN 331 - FACILITY PROGRAMMING AND DESIGN MANAGEMENT

4 CREDIT HOURS
    3 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: FMAN 321 AND PSYC 325

COURSE WILL ENABLE THE STUDENTS TO SEE THE RELATIONSHIPS BETWEEN FACILITY PROGRAMMING, WHICH IS PROBLEM IDENTIFICATION, AND ARCHITECTURAL PROGRAMMING, WHICH IS IDENTIFYING THE ARCHITECTURAL ATTRIBUTES OF A FACILITY. STUDENTS WILL ALSO LEARN TO EVALUATE THE ARCHITECTURAL ATTRIBUTES FOR CONSISTENCY WITH THE FACILITY PROGRAM.

FMAN 393 - FACILITIES MANAGEMENT INTERNSHIP

4 CREDIT HOURS
    INTERNSHIP OF A MINIMUM OF 400 HOURS
PREREQUISITES: COMPLETION OF THE JUNIOR YEAR IN FACILITIES MANAGEMENT

TEN TO FIFTEEN WEEKS OF SUPERVISED INDUSTRY TRAINING EXPERIENCE IN THE FACILITIES MANAGEMENT ENVIRONMENT.

FMAN 431 - INTERIOR SPACE PLANNING & COMPUTER APPLICATIONS

4 CREDIT HOURS
    3 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: FMAN 331

INTRODUCTION TO SPACE PLANNING AND INTERIOR DESIGN CONCEPTS. GRAPHIC AND NON-GRAPHIC TECHNIQUES WILL BE INVOLVED. COMPUTER PROGRAMS IN FACILITIES MANAGEMENT WILL BE INTRODUCED TO DEVELOP A BETTER UNDERSTANDING OF SPACE PLANNING, BLOCK PLANS, BUBBLE PLANS, FURNITURE, FURNISHINGS, OFFICE TECHNOLOGY, AND FINISHES. IN ADDITION, AESTHETIC ISSUES AND ERGONOMIC ISSUES WILL ALSO BE REVIEWED.

FMAN 441 - PROPERTY DEVELOPMENT AND PLANNING

2 CREDIT HOURS
    2 LECTURE HOURS
PREREQUISITES: FMAN 321

METHODS OF ACQUISITION, OWNERSHIP, AND DISPOSAL OF PROPERTIES. EXAMINATION OF LEASING PRACTICES AND LEASE MANAGEMENT; REAL ESTATE MARKETING AND MARKET ANALYSIS; FEASIBILITY ANALYSIS; FINANCING; DEVELOPMENT TRENDS; SITE EVALUATIONS AND SELECTION, OCCUPANCY AND USE CONSTRAINTS; REGULATIONS AND INCENTIVES; CALCULATION AND DETERMINING VARIATIONS OF RENTAL SPACE.

FMAN 451 - FACILITY MANAGEMENT AND OPERATIONS

3 CREDIT HOURS
    2 LECTURE HOURS
    3 LAB HOURS
PREREQUISITES: FMAN 321

A SURVEY OF THE OPERATING SYSTEMS WITHIN FACILITIES MANAGEMENT, ALONG WITH "SMART BUILDING" SYSTEMS, AND BUILDING DIAGNOSTICS. INTRODUCTION TO LIFE-CYCLE COSTING CONCEPTS, PREVENTATIVE MAINTENANCE, HOUSE KEEPING, RIGHT-TO-KNOW LAWS, CURRENT CODES AND REGULATIONS, AND GENERAL INTERIOR AND EXTERIOR FACILITIES UPKEEP.

FMAN 499 - CAPSTONE ASSESSMENT THESIS

2 CREDIT HOURS
    1 LECTURE HOUR
    3 LAB HOURS
PREREQUISITES: SECOND SEMESTER SENIOR STATUS

AN APPLICATION OF FACILITIES MANAGEMENT METHODS, TECHNIQUES, AND PRINCIPLES USED TO SOLVE SIMULATED OR ACTUAL PROBLEMS. EMPHASIS WILL BE PLACED ON THE FACILITIES MANAGEMENT PROCESS, PROJECT MANAGEMENT, AND PLANNING/PROGRAMMING. INTEGRATED PROBLEM SOLVING, COMMUNICATIONS, TEAM WORK, AND CHANGE MANAGEMENT WILL BE REQUIRED.

APPENDIX NO. 2

College of Technology
Construction Department
Facilities Management Program

FMAN 393
Facilities Management Internship

COURSE PURPOSE:

The purpose of the intern experience is to provide a transition from the university curriculum to a practical application found in a professional Facilities Management setting. Theories of Facilities Management and practical applications will be explored and tested by the student under close supervision of the cooperating organization and a faculty member from Ferris State University. Evaluation of the experience will be conducted by the organization, student, and college faculty member. The student will be encouraged to continually review personal knowledge, skills, accomplishments, and professional growth as they relate to preparation for entry in the profession of Facilities Management.

COURSE OBJECTIVES:

A. To provide opportunities for practical experience in testing theories, concepts, and philosophies developed and acquired through classroom experiences.

> Ideally, practical experience in the following areas would constitute an excellent internship:
>
> 1. Long-Range Planning
> 2. Space Management
> 3. Interior Planning
> 4. Interior Installation
> 5. Maintenance and Operations
> 6. Architecture and Engineering Services
> 7. Budgeting
> 8. Real Estate

B. To provide the student an opportunity to assess skills and competencies in management, administration, and operational processes.

C. To provide the student an opportunity to expand personal knowledge of the Facilities Management profession through the utilization of personal evaluation instruments, company evaluations, and discussions with faculty of Ferris State University.

D. To provide the student an opportunity to establish positive interpersonal relationships and to achieve personal fulfillment and growth.

E. To provide the student an opportunity to begin the transition from student to Facilities Management professional.

F. To provide an opportunity to strengthen and maintain relationships between Facilities Management operations and Ferris State University.

COURSE PREREQUISITE:

Successful completion of the 3rd year of the Facilities Management program.

COURSE PROCEDURE:

A. The securing of an internship position is the responsibility of the student. The Facilities Management faculty will provide information and sources whenever possible, but the student is ultimately responsible for obtaining the internship in a timely fashion before the summer term begins.

B. Before the internship begins, the following must take place:

    1. Contact with the potential site shall be made and an interview appointment shall be arranged.

    Prior to the actual interview, if the intern site is not preapproved, it is required that a meeting with the intern coordinator be scheduled. The Intern Coordinator will contact non-preapproved sites to assure conformance with the internship requirements.

    All intern sites must be approved by the Intern Coordinator or Department Head prior to beginning the internship.

    2. Submit a memo in writing to the Intern Coordinator containing the following:

        a) Company Name
        b) Address
        c) Telephone Number
        d) Person or Persons Interviewed
        e) A Brief Summary of the Interview

    NOTE: The student intern must be on the company payroll for Worker's Compensation purposes. The wages to be paid is negotiable between the student intern and the employer and should be commensurate with the duties involved.

2

3. When the internship is about to begin, a second memo shall be submitted to the Intern Coordinator stating the intern's interpretation of the job function and a brief statement on his/her expectations.

4. A minimum of ten (10) weeks employment is required.

C. During the Internship

1. Work for a minimum of ten (10) weeks.

2. A written report covering the activities of the previous week shall be sent to the Internship Coordinator. A minimum of ten (10) reports is required. This report must be typewritten. Pre-addressed, postage paid envelopes will be provided.

3. After the 2nd, 5th, and 8th weeks, have your company supervisor submit a completed "Periodic Evaluation" form in the postage paid envelope.

4. The Intern Coordinator should make an on-site visit at a time agreeable to the employer. This visit shall take place after the fifth week of employment. One on-site visit shall be adequate.

   NOTE: If the internship site is located more than 300 miles from Ferris State University, special arrangements for faculty monitoring must be made prior to approval of the internship.

5. At the end of the internship, the student intern shall have his/her supervisor fill out and submit "Final Evaluation of Student Interns" form directly to the Internship Coordinator:

   Victoria Hardy
   Assistant Professor
   Facilities Management
   Construction Department   College of Technology
   Swan 312
   915 Campus Drive, Big Rapids, Michigan 49307-2291
   Office: J-H 212   Phone: (616) 592-3584
   FAX: (616) 592-2931

6. Upon completion of the internship, the student shall submit a written report of his/her experiences and how they met or did not meet expectations.

FACILITIES MANAGEMENT
PERIODIC PERFORMANCE EVALUATION BY SUPERVISOR

STUDENT:_____

INTERNSHIP SITE:_____

2ND WEEK_____ 5TH WEEK_____ 8TH WEEK_____

INSTRUCTIONS: ON A SCALE OF 1 - 5 (1 BEING THE HIGHEST), HAVE COMPANY
SUPERVISOR RATE INTERN INVOLVEMENT AND PERFORMANCE IN THE
FOLLOWING AREAS AND MAIL IN THE ATTACHED SELF-ADDRESSED
ENVELOPE.
(PLEASE CIRCLE APPROPRIATE RESPONSE).

GENERAL AREAS OF EXPERIENCE:

A. LONG-RANGE PLANNING	1	2	3	4	5	NA
B. SPACE MANAGEMENT	1	2	3	4	5	NA
C. INTERIOR PLANNING	1	2	3	4	5	NA
D. INTERIOR INSTALLATION	1	2	3	4	5	NA
E. MAINTENANCE AND OPERATIONS	1	2	3	4	5	NA
F. ARCHITECTURE/ENGINEERING SERVICES	1	2	3	4	5	NA
G. BUDGETING	1	2	3	4	5	NA
H. REAL ESTATE	1	2	3	4	5	NA

SPECIFIC AREAS OF EXPERIENCE:

1. POLICIES AND PROCEDURES	1	2	3	4	5	NA
2. WRITTEN RECORDS AND REPORTS	1	2	3	4	5	NA
3. STAFF CONFERENCES AND MEETINGS	1	2	3	4	5	NA
4. STAFF RESPONSIBILITIES AND POSITIONS	1	2	3	4	5	NA
5. STAFF RELATIONSHIPS	1	2	3	4	5	NA
6. LEGAL ASPECTS	1	2	3	4	5	NA
7. RESEARCH	1	2	3	4	5	NA

_____   _____

SUPERVISOR   DATE

FACILITIES MANAGEMENT
PERIODIC PERFORMANCE EVALUATION BY SUPERVISOR

STUDENT:_____

INTERNSHIP SITE:_____

2ND WEEK_____   5TH WEEK_____   8TH WEEK_____

INSTRUCTIONS: ON A SCALE OF 1 - 5 (1 BEING THE HIGHEST), HAVE COMPANY
SUPERVISOR RATE INTERN INVOLVEMENT AND PERFORMANCE IN THE
FOLLOWING AREAS AND MAIL IN THE ATTACHED SELF-ADDRESSED
ENVELOPE.
(PLEASE CIRCLE APPROPRIATE RESPONSE).

GENERAL AREAS OF EXPERIENCE:

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C. INTERIOR PLANNING	1	2	3	4	5	NA
D. INTERIOR INSTALLATION	1	2	3	4	5	NA
E. MAINTENANCE AND OPERATIONS	1	2	3	4	5	NA
F. ARCHITECTURE/ENGINEERING SERVICES	1	2	3	4	5	NA
G. BUDGETING	1	2	3	4	5	NA
H. REAL ESTATE	1	2	3	4	5	NA

SPECIFIC AREAS OF EXPERIENCE:

1. POLICIES AND PROCEDURES	1	2	3	4	5	NA
2. WRITTEN RECORDS AND REPORTS	1	2	3	4	5	NA
3. STAFF CONFERENCES AND MEETINGS	1	2	3	4	5	NA
4. STAFF RESPONSIBILITIES AND POSITIONS	1	2	3	4	5	NA
5. STAFF RELATIONSHIPS	1	2	3	4	5	NA
6. LEGAL ASPECTS	1	2	3	4	5	NA
7. RESEARCH	1	2	3	4	5	NA

_____

SUPERVISOR   DATE

FACILITIES MANAGEMENT
PERIODIC PERFORMANCE EVALUATION BY SUPERVISOR

STUDENT:_____

INTERNSHIP SITE:_____

2ND WEEK_____   5TH WEEK_____   8TH WEEK_____

INSTRUCTIONS: ON A SCALE OF 1 - 5 (1 BEING THE HIGHEST), HAVE COMPANY
SUPERVISOR RATE INTERN INVOLVEMENT AND PERFORMANCE IN THE
FOLLOWING AREAS AND MAIL IN THE ATTACHED SELF-ADDRESSED
ENVELOPE.
(PLEASE CIRCLE APPROPRIATE RESPONSE).

GENERAL AREAS OF EXPERIENCE:

A. LONG-RANGE PLANNING	1	2	3	4	5	NA
B. SPACE MANAGEMENT	1	2	3	4	5	NA
C. INTERIOR PLANNING	1	2	3	4	5	NA
D. INTERIOR INSTALLATION	1	2	3	4	5	NA
E. MAINTENANCE AND OPERATIONS	1	2	3	4	5	NA
F. ARCHITECTURE/ENGINEERING SERVICES	1	2	3	4	5	NA
G. BUDGETING	1	2	3	4	5	NA
H. REAL ESTATE	1	2	3	4	5	NA

SPECIFIC AREAS OF EXPERIENCE:

1. POLICIES AND PROCEDURES	1	2	3	4	5	NA
2. WRITTEN RECORDS AND REPORTS	1	2	3	4	5	NA
3. STAFF CONFERENCES AND MEETINGS	1	2	3	4	5	NA
4. STAFF RESPONSIBILITIES AND POSITIONS	1	2	3	4	5	NA
5. STAFF RELATIONSHIPS	1	2	3	4	5	NA
6. LEGAL ASPECTS	1	2	3	4	5	NA
7. RESEARCH	1	2	3	4	5	NA

_____

SUPERVISOR   DATE

FMAN 393 - FACILITIES MANAGEMENT INTERNSHIP
FINAL EVALUATION OF STUDENT INTERN BY SUPERVISOR

STUDENT_____ INTERNSHIP SITE_____

INSTRUCTIONS: THIS EVALUATION, WHEN COMPLETED BY THE SITE SUPERVISOR, IS EXTREMELY VALUABLE TO THE STUDENT. IT PROVIDES AN OBJECTIVE EVALUATION OF THE STUDENT'S ABILITIES, CHARACTERISTICS, AND GROWTH, AND IDENTIFIES AREAS REQUIRING IMPROVEMENT.

FOR EACH ITEM RATE THE STUDENT ON A SCALE OF 1-5 (1 BEING THE HIGHEST) AND RETURN IN THE POSTAGE-PAID ENVELOPE TO THE INTERN COORDINATOR AS SOON AS POSSIBLE AFTER STUDENT HAS COMPLETED INTERNSHIP

____ **ATTITUDE TOWARDS WORK:**

(1) very enthusiastic
(2) positive-willingness to work
(3) shows interest most of the time
(4) shows interest some of the time
(5) definitely not interested

____ **WORK INITIATIVE:**

(1) recognizes work to be done and does it without directions.
(2) does more than is assigned if given directions
(3) does the work that is assigned
(4) sometimes tries to avoid work
(5) low production, unreliable

____ **QUALITY OF WORK:**

(1) always does neat, accurate work
(2) usually produces high quality work
(3) produces acceptable work
(4) inferior work is common
(5) does almost no acceptable work

____ **ADAPTABILITY:**

(1) reacts very quickly to new situations
(2) easily learns new duties, if given time
(3) routine worker, requires detailed instructions
(4) slow to learn and accept new changes
(5) unable to adjust to change

____ **DEPENDABILITY:**

(1) completely reliable in following instructions
(2) meets obligations with little need for supervision
(3) requires careful supervision
(4) requires frequent follow-up on routine duties
(5) unreliable even under close supervision

(FMFINEV1.INT)

___ COOPERATION:

    (1) excellent team worker, well accepted, tactful
    (2) works well with others
    (3) gets along satisfactorily
    (4) has difficulties working with others
    (5) unfriendly, rude, hard to get along with

___ ATTENDANCE AND PUNCTUALITY:

    (1) never late or absent
    (2) very seldom late or absent
    (3) average attendence
    (4) late or absent several times
    (5) attendance and punctuality is a problem

___ WRITTEN COMMUNICATION SKILLS:

    (1) demonstrates excellent skills
    (2) demonstrates good skills
    (3) demonstrates adequate skills
    (4) demonstrates less then adequate skills
    (5) demonstrates poor skills

___ VERBAL COMMUNICATION SKILLS:

    (1) demonstrates excellent skills
    (2) demonstrates good skills
    (3) demonstrates adequate skills
    (4) demonstrates less then adequate skills
    (5) demonstrates poor skills

___ PROGRESS:

    (1) outstanding improvement
    (2) some improvement
    (3) average level of performance
    (4) failed to improve
    (5) does inadequate work

OVERALL PERFORMANCE: PLEASE CHECK OR CIRCLE APPROPRIATE RESPONSE

1. OUTSTANDING

2. VERY GOOD

3. AVERAGE

4. MARGINAL

5. UNSATISFACTORY

Supervisor signature   Date

PLEASE PLACE ADDITIONAL COMMENTS ON BACK OF FORM.

WEEK 3 WEEKLY LOGS

MONDAY - 6/5/95
- President's house to F.U. on progress of decks
- Made out my weekly report
- 1:30 Staff meeting
- Worked on organizing my notes
- Went home early, Jamie was sick

TUESDAY - 6/6/95
- Peter's day off
- Answered messages in Pete's absence
- Got with Shawn on landscape revisions
- Watered newly planted trees
- Got with recycling center on bin changes and let the newspaper and library know the new location as well
- Went to the library to have the media production dept. make copies of Mel's videos
- Went to the graphics dept. to laminate recycling signs
- Called the DNR for info. on the nearest Forester who could help diagnose our tree diseases
- Made a sketch of lot #16's stripes for Becky to add to AutoCad
- Met with Tim, the contractor doing the Thorpe Sweeny renovations, and made a list of the proposal changes for the bid he was just awarded
- Made out a job order which was requested by Sue at Peace Memorial. Had to have Mel's signature on this one because Peter was gone
- Changed the soaky at the clean-up site

WEDNESDAY - 6/7/95
- Documented weekly minutes on clean-up site
- Went over the prior day's list with Pete -- Seems the job order that I had called in by Mel was in addition to the work that was originally approved
- Picked up Shawn's samples for tile selections
- Peter went over the account number system so I know what numbers to put on job orders
- Peter went over the method that he had for tracking project mile stones, he showed me the tracking sheet that he uses
- Assigned the task of investigating a solution to the major cracks in the tennis courts

THURSDAY - 6/8/95
- Went with campus security to discuss possible sign solutions to handi-capped problem parking stalls
- Faxed the information that Tim needed from Peter on Sweeny Thorpe project
- Picked up videos for media production and laminated sheets from graphics
- Followed up on a sign order with the paint department
- Peeled off the stickers on two handi-capped signs to make them compatible with the spaces
- Finished up the day going around with Brian the contractor who was awarded the

contract for replacing concrete curbs and sidewalks

FRIDAY - 6/9/95
- Assigned Play ground project and went over notes with Peter
- Moved some recycling dumpsters and corresponded
- Sent out some job orders for signs
- Got with Miss Dig on 3 sites
- Researched some information on ADA signs
- Made copies of reports of Peter
- Discussed a solution to the tennis court problem with a contractor from G.R.
- Called Joe from public works in Mt.Pleasant to get projected dates for road repairs

INTERNSHIP REPORT NO. 3

Monday morning I made a trip to Ajax to have a vellum copy made of the initial layout of the new office building so that we could make copies of it as needed here at the office. I had previously gone through the plan and "erased" the module dimensions so that names of individuals could be entered. This way, Mike can get an idea of what spaces are going to be occupied and which will be open for future growth. In order to get an idea of how the initial plan meets/doesn't meet departmental needs, Mike had me contact each department so that we could sit down with the dept. directors and discuss those needs. For those meetings, I also made copies of the five modules/standards and copies of each department's particular space for the director's own reference.

As Mike and I met with some of the directors, I really enjoyed seeing the way they responded to their new spaces and the way they enjoyed seeing the entire layout. As Mike and I said, even though management doesn't like involving everyone, it needs to be done because the move will go better when people know what's going on. I found out from Mike that a study was done a few months back to determine the needs of the organization. I have been given a copy of that study to become more familiar with what has gone into this project so far. Also, I am making notes of special needs and changes for each department as we meet with them.

Tuesday morning was spent doing a variety of things. I worked on some tenant signage drawings for the Gilroy, CA site; Mike and I met with the director of the Accounting Dept. to discuss the new plans; and I worked on tenant signage drawings for the Vero Beach site. Mike also asked me to continue looking over the study that was done for Horizon concerning the needs of each dept. for the new office building, and from that study, type up the special needs of each dept. listed in the study to compare them with what we find and what is addressed in the floor plan.

In the afternoon, Mike and I continued to hunt down some of the directors that we had not met with yet. As I found out, going over *real* plans with *real* employees is alot more difficult than any of our class projects. The class projects have given me a good understanding of what goes into a project, but it was much simpler than Horizon's actual project. With only a couple of directors yet to meet with, Mike is now having me assemble the notes I took at our meetings to go over and then present our findings to the director of construction and the project manager so that any changes in the layout that have to be made can be done now. Mike has also given me the furniture dealer's book of information on the system that will be used in the new office building. Most likely tomorrow we will go over the special departmental needs and the findings from our meetings with the directors.

Wednesday was a *busy* day for me. I spent the day working on a signage location plan for the Gilroy site, and for me, it was a big accomplishment! I'm starting to realize that I really did learn alot in Arch 204 this past semester. I wasn't even scared about just *doing* CAD. And Jode

Balsiger was pleased with what I did, so that made it even better! Mike and I did not discuss the new office building today because he was in meetings all day. However, I did type up the notes that I took when Mike and I met with the various department directors. I kept them in the same format and order as the ones that I had previously typed from the study done in order to make them easier to compare and look over.

I knew even before I arrived at work on Thursday that it would be a quieter day because Mike was in Michigan City, IN. Del had me go through the entire process of completing a LOD (lease outline drawing) by myself. This included making blueprints of the relevant drawings, including copies of signage requirements and tenant fact sheets, filling out the letter of transmittal on a computer "sheet", and mailing the entire package out, with *my* name signed on it (it had better be right!). After that, I decided to spend some time going over the information that had been collected on the new coporate office in order to become more informed about the whole project. As I went through the design/distributor's book explaining their firm and including product literature, I discovered the system that they developed for all their design/specification processes called LEOPARD, or Leading Edge Operational Planning and Responsive Design. They describe the process as a type of facility management tool because all of the furniture and cubicle components are kept in a database and are entered in during the bidding, design and actual project periods. Things such as manufacturer, quantity, product number and description can be entered into this database and can be kept current and up to date so that the client always has an accurate list of the organization's furnishings. It really is very interesting to read about because the system is a very real example of what organizations (and their facility managers) can benefit from using today's technology. The rest of the afternoon was spent reading and doing some misc. work on CAD in regards to some reconfigurations of tenant spaces.

Sample
Final
Report

This report is my analysis of my Summer 1995 internship at Culver Academies. The internship lasted fourteen weeks, May 8th to August 11th. To sufficiently analyze this internship, I cannot just look at what I did and was involved in at work, but everything that affected me this summer: work, living and dining arrangements plus what I did outside of work. In one way or another, these all effect my experience here. In this report, I do not plan on going into detail about the outside activities, but I wanted that fact recognized. I will first describe the academy, including living and dining arrangements. Then I will illustrate the working conditions and job responsibilities. Then I will conclude with my evaluation of my experience at Culver Academies.

Culver Military Academy was created in the late nineteenth century. A military academy had burned down in the St. Louis, Missouri area. Henry Harrison Culver convinced the head of that academy to combine with the one he just started on the shores of

Lake Maxinkuckee. All the boys were sent here by train, the old Pennsylvania Railroad passes through the academy property. In the late 1960's, enrollment began to decrease dramatically, and it was finally decided to let girls attend the academy. Presently, there is a three-to-one ratio between the boys and girls, with a total of 800 students. Only academics are taught here, except for aviation. Students come from all walks of life, with over ten percent of the student population coming from foreign countries. There are not just boarding students here. If the student lives within a specific radius, they can live at home. If at least one parent works fro the academy, the student's tuition is only a tenth of the around $17,000 annual tuition.

The students do not have much time to get in trouble here. They have nine, forty-five minutes classes, with only six minutes between class, then thirty minutes for lunch. They have their living quarters inspected every night. Then there is a specific "lights out" time each night. They also have to take turns helping out in the dining hall.

There are also good aspects to this place. The students do not have to do their laundry. They have very good athletic facilities: an indoor pool, an indoor ice rink, many basketball courts (inside and out), racquetball courts, an indoor polo field, many outdoor tennis courts, a football field and track, lacrosse and soccer fields, sand and indoor volleyball courts, plus a small indoor track. During the summer there is also many sailing classes, from canoes to complete sailboats. Culver also has marching, naval and symphony bands, plus a facility for many different kinds of music and art. The school has ten advanced placement programs. The students are required to keep a minimum grade point. They are also required to wear a uniform, that they are fitted for.   This academy tries to prepare its students for Ivy League colleges, after all, it is in the Ivy League of High schools.

The academy also runs Woodcraft Camp, a summer six-week program that accepts children aged nine to fourteen. Then there is the upper camps, for kid that are aged fourteen to seventeen. The

academy has classes in session during the summer also, so the students can have an edge come fall.

The Lay Dining Hall serves three meals a day, when classes are in session. It is set up much like a dining center at Ferris State University. The food is not bad if you like luke warm food. They also run out of ice mostly every day during the summer. The only other option of warm food on the campus is the Lay Center (located under the Dining Hall), which serves food like pizza and hot dogs after classes, approximately 3:30 PM. While I was here, there was only two weeks that the dining hall was closed.

As part of the work contract, Culver put me up in one of their motel rooms. Their "motel" has six buildings with a total of sixty-two rooms. They are used for summer interns and counselors. The units were made in the 1960s and should have been torn down by now. They are chilled water cooled and steam heated. With the intense heat and humidity, the water cooled air conditioning units could not keep up with the demand. There are some bonuses when you work in the Facilities Department. I was able to have a window air

conditioning unit put in. There was a washer and dryer in each unit that was free to use. In the work contract, I could have three pieces of dry cleaning done by our laundry department each week. I had three pieces done one time but gave up. The dry cleaning was done well, but then the clothes were squished together and wrinkled them. After awhile, I was wearing shorts every day anyway, it did not matter anyway.

When I first came here, I was stuck at an folding table, but after Hal moved into his new office, I took over his old one. Hal has not hired someone as his assistant, so the office would be free till he does hire someone. I worked on a 486 Compaq computer with access to a plotter, a printer, a laser printer and a color printer. The department was set on a network with the Human Resources Department. I started on AutoCAD Version 11, but then AutoCAD Version 13 for Windows got installed. Version 13 was easy to learn, but there was so much in this version that Culver will never need. Culver also had use of part of Ziolkowski's job trailer at the Legion Memorial Building project. Some would say that I was spoiled in my

working conditions. I have a window air-conditioning unit, that can make the room freezing if I want. I have a radio that I can hook my portable compact disc player to. We have a TV/VCR in the office that I can move to my office so I can watch videos while I working. My boss does not have a problem with any of this because he knows that the work will get done before or on time. I also helped out the department by adding many computer games to everyone's hard drives. Everyone in the office is self-motivated like I am. They know what work needs to get done and does it.

The people here are like a family, whether they will ever admit it or not. In the office there was all women and Hal. In the building that I worked in was houses most of the Facilities Department plus Human Resources. Most of the people were born and raised in the area.

My first assignment here was a construction schedule for the Legion Memorial project. So far, it has not even been close. I believe that everything except for maybe the demolition and masonry work, will be close to my schedule. I had no idea what

intricate work the demolition would be on this building. So many precautions had to be taken to make sure very little or no structural damage is done to the part of the building that is staying. In the first week of August, Warner and Sons- an excavating company, finished the rest of the major demolition. It was amazing how much power their machine had, but barely vibrated the existing building. When a project like this occurs, the basic, normal activities can be calculated very easily. Activities like demolition are very hard to estimate, because you never know what you will find.

Most of my other work has dealt with completing drawings on CAD. Dealing with this CAD version has been interesting and very frustrating. The computer will lock up whenever it feels like it. I was never able to find out why it does. It does it more often when the drawing has over 200,000 bytes. Of course, with any amount of detail on the drawings, it will go over that amount. I went out and measured two full buildings plus a section of another. The good thing about this, was that I got to meet more of the employees of the academy. One building and the one area were related to my

Legion Memorial Project. The History Department, which was housed at Legion will be moving into the basement of "A" Building. Alumni Affairs and Development were in that area. These departments got moved to another building, until their area in Legion Memorial is complete in July 1996.

The construction project took most of my time this summer, and did I learn very much. I did not know what to expect at the beginning- about anything. Having a college-aged female with very little experience in the construction field watching the progressing work on a daily basis, could have caused some problems. The construction company, Ziolkowski Construction, Inc., is very reputable and on the large size. Of course, Hal would not allow a company that does shoddy work on the campus. I went down to the site everyday, in the morning and early afternoon. I did daily checklist plus a journal of the day's activities on the project. The main reason I did these was for Hal. Once I leave, he will have to do more of a "hands-on" management of the project. This journal can give him an idea of what exactly how and what has been done.

Then I can also have a copy of it for me to take back to school. I also have collected the superintendent's daily reports, short interval schedules, the weekly safety meeting sheets, meeting minutes, etc.

Because of the project, I was able to attend meetings I would not be normally attending, such as with the architects, donors, etc. I have had some experience with this kind of thing, but I think it will always amaze me. These kind of people have lifestyles that I can only imagine. Of course, I would not mind having that kind of lifestyle someday.

This project also has taught me many technical areas of construction, anywhere from the way coordination is done with all the crafts to the way selective demolition is done without hurting the rest of the existing structure. I was looking forward to see a wrecking ball do most of the demolition but the force of it would be too harmful to the rest of the structure. It just reinforces my idea that "you can not learn everything from books." I do plan to visit Culver about once a month to see the progress on the project.

I am very glad that I was offered this position at Culver Academies and accepted the position. I did not know what to expect here but it has been a great experience. There is no other place in the world like Culver Academies. Ferris students are very fortunate to intern here.

APPENDIX NO. 3

FACILITIES MANAGEMENT ADVISORY BOARD

Ms. Jan Fryling
Supervisor - Office Design
Facilities Planning
Amway Corporation
Ada, MI 49355
616-676-6791

Mr. William V. Goebel
Facilities Construction
Management Department
Prince Corporation
Holland, MI 49423
616-394-6102

Mr. Claus Stang
Administrative Manager of Office
Placement and Services
Detroit Edison Co.
2000 2nd Avenue
Detroit, MI 48226
313-237-8703

Mr. John Stivers
Herman Miller, Inc.
8500 Byron Road
Zeeland, MI 49464
616-654-8927

Mr. Dick Varnell
Vice President
Administrative Services
Meijer, Inc.
2929 Walker, N.W.
Grand Rapids, MI 49504
616-791-3920

Mr. Wayne Veneklasen
Manager, Facilities Planning
Steelcase, Inc.
P.O. Box 1967
Grand Rapids, MI 49501
616-246-9099

Mr. Dan Roth
Arthur Anderson
1750 E Main St
St. Charles, IL 60174-1264
708-444-4739

Mr. Eric Shrode
Assistant Vice-President
One Signature Group
200 N. Martingale Rd.
Schaumburg, IL 60173-2096
708-605-7448

Mr. Douglas Aldrich
Director, S & T Operations
Dow Corning Corporation
2200 W. Salzburg Rd.
Midland, MI 48686-0001
517-496-6136

Mr. Charlie Claar
Director of Research
International Facilities
Management Association (IFMA)
1 East Greenway Plaza
Suite 1100
Houston, TX 77046-0194
713-623-4362

Revised 3/96 kl

FERRIS STATE UNIVERSITY
COLLEGE OF TECHNOLOGY
CONSTRUCTION DEPARTMENT
FACILITY MANAGEMENT PROGRAM

ADVISORY BOARD MEETING
MINUTES

DATE: MARCH 29, 1995
LOCATION: APPLIED TECHNOLOGY CENTER
151 FOUNTAIN N.E.
GRAND RAPIDS, MI

IN ATTENDANCE:

DOUG ALDRICH
CHARLES CLARE
VICTORIA HARDY
MEL KANTOR
VORDYN NELSON
PAUL PRINS
DAN ROTH
JOE SAMSON
ERIC SHRODE
CLAUS STANG
JOHN STIVERS
WAYNE VENEKLAUSEN

GENERAL INFORMATION:

THERE WAS A GENERAL DISCUSSION OF THE CURRENT STATUS OF THE FACILITIES MANAGEMENT PROGRAM, THE ARCHITECTURAL PROGRAM, THE CONSTRUCTION DEPARTMENT, AND THE COLLEGE OF TECHNOLOGY.

THE BACCALAUREATE IN ARCHITECTURAL TECHNOLOGY WAS BRIEFLY DISCUSSED. THIS GENERATED A QUESTION BY CHARLIE CLARE AS TO THE POSSIBILITY OF THE FMAN BACCALAUREATE BECOMMING A 0 + 4 FORMAT. MEL KANTOR RESPONDED THAT THE POTENTIAL OF A 1 + 3 WAS MORE LIKELY, AT LEAST AT THE PRESENT TIME.

FMAN MINOR:

JOE SAMSON PRESENTED THE FMAN MINOR IN ITS TWO FORMATS, AND THE BOARD REVIEWED IT. DOUG ALDRICH QUESTIONED THE NEED FOR THE TWO DIFFERENT MINORS AND SAMSON EXPLAINED HOW AND WHY THE DECISION WAS MADE. ONCE THE BOARD UNDERSTOOD THE INTENT, THEY ALL ESSENTIALLY AGREED WITH THE IDEA.

FMAN CERTIFICATE PROGRAM:

VICKY HARDY PRESENTED THE NEW FMAN CERTIFICATE PROGRAM CURRENTLY IN PLACE AT THE APPLIED TECHNOLOGY CENTER (ATC). SHE DISCUSSED THE PROGRAM FORMAT; THE TYPE OF STUDENTS ENROLLED, MOST BEING PRACTICING FM PROFESSIONAL; HOW THE PROGRAM WAS BEING PROMOTED, NEW BROCHURE AND INSERT; AND POSSIBLE FUTURE DIRECTIONS.

PAUL PRINS EXPLAINED THE PURPOSE OF THE ATC AND THE ROLE OF FERRIS IN GRAND RAPIDS.

QUESTIONS CAME UP AS TO THE POSSIBILITY OF EXPANDING THE FMAN CERTIFICATE AND/OR INDIVIDUAL

COURSES TO OTHER SITES. THIS BROUGHT UP THE IDEA OF LONG-DISTANCE LEARNING. VORDYN NELSON THEN EXPLAINED FERRIS' AND THE COLLEGE OF TECHNOLOGY'S APPROACH TO LONG-DISTANCE LEARNING AND WHAT IS CURRENTLY BEING OFFERED WITHIN THIS AREA. HE EXPLAINED HOW THE COLLEGE OF TECHNOLOGY CURRENTLY PRESENTS BOTH LIVE AND TAPED VERSIONS OF A LIMITED NUMBER OF COURSES.

CHARLIE CLARE BROUGHT UP THE IDEA OF FERRIS OFFERING IFMA "CFM" APPROVED CONTINUING EDUCATION COURSES. THESE COURSES COULD BE EITHER CURRENT COURSE OFFERINGS OR NEW COURSES AND/OR SEMINARS. THIS POSSIBILITY WILL BE DISCUSSED IN FURTHER DETAIL WITH IFMA.

THE BOARD WAS SUPPORTIVE OF THE PROGRAM AND THE EFFORT THAT WENT INTO ITS DEVELOPMENT.

PROGRAM CHANGES:

JOE SAMSON DISCUSSED THE RESTRUCTURING OF THE FMAN PROGRAM. THIS INCLUDED THE FOLLOWING:

- CHANGING THE REQUIRED PSYCHOLOGY COURSE TO INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (PSYC 326)

- CHANGING WHEN SOME COURSES ARE OFFERED WITHIN THE PROGRAM

- ELIMINATING FMAN 431 COMPUTER APPLICATIONS AND SPACE PLANNING AND REPLACING IT WITH TWO SEPARATE COURSES: FMAN 309 - COMPUTER APPLICATIONS FOR FACILITY MANAGEMENT AND FMAN 432 - INTERIOR DESIGN AND MANAGEMENT 1 (WHICH DEALS WITH SPACE PLANNING CONCEPTS).

- ADDING FMAN 433 - INTERIOR DESIGN AND MANAGEMENT 2 (WHICH DEALS WITH MATERIALS, INTERIOR FINISHES, AND DESIGN MANAGEMENT.

THE BOARD WAS SUPPORTIVE OF THE CHANGES.

GENERAL DISCUSSION:

DURING LUNCH HELD IN THE HERITAGE ROOM AT THE ATC SMALL GROUP DISCUSSIONS TOOK PLACE.

IFMA PROGRAM RECOGNITION:

VICKY HARDY PRESENTED THE NEW PROPOSED IFMA PROGRAM RECOGNITION STANDARDS. AS A MEMBER OF THE IFMA TASK FORCE DEVELOPING THE STANDARDS, SHE WAS ABLE TO PRESENT A DETAILED ANALYSIS OF THE PROGRAM.

THE FOLLOWING AREAS WERE DISCUSSED:

- OVERVIEW OF THE PROGRAM AND WHY AND HOW IT WAS DEVELOPED.

- THAT IT IS A RECOGNITION PROGRAM AND NOT AN ACCREDITATION PROCESS.

- IT WILL INCLUDE A SELF-STUDY FORMAT WITHOUT VISITATION.

- IT WILL HAVE OBJECTIVE COMPLIANCE.

- REQUIRED AREAS OF KNOWLEDGE.

QUESTIONS REGARDING REQUIRED AREAS OF KNOWLEDGE; HOW THEY WERE ESTABLISHED; CONCERNS ABOUT AWARENESS, COMPETENCY, AND APPLICATION/ANALYSIS AND PLACEMENT OF AREAS OF KNOWLEDGE WITHIN THESE CATEGORIES WERE BROUGHT UP. VICKY EXPLAINED IN SOME DETAIL THE LOGIC BEHIND THE PLACEMENT AND AGREED TO FORWARD THE ADVISORY COMMITTEE'S QUESTIONS AND COMMENTS TO THE TASK FORCE.

DOUG ALDRICH COMMENTED THAT IT WAS A GOOD DOCUMENT.

THE QUESTION OF WHAT PERCENTAGE OF COMPLIANCE WOULD BE REQUIRED TO RECEIVE IFMA RECOGNITION WAS RAISED. THIS WAS STILL TO BE DECIDED BY IFMA.

NEXT ADVISORY MEETING:

THE NEXT ADVISORY MEETING WILL BE HELD IN APRIL, 1997 ON THE CAMPUS IN BIG RAPIDS.

A PANEL DISCUSSION BETWEEN THE ADVISORY BOARD AND THE FMAN STUDENTS WILL TAKE PLACE PRIOR TO THE MEETING. IT WILL BE AN OPEN DISCUSSION BETWEEN THE STUDENTS AND THE BOARD. FACULTY WILL NOT BE PRESENT.

APPENDIX NO. 4

Prepared by Joe Samson

In the class of '96, 13 students returned surveys. This is very close to the number of students actually graduating from the program. Surveys were distributed during the second to last and last weeks of the semester. The following is a summary of the results of this survey. The question will be listed first, followed by a summary of the responses.

Exit interviews were not done in 1995.

1. WHAT IS YOUR CURRENT GPA?

Overall, the GPA's are higher for this group of students than for those surveyed in 1994.

GPA'S OF 1996 F-M GRADUATES
(13 '96 GRADS RESPONDED)
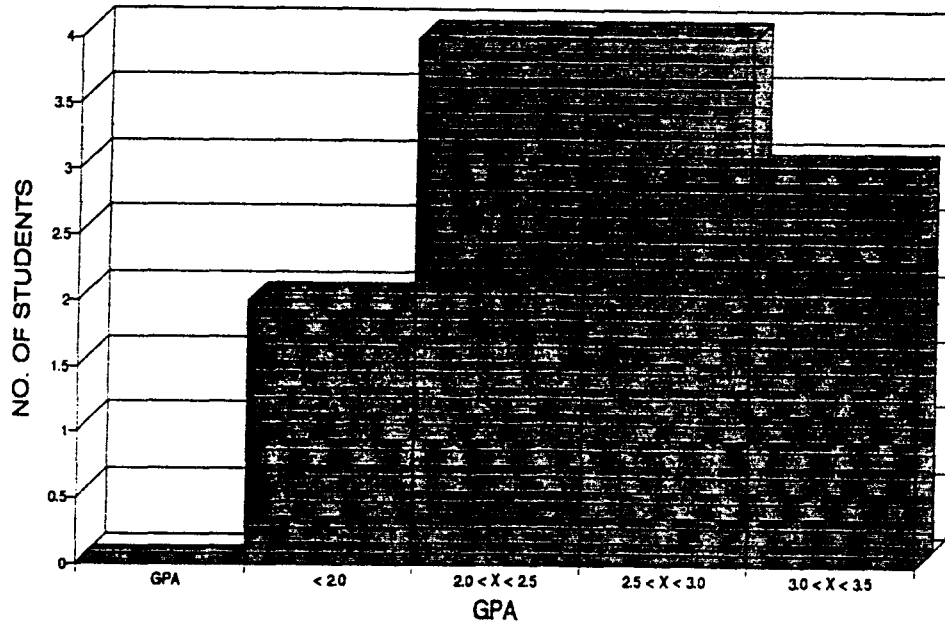
2. HOW DID YOU ENTER THE F—M PROGRAM?

SOURCE OF 1996 F-M GRADS
(13 '96 GRADS RESPONDED)

OTHER COLL (0.0%)
OTHER (7.7%)
FSU ENTRY (92.3%)
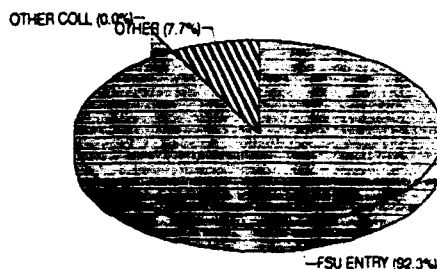
2A. WHAT WAS YOUR GPA IN THE A-T PROGRAM?

The A-T GPA's of students are more diverse. More low and high GPA's than average GPA's.

A-T GPA'S OF 1996 F-M GRADUATES
(13 '96 GRADS RESPONDED)

NO. OF STUDENTS

GPA: <20, 20<X<25, 25<X<30, 30<X<35, >35
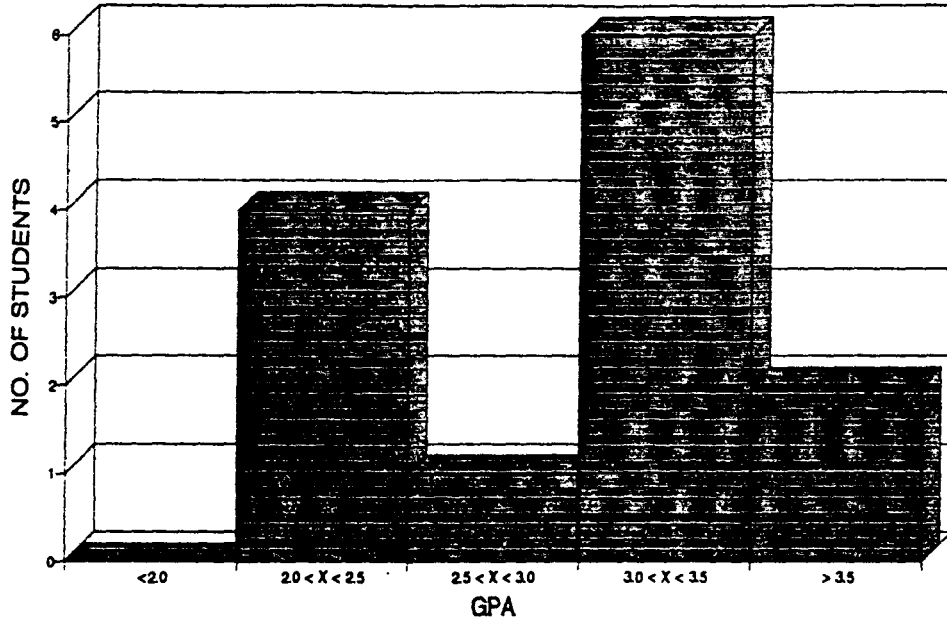
2B. DO YOU CONSIDER THE A-T PROGRAM TO BE AN APPROPRIATE PREPARATION FOR FACILITIES MANAGEMENT?

In 1994 the survey indicated unanimous support for the A-T program as preparation for FM.

A-T GOOD PREP FOR FM
(13'96 GRADS RESPONDED)

NO (7.7%)

YES (92.3%)
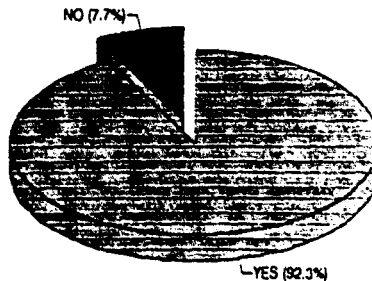
2C. WOULD YOU RECOMMEND THE A-T PROGRAM TO OTHERS?

1996 GRADS RECOMMEND A-T PROGRAM
(13 '96 GRADS RESPONDED)

NO (15.4%)

YES (84.6%)
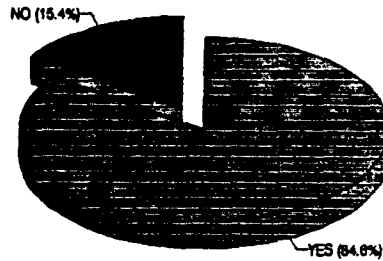
2D. WHAT WAS YOUR GPA PRIOR TO ENTERING THE A-T PROGRAM?
2E. WHAT COLLEGE DID YOU TRANSFER FROM?

No transfer students in this group.

3. WOULD YOU RECOMMEND THE F-M PROGRAM TO OTHERS?

1996 GRADS RECOMMEND F-M PROGRAM
(12 '96 GRADS RESPONDED)

NO (8.3%)

YES (91.7%)
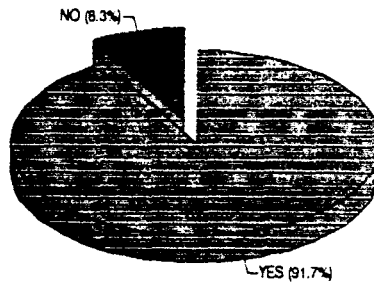
3A. WHY OR WHY NOT?

YES-interesting courses, real life situations...because there are growing opportunities in FM and it has a lot of room for personal interests as far as the direction you can go...if you like the field its a good program...its a technical approach and the FM classes are good...its a good learning experience...i want to see the field of FM grow in the future...the Fm degree i am receiving will give me excellent job opportunities, strong need...overall its a good program, but would help to draw more information from current work places

NO-it needs improvement, integrate computers and software such as Microsoft Project, review the course work and make sure professors adequately cover all the topics. Currently they don't...i feel there is a shortage of FM core courses and some of the courses taught need serious improvement.

4. HOW REWARDING ID YOU FIND THESE F-M COURSES?

New graph used. Most courses are rated slightly lower than in 1994. The exception is HVACR which is up dramatically.

MOST REWARDING CLASSES
(13 '96 GRADS RESPONDED)
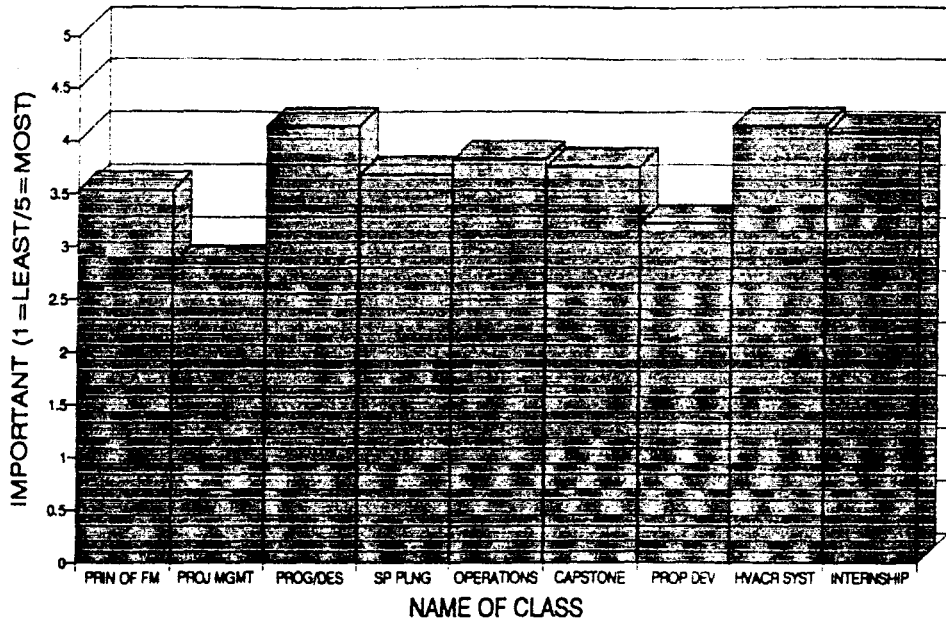
5. WHAT COURSES DO YOU THINK WERE THE MOST IMPORTANT...COURSES IN WHICH YOU LEARNED THE MOST?

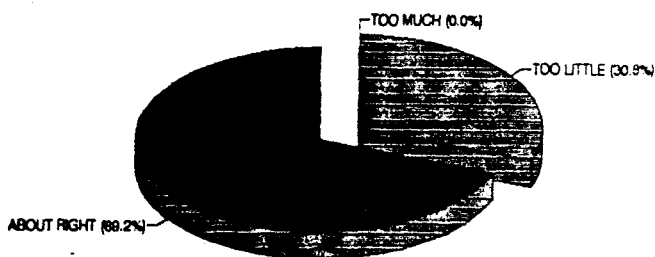New graph used. Not too much change, some up some down. The exception is HVACR which is up dramatically.

MOST IMPORTANT CLASSES
(13 '96 GRADS RESPONDED)
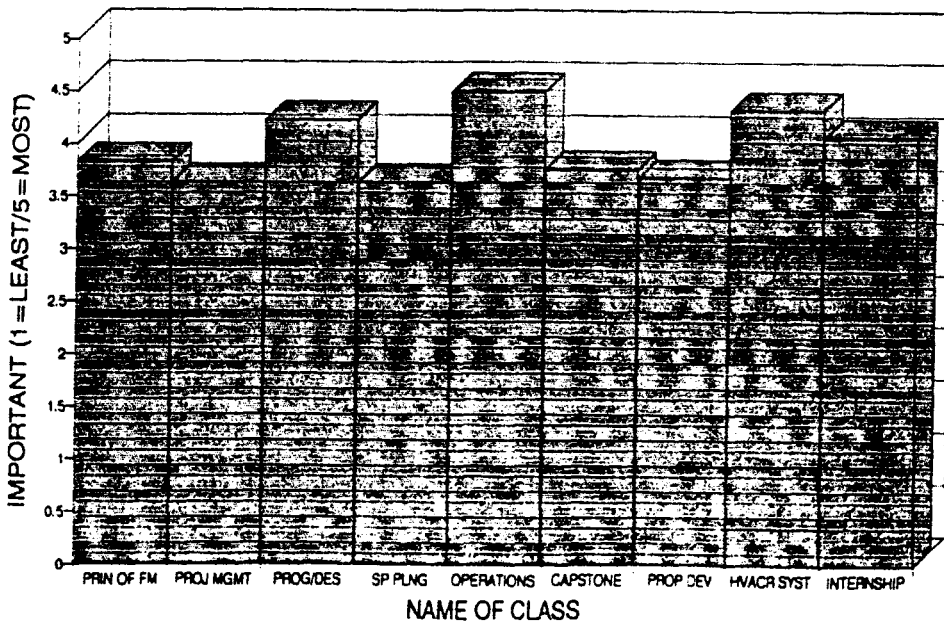
6. CONSIDERING WHAT YOU HAVE LEARNED IN YOU 2 YEARS IN THE F—M
   PROGRAM, DO YOU THINK THE AMOUNT OF WORK REQUIRED IN THIS
   PROGRAM IS...

AMOUNT OF WORK
(13 '96 GRADS RESPONDED)

TOO MUCH (0.0%)

TOO LITTLE (30.8%)

ABOUT RIGHT (69.2%)

7. DO YOU THINK THE EXPECTATIONS OF THE FACULTY WERE...

EXPECTATIONS OF FACULTY
(12 '96 GRADS RESPONDED)

TOO HIGH (0.0%)

TOO LOW (33.3%)

ABOUT RIGHT (66.7%)
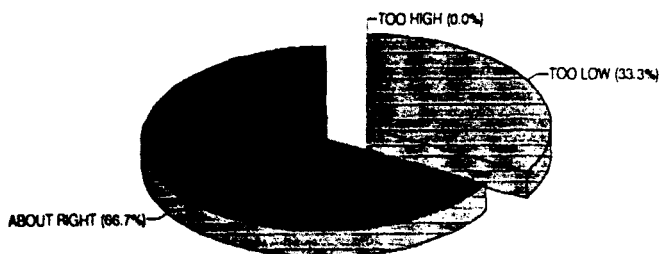
8. **WHAT DO YOU PLAN TO BE DOING 5 YEARS FORM NOW?**

working in FM...taking care of family issues, getting a job, contributing my knowledge to the company to help make improvements...finishing a Masters in Architecture...own my own business...working and making about $40,000/year...being a key player in Fm operations in a large company like GM...preparing for CFM exam...hopefully working in space planning/consulting ... working in Chicago in FM...working or raising a family, preferably not both...have a good job in FM, not something else...after graduate school hike Appalachian Trail...collecting welfare.

9. **WHAT DO YOU THINK THE FACULTY SHOULD DO TO IMPROVE THE A-T PROGRAM?**

add in more design issues...the work load was high, but this should be expected, do nothing different...deal more with design aspects...better teaching...be absolutely current with software...challenge students early on and do not pass those who do not produce quality work...its fine as it is, maybe more design...don't force kids to take such heavy loads with lab classes, something is bound to happen...more design, a more qualified CAD teacher...it was exceptional when I was in it 2 years ago.

10. **WHAT DO YOU THINK THE FACULTY SHOULD DO TO IMPROVE THE F-M PROGRAM?**

increase contact with the workplace...offer more technical courses in ergonomics and environmental assessment...better communication and organization about class content (a lot of overlap)...have professional teachers rather than teachers who think they know everyone and everything...better teaching from the woman teacher...teach CAFM software...enforce the 2.5 GPA enrollment, challenge students, computers, Microsoft Project, PM software...more FM classes, less business classes, many Fm classes repeat business classes ....more computers, we talk how much they will affect us after graduation, but have only one class in them...promote more interaction with professionals in the field, IFMA meetings, luncheons, etc...drop the stupid little reports and papers and learn a little "hands-on" training...more faculty, more perspective, interior design course, speech course, reduce redundancy and overlap of topics.

11. **ADDITIONAL COMMENTS**

overall, this has been a challenge for me and I felt the instructors did a great job; knowing our expectations, pushing those interests, yet staying realistic. the overall concern for students was exceptional. this was the most prevailing aspect of my FSU experience...meet with student representatives each semester to discuss the pros and cons of the courses...i think more emphasis needs to be placed on the importance of professionalism in this field and more encouragement and participation with the student IFMA chapter... possibly have part time faculty members who are practicing facility managers. constantly ask for suggestions on improvements. work to make this the best fm program available to students, it has capability.

APPENDIX NO. 5

Admission to Ferris State University

University Admissions Statement

Woodbridge N. Ferris founded Ferris Industrial School in 1884 on three basic educational principles; today they are still a part of the University's philosophy. These ideas are that higher education should be available to anyone wishing to profit from it; that students should be counseled so they can be helped to make the most of their abilities; and that while college admission should pose few obstacles to students, the institution should not compromise the quality of work it expects once the student is enrolled.

In keeping with this philosophy, Ferris State University is dedicated to educating the student who possesses the requisite capacity to learn. The purpose of its educational programs is to prepare a student with the skills needed for a chosen occupation or profession and to help fulfill career objectives. Ferris State also seeks, through its educational programs, applied research and expertise, to support and strengthen the economy of Michigan and the nation.

Admissions Policy: General

Ferris State University has an open admissions policy that, within the limits of its resources, allows applicants, including some with marginal academic records, the advantage of being able to achieve a university education. That policy is backed by the University's commitment to provide a student with the opportunity for a successful experience by offering provisional admission and making developmental classes available.

Aimed at serving a diverse student population, the admissions policy grants University admission to an applicant who has graduated from an accredited high school, or is 18 years of age or older and has passed the GED examination. To be considered for admission, an applicant below the age of 18 who has passed the GED test, but has not completed high school, must have the recommendation of a high school and the approval of a parent or guardian. These latter requirements are waived for a student with an "emancipated" legal status, giving full adult legal rights and responsibilities, or for the student whose application is filed after the graduation date of the high school class of which the student would normally have been a part.

Admission to the University does not guarantee admission to individual programs, many of which have additional entry requirements. Acceptance in a particular program is based upon an individual's qualifications, and an applicant should refer to the Academic Program section in the *University Catalog* or contact the office of admissions for specific requirements. In most instances where enrollment demand for an undergraduate program exceeds capacity, the date on which the University receives the paid application of a qualified applicant serves as the determining factor for admission to the program. Applicants are advised that the Colleges of Pharmacy and Optometry and graduate-level programs have separate admission criteria and

application deadlines. Applicants are specifically requested to contact the office of admissions and consult the *University Catalog* for additional information.

Under some circumstances, admission decisions may also involve other considerations. An applicant, particularly a non-traditional student, may have acquired competencies beyond those reflected in the high school grade point average, ACT score, or previous college-level work. For that reason, consistent with the University's role and mission, an applicant may be admitted on the basis of an assessment of the skills and knowledge acquired outside of the traditional educational setting.

The University reserves the right to deny admission to an applicant who, in the judgment of the admissions staff, is not prepared to benefit from the course of study offered. An applicant denied admission may appeal to the Admissions Review Committee by submitting a letter requesting reconsideration to the dean of enrollment services. The decision to admit or uphold denial of admission is based on the individual merits of each case and is presented to the applicant, in writing, within seven working days of the date of receipt of the appeal whenever possible.

In most undergraduate programs, a student may enter the University at the beginning of any regular enrollment period: fall, winter, or summer semester. However, the University cannot guarantee completion of the admissions process in time for enrollment unless the application is received at least 30 days prior to the beginning of the desired semester. Even though the normal application deadline for on-campus associate degree or bachelor's degree program admission is 30 days prior to the first day of classes for the semester, the University reserves the right to establish earlier application dates, by program or university-wide, as necessary.

A graduate or first professional degree applicant should refer to the appropriate section of the *University Catalog* and be advised to contact the office of admissions for specific application deadlines.

Admission and enrollment are privileges bearing certain responsibilities. The University reserves to itself, and the student concedes to the University, the right to cancel admission and/or enrollment and to require withdrawal whenever evidence indicates the student has not satisfied the University's established standards of scholarship or conduct.

Admissions Policy: First-year Students

The first-year student admissions policy pertains to an applicant who has not attended any college or university, and may apply to an applicant (see the Admissions Policy: Transfer Students section) who has successfully completed fewer than thirty semester or forty-five quarter hours of college-level work. Applications may be submitted only after completion of the junior year of high school.

A first-year student applicant is admitted to the University and considered in good standing if a high school grade point average (GPA) of 2.0 or better on a 4.0 scale was earned, as determined by the University. Some academic programs have additional admission requirements. Consequently, an applicant should refer to the appropriate academic program section in the *University Catalog* and consult the office of admissions. An applicant who does not meet the 2.0 GPA minimum for admission in good standing may be considered for provisional admission.

An applicant is also required to submit the results of the American College Test (ACT) Student Profile Report prior to the time of registration for classes. Test data are not required for admission purposes, so applicants are encouraged to begin the application process as early as possible, even if the ACT has not been taken.

Admissions Policy: Former Students

A student formerly enrolled at Ferris must file a "readmission application" if an interruption in enrollment has occurred. An interruption in enrollment occurs whenever a student withdraws from the University or fails to enroll for a succeeeding semester, not including summer semester. Admission consideration of a re-entering student's academic standing is based on all courses attempted at Ferris and at other colleges and universities attended. An applicant must meet the same academic requirements expected of new applicants or obtain special admission permission from the dean of the College where admission is sought.

Depending on individual circumstances, certain other conditions may apply to the readmission process.

1. If a student seeking readmission has attended another college or university since leaving Ferris, an official transcript from that institution must be submitted as part of the readmission application.
2. If during a previous enrollment the student was suspended or dismissed from Ferris, or disciplinary proceedings are pending, the student is subject to the criteria and standards of the program where admission is sought.
3. If the student returns to the University after an interrupted enrollment (not including summer semester), normally the requirements of the curriculum which are in force at the time of the return must be met, not the requirements which were in effect when originally admitted.

4. A readmission applicant, though not required to submit the application processing fee, is subject to the same application deadlines as a new student applicant, except when the office of admissions determines that an exemption from such a deadline is in the best interest of the University's overall enrollment plan.

Admissions Policy: Transfer Students

Students transferring to Ferris State from other institutions of higher education may be granted transfer credit. Transfer credit is subject to the following criteria.

General considerations:

1. If FSU has an institutional articulation agreement with the student's prior institution, that agreement governs the student's transfer determination if covered by the articulation agreement. Otherwise, the student's transfer determination is governed by individual course equivalency evaluations and Ferris State University's transfer policies or as determined by FSU in its sole discretion.
2. Institutional articulation agreements will focus on conditions for accepting students (with specific degrees and GPA's) and transferring them into Ferris State's programs, not determining course-by-course equivalencies.
3. Credits are considered for transfer upon presentation of official evidence of completion (i.e. official transcripts, DD214, etc.).
4. College-level course work taken at a regionally accredited institution is transferable to Ferris State University. An applicant with a cumulative GPA of 2.0 or higher is admissible, and Ferris accepts transfer courses in which the student earned a grade of "pass," "credit," or a letter grade of "D" or better. An applicant with a cumulative GPA of less than 2.0 may be admitted in the sole discretion of Ferris. For these students, Ferris accepts transfer courses in which the student earned a grade of "C" (2.0) or better. Individual Ferris Colleges or programs, however, may have more stringent program-specific requirements for a GPA in courses that are related to the major emphasis within a program area, a program core, a minor, and/or established prerequisites to Ferris State courses. Consistent with program progression policies, identified required courses with earned grades below a "C" (2.0) may need to be repeated even though transfer credit has been granted. All references to a 2.0 GPA are on a 4.0 scale.
5. Additional information concerning the transferability of college credit is included in the sections of this catalog which describe the degree programs offered through a specific Ferris College. Under special circumstances after twelve semester credits of work at Ferris have been successfully completed, the appropriate College dean's office may accept course work from institutions which are not regionally accredited, according to the guidelines of this policy.
6. Credit may be granted for military training courses, group study, or correspondence work if the course(s) or other work is recommended for credit by the American Council on Education or approved through an appropriate Ferris competency assessment process.

7. Credits from transferred course work are recorded on the Ferris State University transcript, but do not count toward the FSU cumulative GPA or academic honors computations.

Admissions Policy: Transfer Students (MACRAO)

The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement applies to students entering bachelor's degree programs only.

1. Students who transfer to Ferris State University from a Michigan community college with a MACRAO-stamped associate of arts (A.A.) degree or an associate of science (A.S.) degree, and with a cumulative GPA of 2.0 or better based on a 4.0 scale are admitted with junior standing and lower-division general education requirements are considered to have been fulfilled. To graduate with a Ferris State bachelor's degree, these students are required to fulfill the following additional general education requirements: three semester credits in advanced communication competence, MATH 115 or proficiency, three semester credits in an upper-level social awareness course, and a total of thirty-seven credits of general education course work at Ferris or transferred.

2. Students who transfer to Ferris State from a Michigan community college with an associate of applied arts (A.A.A.) degree or an associate of applied science (A.A.S.) degree, and with a cumulative GPA of 2.0 or better based on a 4.0 scale are admitted to Ferris with junior standing. If the pre-transfer curriculum fulfills all of the general education requirements established for a MACRAO-stamped associate of arts (A.A.) degree or an associate of science (A.S.) degree, the student is considered to have fulfilled the lower-division general education requirements. Additional general education requirements necessary to graduate with a bachelor's degree are as indicated in #1 above.

3. Students who transfer to Ferris from a Michigan community college with a MACRAO-stamped transcript who do not possess an associate degree are considered to have fulfilled the lower-division general education requirements. Additional general education requirements necessary to graduate with a bachelor's degree are as indicated in #1 above.

Transfer Students: Course and Transcript Evaluation

1. Transcripts of transfer students are evaluated by the dean's office of the College in which the student enrolls.

2. Transfer course equivalency evaluations are determined by the Ferris State department with comparable course work as indicated by the Ferris course designator. These evaluations represent an institutional determination and will not be independently renegotiated by each Ferris State University College. That is, if a transfer student enters Ferris State and then changes program and College, the initial transfer course equivalent determination is not changed.

3. Course evaluations allow equivalency determination where courses are at least 75% the same content. Course equivalency is not denied simply on the basis of differences in course numbering. For instance, a community college adolescent psychology course at the 200 level is not denied equivalency for a 300-level Ferris adolescent psychology course, if

the two courses are substantially the same in content.

4. In those cases where specific course equivalents are not transferred, prerequisite course requirements may be waived and the course equivalency granted when the transfer student completes the next course in a sequence with a grade of "C" or better, demonstrating prior preparation equivalent to preceeding courses in the sequence. Failure to achieve a grade of "C" or better in the latter course indicates that the student needs to take the appropriate Ferris prerequisite course.

5. Course sequences or clusters may be evaluated for Ferris State course equivalency *in toto* rather than course-by-course. For example, when a community college "packages" its course sequence differently but covers substantially the same content as the Ferris course sequence, the entire sequence of transfer courses may be evaluated as a whole, rather than course-by-course.

Transfer Students: Credits in Residency Policy

1. To fulfill the residency requirement for an associate or bachelor's degree, a student must earn a minimum of thirty semester credit hours from Ferris State. The University expects that these hours are the final credits earned for the degree.

2. It is expected that a maximum of one-half of the total hours required for completion of the degree at Ferris may be transferred from non-bachelor degree granting institutions. An exception is made for institutions which have articulation agreements with Ferris. In such a case, additional lower-division courses required for a Ferris bachelor's degree may be transferred.

3. Approved off-campus degree programs may be exempted from portions of this policy. The appropriate Ferris State College dean's office should be consulted for specific requirements.

Application: How

The academic year at Ferris State University consists of a fall, winter and summer semester. Some academic programs may be entered at the beginning of any semester. Others may be entered only at the beginning of fall semester. While most programs are geared to a two-semester year, some require summer attendance. Specific information on academic programs is available in departmental offices.

A student who plans to enroll at Ferris may obtain an application for admission from a high school counselor or by writing or calling the FSU Office of Admissions, 420 Oak Street, Big Rapids, Michigan 49307-2020, (616) 592-2100.

Application: First-time College Students

The application should be filled out by the student and submitted with the $20 non-refundable application fee to the high school principal or counselor for completion of page two. The completed application is then mailed, along with the application fee, to the FSU Business Office, 420 Oak Street, Big Rapids, Michigan 49307-2020.

Specific information about orientation and registration is provided to students who have been accepted in advance of each registration period.

Application: Transfer Students

A student who has attended another university should ask the registrar of that university and any other university attended to send a transcript of credit to the FSU Office of Admissions, 420 Oak Street, Big Rapids, MI 49307-2020.

A student who is currently enrolled in another university but has not completed at least one semester must have the transcript sent at the completion of the semester.

Application: International Students

Ferris State University recognizes the value of international educational exchange, and since 1953, has been authorized under Federal law to enroll non-immigrant alien students. Since then, hundreds of students from other nations have attended Ferris through an educational exchange program with other countries.

International students are served by the Ferris Center for International Education which provides advising, orientation and visa assistance. The Center also offers an intensive English program for students who have not yet achieved the TOEFL (Test of English as a Foreign Language) score needed for regular admission to a U.S. college or university. The Center's office of international education and services assists agency-sponsored students and sets up programs for short-term training as well.

A student from another country should apply for admission at least six months in advance of the planned arrival at Ferris State University. In addition to regular admission procedures, an international student must follow these procedures:

1. Include an official copy of the scores of the TOEFL, which is administered world-wide about four times a year. Students with a score of 500 or more on the TOEFL and who meet FSU admission requirements may be admitted directly to University programs. Students with a score of less than 500 are directed to the Ferris intensive English program; once they earn 500 or more on the TOEFL, they may reapply for admission to Ferris. (See Intensive English Program.)

2. The applicant must provide proof of adequate financial resources. A letter of intent from a private sponsor indicating the amount of funds and the length of availability of those funds (or a similar letter from a government sponsor) plus a letter from a bank guaranteeing the sponsor's ability to pay are required. All letters should be on official stationery and should be notarized.

Application: When

Students should apply for admission at least thirty (30) days prior to the beginning of the semester in which enrollment is planned. A student from another country should apply at least six months in advance of planned enrollment.

In most curricula, students may enter Ferris State University at the beginning of any regular enrollment period. This does not mean, however, that the courses usually taken in the first semester of a given curriculum are offered each semester. As a result, it may be that the length of time required for completion of some programs is not shortened by beginning training at a time other than a fall semester.

Early completion of the application form is recommended as many programs limit the number of entering students and there are usually more applicants than space permits.

Testing

ACT Student Profile Report

Ferris State University requires most new students to submit an ACT Student Profile Report prior to the time they register for classes. Since receipt of the profile report is not necessary for admission, an applicant should not delay in sending the admissions application because the ACT test has not been taken yet.

When taking the ACT, the applicant should list the Ferris Code Number 1994 on the material. If the test has been taken, but Ferris was not listed as a recipient of the profile report, the applicant should contact the ACT, Iowa City, Iowa 52240, and request that the profile be sent to Ferris.

If the decision to enroll at Ferris comes too late to take the ACT on a national test date, arrangements can be made to take the examination at the Ferris assessment services office for a nominal cost.

All students must submit the ACT Profile Report unless excused from testing under one of the following conditions: (1) transfer students who have successfully completed both a college English and algebra or higher mathematics class, or (2) have completed at least 90 quarter or 60 semester hours of college work, or (3) have an associate or higher degree from a regionally accredited college or university.

Advanced Placement Program

Ferris State University cooperates in the Advanced Placement Program sponsored by the College Board. The Advanced Placement Program is an organized instructional program offered in high school in cooperation with the College Board. Credits are granted for course areas in which a student has completed

advanced placement course examinations with scores of five, four, or three, provided official test score reports are submitted. The amount of advanced standing credit shall be determined by the Ferris State University College in which the subject area is offered. Credit granted on the basis of an advanced placement test is entered on a student's record without a grade and is not included in the computation of the Ferris grade point average (GPA) or graduation honors.

College Level Examination Program (CLEP)

Ferris State University cooperates in the College-Level Examination Program (CLEP) offered by the College Board. The basic purpose of CLEP is to enable those who have attained college equivalent experiences to assess the level of their knowledge and to use the test results in establishing college credit for advanced standing. Credit granted on the basis of CLEP examinations is entered on a student's record without a grade and is not included in the computation of the Ferris grade point average or graduation honors.

Any person who enrolls at the University following a period of employment or other informal learning experiences may establish credit applicable toward subject areas considered as "general" requirements or general electives for the student's program in the areas listed below, subject to performance at the 50th percentile score as published by the College Board:

1. General area examinations: English composition, humanities, mathematics, natural science, social sciences/history.
2. Subject examinations: Any student who has previously taken one or more of the examinations listed above should have the scores reported to the University.

Course Competency Assessment

Ferris State University recognizes that college-level learning occurs in places other than the traditional college classroom. Except for courses specifically excluded, all courses at Ferris State are open through a process of course competency assessment.

The method of assessing learning resulting from prior experiences is determined by the faculty of the appropriate course, program, or department. Course assessments meeting the standards required for a grade of "C" are recorded on the permanent academic record as credit, but are not included in the computation of the Ferris grade point average (GPA) or graduation honors.

A student may only take a course competency assessment for any course a maximum of two times.

A student may not take a course competency assessment for any course if credit for that course or equivalent has already been received from an accredited college or university. Once competency assessment credit for a given course has been awarded, a student may not subsequently enroll in that course and receive a grade.

Applications for course competency assessment are available in each academic dean's office. A fee must be paid at the Prakken Building business office prior to taking the examination.

Orientation

After the admission process is completed, entering students begin to anticipate their arrival on campus. Many questions arise about selecting classes, choosing a residence hall and getting acquainted with the campus. These questions are answered during the orientation program for new students. Information about orientation programs is sent before the beginning of each semester. Each entering student is mailed an announcement of the times and dates for orientation.

Students entering fall semester are encouraged to attend summer orientation sessions during June or July. Parents are encouraged to participate in this program. These overnight sessions are scheduled to allow students the opportunity to experience campus living, schedule classes, complete living arrangements and meet new friends. There are also special dates arranged during the summer for transfer students to complete the activities.

All first-year students must take the ACT test battery and have the results forwarded to Ferris. These students are given preference in scheduling an orientation session during the summer. National test date information is available in high school counseling offices.

Academic Information

Registration

There are three separate periods of registration at Ferris State University: early registration (including summer orientation), regular registration and late registration.

During early registration, currently enrolled students and those who attend summer orientation are permitted to schedule classes for the next semester. All students new to Ferris, former students returning to Ferris, and continuing students who did not early register, schedule their classes during regular registration. This activity takes place just before the start of classes each semester. The last opportunity for students to register for classes is during late registration, which takes place on the first two days of classes.

Initial eligibility to register for classes each semester is based on a student's admission status with the University. All students must be admitted to the University in order to enroll in classes. Registration may be denied to a student because of a poor academic record at the University (academic dismissal), a disciplinary problem, money owed to the University, failure to return library books and/or other supplies, and non-compliance with housing and health center regulations or noncompliance with other University regulations.

APPENDIX NO. 6

APPENDIX NO. 7

VITAE

JOE M. SAMSON
7405 Arbol Drive NE
Rockford, Michigan 49341
Phone: 616-866-2707

Registered Architect-Ohio-No. 7730
Licensed Architect-Michigan-No. 35966

PROFESSIONAL EXPERIENCE:

FERRIS STATE UNIVERSITY
College of Technology
Architectural Technology and Facilities Management Programs
Big Rapids, Michigan 49307
    ASSOCIATE PROFESSOR-(September '94-Present)

    ASSISTANT PROFESSOR-Tenured '93 (September '88-September '94)
    Teach in an Architectural Technology Associate Degree program
    which prepares students to work in the architectural field or
    go on to further studies. Courses taught include architec-
    tural graphics and presentation techniques, graphics for
    construction majors, working drawings in both first and second
    year courses, and contract documents and specifications.
    Also, teach facilities programming and facilities operations
    in a Baccalaureate Facilities Management Program.

CLEVELAND METROPOLITAN GENERAL HOSPITAL
Department of Facilities Planning
3395 Scranton Road, Cleveland, Ohio 44109
    ARCHITECT-(April '88-July '88)
    Served as liaison between hospital and consulting architects
    and designers. Developed conceptual design programs for
    implementation of hospital master plan.

A. A. LUKETIC ASSOCIATES, INC; ARCHITECTS
3385 Biltz Road, Kent, Ohio 44240
    Subcontractor to firm specializing in residential and small
    commercial projects as needed during 1987 and 1988.

UNIVERSITY HOSPITALS OF CLEVELAND
Department of Planning and Construction
2074 Abington Road, Cleveland, Ohio 44106
    PROJECT COORDINATOR-(January '83-August '86)
    Responsible for remodeling and new construction within the
    hospital, program development, content of working drawings and
    specifications, cost estimates for administration, competitive
    bidding, letting of contracts, scheduling and supervision of
    work, payment approval, and supervision of drafters.

    DRAFTER-(June '81-January '83)
    Responsible for the preparation of working drawings for
    construction projects within the hospital.

ROBERT L. HUNKER ASSOCIATES, INC.
Box 178, Peninsula, Ohio 44264
ARCHITECTURAL DESIGNER-(November '78-June '81)
Design and preparation of working drawings, specifications,
bids, material and cost estimates for commercial and residen-
tial projects. Client contact, construction supervision, and
work with survey crews to lay out allotments.

HWH ASSOCIATES, INC.
1150 West 3rd St., Cleveland, Ohio 44113
ARCHITECTURAL DRAFTER-(June '77-November '78)
Prepared architectural, structural, and mechanical working
drawings for industrial projects. Prepared material esti-
mates.

NORTHEAST OHIO AREAWIDE COORDINATING AGENCY
1501 Euclid Avenue, Cleveland, Ohio 44115
PLANNING INTERN-(Summer '76)
Conducted literature search and developed computerized
community participation correspondence system for federally
funded 208 Wastewater Management Program.

PROFESSIONAL ACTIVITIES AND AFFILIATIONS:

Secretary Treasurer of Facilities Management Educators' Council.
(April '94-Present)

Member Facilities Management Educators' Council. ('91-Present)

Member International Facilities Management Association.
('89-Present)

Member Architects/Designers/Planners for Social Responsibility.
('89-Present)

Member City of Kent, Ohio; Board of Zoning Appeals. (August
'86-August '88)

CONFERENCES AND CONVENTIONS ATTENDED

FACILITIES MGMT EDUCATORS' COUNCIL; Lansing, MI (Sept '91); Grand
Rapids, MI (Sept '92); Buffalo, NY (Sept '93), Lansing (May '94).

IFMA STUDENT CONFERENCE; Lansing, MI (Sept 1991); Grand Rapids, MI
(Sept '92), Lansing, MI (April '94)

NEOCON; Chicago, IL (June '90; '91; '92)

IFMA '90; Baltimore, MD (October '90)

CONSULTING:

BOOK REVIEWS:
WEST PUBLISHING CO.
454 Central Avenue, Highland Park, IL 60035

<u>Architectural Drafting Fundamentals</u>; Mark Schwendau.
       -Overall evaluation of proposal for text. (July '93)

<u>Construction Materials</u>; William P. Spence.
       -Reviewed entire draft. (February '93)

<u>Fundamental of Drafting for Architecture and Construction</u>; Jules
Chiavaroli.
       -Reviewed final draft. (July '94)
       -Reviewed revised draft of Chapters 13-16. (October '93)
       -Reviewed revised draft of Chapters 8-12. (August '93)
       -Reviewed revised draft of Chapters 1-7. (July '93)
       -Reviewed entire draft. (December '92)
       -Reviewed revised draft of Chapters 1-9. (April '92)
       -Reviewed original draft of Chapters 1-9. (April '91)

ARCHITECTURE:

BRASSEUR RESIDENCE; Hastings, MI. ('94-'95)
Schematic design, Design Development, Working Drawing for 8,500
square foot home.

BEURKENS SUMMER HOME; Chippewa County, MI. (Summer '93)
Feasibility, Schematic Design.

PELLISIER RESIDENCE; Rockford, MI. (Spring '93)
Design drawings for renovation of laundry and storage area.

GORNEY RESIDENCE; Grand Rapids, MI. (Summer '92)
Design and schematic drawings for a contemporary residence.

MULLINS CABIN; Portage County, OH. (Summer '90)
Design and working drawings for a small rural cabin.

WVIZ-TV25; Cleveland, OH. ('85)
Design and schematic drawings for addition and renovation to office
area and transmission areas.

CHURCH OF THE BLESSED HOPE; Chesterland, OH. ('84)
Design and working drawings for addition to church.

Several other private residences in the northeast Ohio area.

ACADEMIC BACKGROUND:

KENT STATE UNIVERSITY
Kent, Ohio 44242

    MASTER OF ARCHITECTURE-3.67 GPA (Spring '88)
    Thesis Title: "Post-Occupancy Evaluation as a Function of the Design-Construction Process: A Study of Office Spaces as Perceived by the Designer, Client, and User."

    TEACHING ASSISTANT-(Fall '86-Spring '87)

    BACHELOR OF ARCHITECTURE-3.18 GPA (Spring '77)
    Tau Sigma Delta Honorary

    GRADUATE SCHOOL OF BUSINESS-(Spring '81-Spring '85)
    24 Graduate hours completed

CONTINUING EDUCATION:

FACULTY SUMMER INSTITUTE; Sponsored by FSU Center for Teaching, Learning, and Faculty Development; Big Rapids, MI (June '96)

FACILITY EXECUTIVE PERSPECTIVES ON WORKPLACES FOR THE NEXT MILLENNIUM; Sponsored by International Society of Facilities Executives (MIT); Chicago, IL (June '96)

FOCUS ON FACILITIES; Sponsored by Northern Illinois IFMA Chapter; Chicago, IL. (October '94)

AUTOCAD ADVANCED SEMINAR; Sponsored by Grand Rapids Community College Autodesk Training Center; Grand Rapids, MI. (March, '94)

A BETTER ENVIRONMENT-BY DESIGN: A seminar on environmentally sensitive design and construction; Sponsored by Michigan Construction Users Council; Lansing, MI. (December '93)

"CREATING LEARNING ORGANIZATIONS: GROWTH THROUGH QUALITY"; PBS produced conference featuring Drs. Deming and Senge; Teleconference at FSU. (February '93)

FSU TECHNOLOGY/BUSINESS FACULTY SEMINAR; Sponsored by FSU. (October '92)

CONSTRUCTION DEPARTMENT AUTOCAD SEMINAR; Sponsored by FSU Construction Department; Big Rapids, MI. (Summer '91)

FACILITIES STRATEGIC PLANNING SEMINAR; Sponsored by International Facilities Management Association; Chicago, IL. (July '90)

GERHOLZ INSTITUTE AUTOCAD SEMINAR; FSU, Big Rapids, MI. (Fall '89)

THE LIFE SAFETY CODE SEMINAR; Sponsored by the National Fire Protection Agency; Albany, NY. (Spring '86)

PUBLICATIONS AND PRESENTATIONS:

"How Would an Architect Do That?"; Presented with Diane Nagelkirk and Dave Tulos, Assistant Professors of Architectural Technology, Ferris State University; presented at "Architectural Graphics Design Seminar" sponsored by the Architectural Technology Program and the Technology Transfer Center; Ferris State University, Big Rapids, MI. (October '94)

"Drafting Techniques for Communicating Architectural and Building Technology Concepts"; Presented with Diane Nagelkirk, Assistant Professor of Architectural Technology, Ferris State University; presented at technical update conference "Back to the Future II", a seminar on secondary technical education sponsored by FSU-College of Technology and the Personnel Development Institute; Ferris State University, Big Rapids, MI. (March '93)

"Post-Occupancy Evaluation of Buildings and Its Impact on Users"; Presented at Environment-Behavior Applications in the Design Field; Sponsored by Kent State University: Architecture, Interior Design, Industrial Design, and Sociology Programs; Kent, OH. (November '91).

"Architecture of the '90s: A Vision of an Environmentally and Socially Responsible Built Environment"; Presented with Diane Nagelkirk, Assistant Professor of Architectural Technology, Ferris State University; Presented at ATEA Workshop sponsored by Ferris State University, Big Rapids, MI. (November '90)

"Conflicting Environmental Priorities of Designers, Clients, and Users of Office Spaces: A Survey of Eight Office Settings"; Design Methods and Theories, Vol. 22, No. 3, '88, page 878.

"Post-Occupancy Evaluation of Environmental Systems in Commercial and Institutional Office Buildings"; Co-author with Jack Alan Kremers, Prof. of Architecture, Kent State University; Presented at the Energy Conference sponsored by the Tennessee Valley Authority; Chattanooga, TN. (May '88)

SERVICE AND COMMITTEE MEMBERSHIPS:

PROGRAM:
Organized second "Architectural Graphics Design Seminar", focusing on CAD. The seminar was again designed for High school drafting instructors with FSU architectural technology faculty presenting the information. Seminar held at FSU (October '95)

Organized "Architectural Graphics Design Seminar", a seminar for high school drafting instructors with presentations by FSU architectural technology faculty, held at FSU. (October '94)

Developed proposal for Minor Degrees in Facilities Planning Management and Facilities Operations Management with Vicky Hardy. (Fall '94 to Present)

Developed standards for Facilities Management transfer students with the input of AT/FM faculty. ('94, '95)

Record, prepare, and distribute minutes of Architectural Technology/Facility Management Program Meetings. (Fall '91-Spring "94)

Member course scheduling committee. (Spring '92-Fall '93)

Member lab maintenance committee. (Fall '92-Present)

Develop exit interview for graduating AT students. Compile results and prepare report on results annually. (Spring '92-Present)

Participated in "Autumn Adventure. (October '93, '94, '95)

Organized field trip for students to Cleveland. (April '93)

Faculty Co-advisor Facilities Management Student Association. ('90-Present)

Faculty Co-advisor American Institute of Architectural Students. ('89-'90)

Architectural Technology/Facility Management Program Library Liaison. ('89-Present)

AIAS student field trip to Columbus, IN. (April '91)

Organized departmental display for Michigan Society of Architects Convention. (Fall '88-'89)

Organized student/program advisory board interaction sessions for '89 advisory board meeting.

DEPARTMENT:
Mentor and Chair of Tenure Committee for Victoria Hardy. ('94-'95)

Member Search Committee for Construction Department Head. (April-May '91)

Mentor to Dave Batie. ('90-'91)

Member of committee to write proposal for a "Summer Institute" Program at FSU. (Fall '90)

COLLEGE:
Represented Construction Department in writing of program goals for State Grant Request for proposed Technology Building Addition. (October '94)

Worked with College of Technology to develop alumni survey. ('90)

UNIVERSITY:
Member University Recreation Advisory Committee. (March '93-Spring '94)

Member Campus Facilities Master Planning Committee. ('90-Present)

Member International Education Committee ('90-'91)

Member FSU Academic and Administrative Computer Activities Steering Comm. ('89-'90)

COMMUNITY:
Monday Night Technology at FSU. (January '95)
    Helped 7th and 8th graders attending a seminar developed by
    Bruce Dilg.

Olde Millpond Condominiums-Building and Grounds Committee. Chair
(April '94 -July '95) Member. (October '92 -July '95)
    -instrumental in negotiating maintenance contracts.
    -independently developed computerized spread sheet to schedule
        and budget long term maintenance. (Summer '93)

Olde Millpond Condominiums-Board of Directors. (April '94-July '95)
    Associate Member. (May '92-April '94)

Grand Rapids Home Builders Assn.; Judge for Awards of Excellence;
(June '91, '92, '93, '94, '95)

Building review and schematic design for Downtown Development
Authority; City of Coopersville; joint project with Mel Kantor,
Professor and Diane Nagelkirk, Assistant Professor of Architectural
Technology; (September '92-August '93)
    -Schematic design for new city signage. (Summer '93)
    -Schematic design for apartments over Annabelle's Dress Shop.
        (Summer '93)
    -Schematic design for renovation to facade of Safeway Lumber.
        (Summer '93)
Rockford City Schools; Judge for Architectural Drafting Competi-
tion. (April '91, April '92)

Michigan Association Vocational Industrial Clubs of America; Judge
for state architectural competition. (May '89, May '92)

Member Nature Conservancy. ('90-Present)

Member World Wildlife Fund. ('91-Present)

Co-chairman of Friends of Towners Woods County Park. Kent, OH.
('87-'88)

REFERENCES Available on request.

7

V I T A E

MEL KANTOR, AIA ARCHITECT
4314 MILLPOND DRIVE
ROCKFORD, MICHIGAN 49341
PHONE: (616) 866-1151

ACADEMIC

BACHELOR OF ARCHITECTURE DEGREE   UNIVERSITY OF ILLINOIS, 1960

GRADUATE COURSES IN SOCIOLOGY (APPROX. 20 CREDIT HOURS) CENTRAL MICHIGAN UNIVERSITY

CONTINUING EDUCATION

UNIVERSITY OF WISCONSIN:
ENERGY ASPECTS OF RESIDENTIAL DESIGN
RESIDENTIAL AND LIGHT COMMERCIAL ENERGY AUDITING
INSULATION TECHNOLOGIES
ROOFING DESIGN
INCREASING PRODUCTION EFFICIENCY FOR WORKING DRAWINGS
EFFECTIVE TOOLS FOR FACILITY PLANNING
PREVENTATIVE MAINTENANCE OF BUILDINGS

FEDERAL EMERGENCY MANAGEMENT AGENCY MULTIPROTECTION DESIGN INSTITUTE:
NUCLEAR PROTECTIVE CONSTRUCTION
FIRE PROTECTION DESIGN

UNIVERSITY OF MICHIGAN:
ACTIVE SOLAR DESIGN
REVITALIZATION OF OLDER INDUSTRIAL FACILITIES
SOLAR ENERGY FOR HEATING AND COOLING-COMMERCIAL AND RESIDENTIAL

MASSACHUSETTS INSTITUTE OF TECHNOLOGY:
SOLAR ENERGY SYSTEMS

RENSSELAER POLYTECHNIC INSTITUTE:
SOCIETAL IMPLICATIONS OF THE ENERGY CRISIS

OAK RIDGE ASSOCIATED UNIVERSITIES:
ENERGY CONSERVATION:THEORY AND PRACTICE

NATIONAL PASSIVE SOLAR ENERGY CONFERENCES:
PASSIVE SOLAR SEMINARS (4 YEARS)

FERRIS STATE UNIVERSITY:
INTRODUCTION TO COMPUTERVISION (CAD/CAM)
BCT 299 - CONSTRUCTION COMPUTER APPLICATIONS
AUTOCAD COMPUTER APPLICATIONS - SELF STUDY
BASIC COMPUTER LITERACY
COMPUTER GRAPHICS
BEGINNING LOTUS
INTRODUCTION TO PAGEMAKER
INTRODUCTION TO DATABASE CONCEPTS
INTRODUCTION TO INTERNET

CAD DESIGN SYSTEMS, INC.:
AUTOCAD TRAINING COURSE

INTERNATIONAL FACILITIES MANAGEMENT ASSOCIATION:
    PRINCIPLES OF FACILITY MANAGEMENT
    CONFERENCE ON FACILITY MANAGEMENT
    IFMA '93
        LIFE-CYCLE COSTING FOR BEGINNERS
        AUTOMATED ASSET MANAGEMENT
        IFMA STANDARDS FOR SPACE MANAGEMENT
    FACILITIES '93
        GOING FROM FURNITURE TRACKING TO ASSET MANAGEMENT
        AUTOMATED ASSET MANAGEMENT
        IFMA STANDARDS FOR SPACE MANAGEMENT
    IFMA '94
        IFMA STANDARDS FOR SPACE MANAGEMENT
        COMPUTERIZED ASSET MANAGEMENT

A/E/C SYSTEMS, INC.:
    COMPUTERS IN THE DESIGN STUDIO
    SYSTEMS FOR SMALL OFFICES
    COMPUTERS IN DESIGN EDUCATION
    STRATEGIC FACILITIES MANAGEMENT AND PLANNING
    COMPUTER-ASSISTED FACILITIES PLANNING

TENNESSEE VALLEY AUTHORITY:
    ENERGY - AN INTEGRATED APPROACH

MICROCAD INSTITUTE:
    ADVANCED AUTOCAD

LAWRENCE INSTITUTE OF TECHNOLOGY (GUIDELINES):
    CADD ON THE MACINTOSH WORKSHOP

GRAND RAPIDS JUNIOR COLLEGE:
    LOTUS 1-2-3 FUNDAMENTALS
    LOTUS 1-2-3 APPLICATIONS
    AUTOLISP SEMINAR
    AUTOCAD FOR MANAGERS SEMINAR
    AUTOCAD 3-D SEMINAR
    AUTOCAD VERSION 12

NORTHWESTERN MICHIGAN UNIVERSITY:
    MARKETING ON A SHOESTRING

AMERICAN INSTITUTE OF ARCHITECTS:
    OPENING ALL DOORS: AMERICANS WITH DISABILITIES ACT
    THE FUTURE: HOW WE GOT THERE AND WHAT IT IS - DESIGN COMPUTING
    1996 NATIONAL CONFERENCE

SKILLPATH SEMINARS
    UPGRADING AND REPAIRING YOUR PC

REGISTRATIONS

STATE OF ILLINOIS, 1962
NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS CERTIFICATION, 1969
STATE OF INDIANA, 1971 (VOLUNTARILY TERMINATED)
STATE OF OHIO, 1972 (VOLUNTARILY TERMINATED)
STATE OF MICHIGAN, 1978

PROFESSIONAL MEMBERSHIPS

AMERICAN INSTITUTE OF ARCHITECTS
MICHIGAN SOCIETY OF ARCHITECTS
INTERNATIONAL FACILITIES MANAGEMENT ASSOCIATION
AMERICAN SECTION OF THE INTERNATIONAL SOLAR ENERGY SOCIETY (VOLUNTARILY
     TERMINATED)
MICHIGAN SOCIETY OF PLANNING OFFICIALS (VOLUNTARILY TERMINATED)

PROFESSIONAL ACTIVITIES

MEMBER	-	THE CITY OF BIG RAPIDS PLAN BOARD (1981-1989)
CHAIRPERSON	-	CITY OF BIG RAPIDS PLAN BOARD (1987-1989)
BOARD MEMBER	-	GRAND VALLEY CHAPTER, AMERICAN INSTITUTE OF ARCHITECTS (1985-1987) (1993 - PRESENT)
MEMBER	-	PROGRAM COMMITTEE - GRAND RAPIDS CHAPTER, AMERICAN INSTITUTE OF ARCHITECTS (1990 - 1992)
CHAIRPERSON	-	CONTINUING EDUCATION COMMITTEE - GRAND RAPIDS CHAPTER, AMERICAN INSTITUTE OF ARCHITECTS (1992 - PRESENT)
MEMBER	-	SCHOLARSHIP COMMITTEE - WEST MICHIGAN CHAPTER, INTERNATIONAL FACILITIES MANAGEMENT ASSOCIATION (1991)
MEMBER	-	IFMA FACILITY MANAGEMENT EDUCATOR'S COUNCIL
PRESIDENT	-	IFMA FACILITY MANAGEMENT EDUCATOR'S COUNCIL (1995 - PRESENT)
VICE-PRESIDENT	-	IFMA FACILITY MANAGEMENT EDUCATIOR'S COUNCIL (1994)
MEMBER	-	DOWNTOWN DEVELOPMENT BOARD (GRAND RAPIDS) AFFORDABLE HOUSING TASK FORCE. (1993 - 1995)

EMPLOYMENT RECORD

SEPTEMBER 1974 TO THE PRESENT:

> FERRIS STATE UNIVERSITY
> ARCHITECTURAL TECHNOLOGY/FACILITIES MANAGEMENT PROGRAMS
> BIG RAPIDS, MICHIGAN 49307
>
> POSITION: PROFESSOR
> PROGRAM COORDINATOR (1984 - 1987)
> PROGRAM COORDINATOR (1992 - 1995)
>
> RESPONSIBILITIES: TEACHING IN THE FOLLOWING AREAS:
>
> > COMPUTER GRAPHICS FOR ARCHITECTURE
> > COMPUTER APPLICATIONS FOR FACILITIES MANAGEMENT
> > ARCHITECTURAL GRAPHICS
> > PRESENTATION DRAWING
> >   ADVANCED PRESENTATION DRAWINGS
> >   CONSTRUCTION DOCUMENTS
> > BUILDING CODE REGULATIONS
> > MATERIALS OF CONSTRUCTION
> > OFFICE PROCEDURES, CONTRACTS, AND SPECIFICATIONS
> > ENERGY COURSES:
> >   ENERGY CONSERVATION
> >   PASSIVE SOLAR DESIGN
> >   ENERGY CONSERVING BUILDING TECHNIQUES
> >   INTRODUCTION TO FACILITIES MANAGEMENT
>
> DEVELOPED THE CURRICULUM FOR A BACCALAUREATE IN FACILITIES MANAGEMENT BEGUN
> IN THE FALL OF 1989

FEBRUARY 1984 TO THE PRESENT:

MEL KANTOR, AIA - ARCHITECT
4314 MILLPOND DRIVE
ROCKFORD, MICHIGAN 49341

POSITION: PRINCIPAL ARCHITECT

RESPONSIBILITIES: AS THIS IS A INDIVIDUAL PRACTICE I PERFORM ALL THE CUSTOMARY
FUNCTIONS THAT TAKE PLACE IN AN ARCHITECTURAL PRACTICE.

PRINCIPAL TYPE OF WORK: COMMERCIAL, RESIDENTIAL, AND INSTITUTIONAL PROJECTS IN
MICHIGAN AND ILLINOIS.

SEPTEMBER 1976 TO FEBRUARY 1984:

GIENAPP/KANTOR AIA - ARCHITECTS
POST OFFICE BOX 1161
BIG RAPIDS, MICHIGAN 49307

POSITION: PRINCIPAL ARCHITECT

RESPONSIBILITIES: CLIENT RELATIONS, PROGRAMMING, DESIGN, SPECIFICATION WRITING,
SUPERVISION

PRINCIPAL TYPE OF WORK: COMMERCIAL, RESIDENTIAL, AND INSTITUTIONAL IN MICHIGAN
AND ILLINOIS

AUGUST 1967 TO JUNE 1974:

HERBERT SHAFFER ASSOCIATES, INC., ARCHITECTS
20 WEST HUBBARD STREET
CHICAGO, ILLINOIS 60611

POSITION: ASSOCIATE

RESPONSIBILITIES: CLIENT CONTACT, DESIGN, PRESENTATION, COORDINATION OF ENTIRE
PROJECTS,   SPECIFICATION   WRITING,   LETTING   OF   BIDS   AND
CONTRACTS, FIELD SUPERVISION, COORDINATION OF SEPARATE
CONTRACT PROJECTS, GENERAL ADMINISTRATION

PRINCIPAL TYPE OF WORK: COMMERCIAL BUILDINGS, SHOPPING CENTERS

OCTOBER 1961 TO SEPTEMBER 1967:

JAMES M. TURNER & ASSOCIATES, ARCHITECTS
5945 SOUTH HOHMAN AVENUE
HAMMOND, INDIANA   POSITION: ARCHITECT

RESPONSIBILITIES: DESIGN,   PRESENTATION,   SUPERVISION   AND   PRODUCTION   OF
CONSTRUCTION DOCUMENTS, WRITING OF SPECIFICATIONS

PRINCIPAL TYPE OF WORK: SCHOOLS, CHURCHES AND COMMERCIAL BUILDINGS

MAY 1961 TO JANUARY 1963 (FULL TIME AND FREE LANCE)

ERIC ERIKSEN & ASSOCIATES, ARCHITECTS

3030 WEST 119TH STREET
CHICAGO, ILLINOIS 60655

POSITION: ARCHITECT

RESPONSIBILITIES: DESIGN, PRODUCTION OF WORKING DRAWINGS

PRINCIPAL TYPE OF WORK: CHURCHES

JUNE 1959 TO OCTOBER 1961

COLEMAN & COLEMAN, ARCHITECTS
6641 SOUTH VERNON
CHICAGO, ILLINOIS

POSITION: DRAFTSPERSON

RESPONSIBILITIES: DESIGN, PRODUCTION OF WORKING DRAWINGS

PRINCIPAL TYPE OF WORK: SCHOOLS, COMMERCIAL BUILDINGS

SEPTEMBER 1957 TO SEPTEMBER 1958:

HAROLD H. CROST & ASSOCIATES
646 NORTH MICHIGAN AVENUE
CHICAGO, ILLINOIS

POSITION: DRAFTSPERSON

RESPONSIBILITIES: PRODUCTION OF WORKING DRAWINGS

REFERENCES:

REFERENCES AVAILABLE UPON REQUEST.

VICTORIA HARDY
6065 Pickerel Dr. NE
Rockford, Michigan 49341
616-874-5703
FAX: 616-874-5723
internet address-hardyv@cot01.ferris.edu

PRESENT POSITION

Assistant Professor - Facility Management
College of Technology
Ferris State University, Michigan

PAST POSITIONS

Principal
AMS Planning and Research
Fairfield, CT 1990-1994

President
Music Hall Center
Detroit, Michigan   1987-1989

Executive Director
Meadowlands Center for the Arts
Rutherford, NJ   1983-1987

Director, University Events and Services
Stanford University
Stanford, CA   1977-1983

General Manager
Mississippi River Festival
Southern Illinois University
Edwardsville, IL   1975-77

Taught English and theatre for five
years in the public schools.

**CURRENT
PROFESSIONAL
ACTIVITIES**

Board of Directors
International Facility Management Association
    Task Force on Recognition of Bachelor Degree Programs
    Task Force on Professional Education

University Strategic Planning Committee
Ferris State University - 1995-97

Board of Directors
Concerned Citizens for the Arts in Michigan

**PAST
PROFESSIONAL
ACTIVITIES**

Board of Directors
League of Historic American Theatres
1984-91. President, 1987-89.

Board of Directors
Arts Foundation of Michigan - 1990-1996

Association of Performing Arts Presenters
Board of Directors; Executive Committee;
Chair, National Conference, 1982

**SPECIAL
PROJECTS**

Profiled:
Creativity in Business: 1986, Doubleday
Michael Ray and Rochelle Myers, authors

Recipient:
Council for Advancement and Support of Education
Gold Medal Award for Community Related Programs
Stanford University, 1985

Member:
USICA Administrators Study Team;
People's Republic of China; 1981

Citizen Ambassador Program
Facility Management Delegation
Australia and New Zealand; 1996

Named:
Who's Who in Entertainment, First Edition
Who's Who in American Women - 1996
Who's Who in Finance and Industry - 1995

Published:
League of Historic American Theatres Bulletin
League of Historic American Theatres Classic
CRM: Magazine of the National Park Service
PRINCIPAL Magazine: NAESP
Dance USA

**PROFESSIONAL
AFFILIATIONS**

IFMA - International Facility Management Association
ISPA - International Society for Performing Arts
LHAT - League of Historic American Theatres

EDUCATION

Stanford University
Management Development Program (1980-81)

Graduate work at Washington University (St. Louis)
and Southern Illinois University (1974-1975)

B.S. Ed., University of Missouri/Columbia
January 1970

PERSONAL

Member:
Mayflower Congregational Church
Chicago Art Institute

APPENDIX NO. 8

ADMINISTRATOR/STAFF, NURSES, PUBLIC SAFETY OFFICERS AND SUPERVISORS, AND RESIDENCE HALL DIRECTOR

HIRING PROCESS

1. **Originator*** (obtains a position number from position control only for newly created positions) prepares a hiring packet which includes a position description, position vacancy announcement, department's Affirmative Action Plan, justification statement, Cabinet posting request form and an advertisement when appropriate. Forwards Position Vacancy Announcement and advertisement to Human Resource Development (HRD) for review and approval. Once approval is received from HRD, forwards hiring packet to Dean/Director.

2. **Dean/Director** reviews packet, signs Position Vacancy Announcement and forwards packet to Vice President.

3. **Vice President** reviews packet, signs Position Vacancy Announcement (initials salary range on the back of the posting if it is not stated on the front), obtains Cabinet approval and president's signature on announcement, forwards Position Vacancy Announcement** to HRD.

4. **HRD** notifies the Dean/Director (via PROFS) to send the Position Recruitment Notice (PRN) when notification of approval to post has been received from the President's Office. HRD will post a vacancy on Friday if the signed and approved Position Vacancy Announcement and the authorized PRN have been received in HRD by 9:00 a.m. on Tuesday.

5. **Originator** releases approved advertisement to coincide with the University's posting dates.

6. **HRD** prepares and forwards to Originator the Appointment Activity Record (blue form) including Availability Statistics and Utilization Analysis and Affirmative Action Questionnaires.

7. **Originator** sends applicants a letter to acknowledge receipt of application and a **stamped** self-addressed Affirmative Action Questionnaire.

8. **HRD** compiles a list of all minority and female applicants from the returned Affirmative Action Questionnaires and forwards this information to Originator and to the interim Affirmative Action office in the Office of the General Counsel.

9. **Originator** reviews application materials, completes Section G of the Appointment Activity Record (blue form), documents reasons for no interview, and discusses with Dean/Director which applicants to interview.

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* Originator - term used to describe the person conducting the search, i.e., search chair, supervisor, dean/director.

** If there were any changes to the originally approved position vacancy announcement and advertisement they must be re-approved by HRD.

HIRING.DOC, 06/12/96

ADMINISTRATOR/STAFF, NURSES, PUBLIC SAFETY OFFICERS AND SUPERVISORS, AND RESIDENCE HALL DIRECTOR

HIRING PROCESS (Cont'd)

10. **Originator** coordinates the interview process (which includes a 45 minute session with HRD for all "At Will" applicants). Recommends a candidate and prepares the necessary hiring documentation. This includes the Employee Assignment Action (EAA) form, the Appointment Activity Record, and Budget Adjustment Request form (BAR Form) if appropriate. Forwards the application, resume, official transcripts and three letters of reference for all interviewed candidates to the Dean/Director. Also included are the application materials on all known minority and female applicants.

11. **Dean/Director** reviews all information and signs EAA, Appointment Activity Record, and BAR Form. Forwards all information to the Office of the General Counsel for Affirmative Action approval.

12. **Affirmative Action** reviews information; signs Appointment Activity Record and forwards this along with the recommended candidate file to the appropriate Vice President. Returns remaining materials to the Originator.

13. **Vice President** signs EAA (retains pink copy), Appointment Activity Record, and BAR Form if included. Forwards all information to Budget Office if BAR Form is included or to Dean/Director if no BAR Form. **(Budget Office** processes BAR Form (retains gold copy of EAA) and forwards all information to Dean/Director.)

14. **Dean/Director** extends offer and sends a written confirmation of offer to candidate. When offer is accepted, retains yellow copy of EAA, and forwards the complete file to HRD. Notifies Originator to send letters of rejection to unsuccessful applicants.

15. **HRD** processes the EAA and forwards it to Controller's area for additional processing. Forwards the Appointment Activity Record to the interim Affirmative Action office in the Office of the General Counsel. The Benefits Office contacts the individual or hiring department to set up benefit orientation.

Note: Search committees may be formed by the appropriate Vice President. In those cases the Originator may be the Search Chair.

HIRING.DOC, 06/12/96

FACULTY

HIRING PROCESS

1. **Originator** (obtains a position number from position control only for newly created positions) prepares a hiring packet which includes, Position Vacancy Announcement, the department's Affirmative Action Plan, a justification statement, Cabinet posting request form and an advertisement. Forwards Position Vacancy Announcement and advertisement to Human Resource Development (HRD) for review and approval. One approval is received from HRD, forwards hiring packet to Dean/Director.

2. **Dean/Director** reviews packet, signs Position Vacancy Announcement and forwards packet to Vice President.

3. **Vice President** reviews packet, signs Position Vacancy Announcement and initials salary range on the back, obtains Cabinet approval and president's signature on announcement, forwards Position Vacancy Announcement* to HRD.

4. **HRD** notifies the Dean/Director (via PROFS) to send the Position Recruitment Notice (PRN) when notification of approval to post has been received from the President's Office. HRD will post a vacancy on Friday if the signed and approved Position Vacancy Announcement and the authorized PRN have been received in HRD by 9:00 a.m. on Tuesday.

5. **Originator** releases approved advertisement to coincide with University's posting dates.

6. **HRD** prepares and forwards to Originator the Appointment Activity Record (white form) including Availability Statistics and Utilization Analysis and Affirmative Action Questionnaires.

7. **Originator** sends applicants a letter to acknowledge receipt of application and a **stamped** self-addressed Affirmative Action Questionnaire.

8. **HRD** compiles a list of all minority and female applicants from the returned Affirmative Action Questionnaires and forwards this information to Originator and the interim Affirmative Action office in the Office of the General Counsel.

9. **Originator** reviews application materials, completes Section G of the Appointment Activity Record (white form), documents reasons for no interview, and discusses with Dean/Director which applicants to interview.

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* Originator - term used to describe the person conducting the search, i.e., search chair, supervisor, dean/director.
** If there were any changes to the originally approved position vacancy announcement and advertisement they must be re-approved by HRD.

10. **Originator** coordinates the interview. Recommends a candidate and prepares the necessary hiring documentation. This includes the Employee Assignment Action (EAA) form, the Appointment Activity Record and Budget Adjustment Request form (BAR Form) if appropriate. Forwards the application, resume, official transcripts and three letters of reference on all interviewed candidates to the Dean/Director. Also included are the application materials on all known minority and female applicants.

11. **Dean/Director** reviews all information and signs EAA, Appointment Activity Record and Bar Form. Forwards all information to the Office of the General Counsel for interim Affirmative Action approval.

12. **Affirmative Action** reviews information, signs Appointment Activity Record and forwards this along with the recommended candidate file to the appropriate Vice President. Returns remaining materials to the Originator.

13. **Vice President** signs EAA (retains pink copy), Appointment Activity Record, and BAR Form if included. Forwards all information to Budget Office if BAR Form is included or to Dean/Director if no BAR Form

14. **Budget Office** processes BAR Form (retains gold copy of EAA) and forwards all information to Dean/Director

15. **Dean/Director** extends offer and sends a written confirmation of offer to candidate. When offer is accepted, retains yellow copy of EAA, and forwards the complete file to HRD. Notifies Originator to send letters of rejection to unsuccessful applicants.

16. **HRD** processes the EAA and forwards it to Controller's area for additional processing. Forwards the Appointment Activity Record to the interim Affirmative Action office in the Office of the General Counsel. The Benefits Office contacts the individual or hiring department to set up benefits orientation.

Note: Search committees may be formed by the appropriate Vice President. In those cases the Originator may be the Search Chair.

HIRING.DOC, 06/12/96

APPENDIX NO. 9

College of Technology,
Ferris State University

**TENURE POLICY
CONSTRUCTION DEPARTMENT**

January 11, 1996

1. <u>Tenure</u> <u>Attainment</u> <u>Criteria</u>

    A.   Primary responsibility of a candidate for tenure.

        1.   The primary professional responsibility is to attain excellence in teaching.

        2.   The candidate shall have demonstrated superior qualities as a teacher.

        3.   The candidate shall have demonstrated continuing professional competency.

        4.   Evaluation of teaching for tenure purposes shall not infringe on academic freedom.

    B.   Secondary responsibilities of a candidate for tenure.

        1.   During the period of employment at Ferris, the candidate shall have performed in a satisfactory manner all assigned and customary professional responsibilities, such as:

active membership in professional organizations;

research;

consulting;

publications and/or presentations;

advising;

participation in university committees;

participation in professional committees;

attendance at professional meetings, seminars, workshops, etc.

        2.   Other items which may influence the tenure decision are as follows:

demonstration of a willingness to join with colleagues in advancing the common interest of the university; and

demonstration of a sense of civic responsibility by using his/her professional skills for the benefit of the community and his/her fellow students.

2

II. Tenure Committees

This tenure policy document refers to three(3) distinctly different committees. These three committees are:

A. Candidate Tenure Committee (three members)
B. Executive Tenure Committee (three members)
C. Department Tenure Committee (entire tenured faculty group)

Each committee's membership composition and function is defined in this section below.

A. Candidate Tenure Committee.

1. Each probationary faculty member shall have his/her own Candidate Tenure Committee until such time as the department votes to grant or deny tenure. This committee exists not only to evaluate the effectiveness of the candidate but also to assist the candidate as they assimilate into the academic environment.

2. The committee shall have three(3) voting members, tenured in the Department, who will serve during the probationary period, chosen as follows:

   the committee's chair shall be the candidate's mentor for the first year. If the mentor is a non-tenured member of the Department, the committee chair will be selected from the tenured faculty within the candidate's curriculum/seniority unit. The selection will be done by the Departmental Tenure Committee. After that year, the candidate will select the chair, who will serve the remaining probationary period.

   a member shall be elected by the tenured and tenure-track members of the candidate's curriculum/seniority unit; and

   a member shall be elected by the tenured and tenure-track members of the Construction Department.

3. A vacancy in a Candidate Tenure Committee shall be filled in the same manner as the individual being replaced was selected.

3

4. . If the candidate's curriculum/seniority unit does not have enough tenured faculty to fill the committee as outlined in Section II. A.2., then the committee will consist of other tenured faculty from the Construction Department.

B. Executive Tenure Committee.

1. The department shall elect a Executive Tenure Committee which shall supervise the actions of the various Candidate Tenure Committees to assure that they operate in conformity with the provisions and time tables of this policy

2. The committee shall have a rotating membership of three tenured department members. Thus, one department member will be elected or re-elected each year to a three year term.

3. To implement this policy, the tenured members of the department, after the first meeting of the department following the adoption of this policy, shall elect three tenured members to the Executive Tenure Committee. The first elected member shall serve a term of one year, the second a term of two years, and the third a term of three years.

4. The chair of the Executive Tenure Committee shall be the member whose term expires first.

5. A vacancy in the Executive Tenure Committee shall be filled by another tenured member of the department elected by the tenured members of the department.

C. Departmental Tenure Committee

1. The Departmental Tenure Committee consists of all tenured faculty in the Construction Department. This committee votes, makes amendments, changes and policy regarding the tenure process within the Construction Department. This committee votes on the acceptability or non-acceptability of all candidates seeking tenure and is composed of the philosophical and academic chore that determines the quality and character of future tenured faculty in this department.

4

2. . Both the Executive Tenure Committee and the Candidate Tenure Committee are subordinate to the Department Tenure Committee. Both committees exist to administer the various detailed functions described above and fulfill needs that the Department Tenure Committee defines for them.

III. <u>Procedures</u>

A. If new, probationary tenure track faculty have been employed, the Executive Tenure Committee shall hold a special meeting with all these individuals no later than the end of the first full week of classes in October.

B. The Executive Tenure Committee shall provide the following to all new non-tenured, tenure track faculty members:

a copy of this Tenure Policy for the Construction Department;

a copy of the current Faculty and Tenure Evaluation Policy of the Construction Department;

the form for faculty evaluation adopted by the department;

the form for student evaluation adopted by the department; and

a time schedule which shows the dates when each phase of the tenure evaluation must be completed.

C. The Executive Tenure Committee shall inform the department faculty, program director, department head, and the deans, of the names of non-tenured, tenure track faculty members and ask for written comments which the committee might consider in its evaluation process. Such comments are to be submitted to the committee no later than the end of the first full week of the winter semester.

D. The Executive Tenure Committee shall conduct student evaluations of the candidate(s) which the committee might consider in it's evaluation process. These evaluations will be conducted between the seventh and ninth week of each semester. A compilation of the results of the student evaluations will be made available to the candidate before the end of the first week of the following semester.

5

E. The Executive Tenure Committee shall maintain a chronology of the status of each non-tenured, tenure-track faculty member.

F. The Executive Tenure Committee shall be provided with a locked file, in the office of the departmental secretary, for storage of all documents, evaluations, and findings of the committee and those submitted by the Candidate Tenure Committees, tenured members of the department, the department head, and the dean. Files of any probationary member shall be available for inspection in the department office by any tenured department member. Probationary faculty members shall have access only to their own files in the presence of at least two members of their Candidate Tenure Committee.

G. Recommendation to grant one of three(3) decisions described below shall be based on a vote by secret ballot of the Department Tenure Committee. A simple majority of this committee shall determine whether to:

1. Grant tenure, beginning with the start of the University's next academic year.

2. Grant one additional probationary year during which the candidate must fulfill specific conditions in order to be eligible for tenure. Upon completion of that conditional year, the process for application of tenure as outlined in this policy will be followed. In the event of denial of tenure, employment will be terminated at the end of the academic year in which tenure was denied.

3. Deny the granting of tenure and terminate employment at the end of the next regular academic year.

A move to table consideration of a candidate for tenure shall not cause a delay in tenure proceeding in excess of ten (10) calendar days.

H.   In the event of a vote by the Department Tenure
     Committee against recommending the granting of
     tenure, the candidate for tenure shall have thirty
     (30)calendar days to appeal the decision and to
     submit evidence to support such an appeal to the
     Departmental Tenure Committee. A final decision
     by this committee shall be reached by the first
     regularly scheduled department meeting date of the
     month, following receipt of the appeal. A
     decision by the committee to recommend the
     granting or denial of tenure shall require the
     same vote of Department Tenure Committee as
     defined in the preceding paragraph.

I.   If tenure is granted, the candidate's tenure
     review file shall be dissolved.

J.   If tenure is denied, the candidate's tenure
     review file shall be kept for three consecutive
     years after the date of denial.

IV. Time Schedule for Tenure Evaluation

SEPTEMBER

A.   During the first department meeting in September,
     all tenured Construction Department faculty shall
     adopt any needed procedure or policy changes.
                     -and-
     Elect new annual member(s) to Executive Tenure
     Committee to replace any retiring member(s). Then
     this committee or a member of it will meet with
     all new tenure-track faculty members, if any, and
     inform these new faculty members of the tenure
     procedures and provisions as described in this
     policy document.

OCTOBER

A.   October 10: Last day for Executive Tenure
     Committee to submit list of tenure-track faculty
     to department head and dean with a request for
     their comments.

B.   October 15: Last day for bargaining unit member
     seeking tenure to submit his/her credentials to
     department/unit tenure review committee.

C.   October 31: Department Tenure Committee shall
     select members of the Candidates Tenure Committee
     as per Section II.A.2. This committee shall meet
     with the candidate to establish goals and
     objectives for the next academic year.

7

A. November 15: Last day for the Candidate Tenure Committees of those faculty applying for tenure to notify the candidate of its evaluation and to notify him/her of the procedure for applying for additional review of the intended recommendation.

B. November 30: Last day for a candidate to appeal a "denial of tenure" recommendation by the Candidate Tenure Committee.

DECEMBER

A. December 1: Last day for the Candidate Tenure Committee to hear an appeal:
-and-
Last day for department head and dean to submit written comments to Executive Tenure Committee for faculty who have not applied for tenure.

B. December 15: Last day for Candidate Tenure Committee(s) to forward its final recommendation for tenure or no-tenure to the Executive Tenure Committee and thereby to Departmental Tenure Committee.

JANUARY

A. First two weeks in January: Meeting of the Departmental Tenure Committee to discuss with Candidate Tenure Committee(s) and consider the candidacy of all those faculty seeking tenure. Vote on each candidate shall be by secret ballot.

B. January 15: Department Tenure Committee, by way of the Executive Tenure Committee, submits its final recommendation to grant tenure, grant one additional probationary year or deny tenure to the appropriate candidate(s) and to the department head. Both notifications shall be in writing.
-and-
Executive Tenure Committee submits its recommendation about reappointment or non-reappointment of each candidate in their second, third, or fourth year of tenure-track to those candidate(s) and to the department head.

C. Last week in January: Executive Tenure Committee recommends to the Department Tenure Committee any proposed amendments to this tenure policy document.

FEBRUARY

A. First two weeks in February: Executive Tenure Committee conducts a departmental vote on any proposed amendments to this tenure policy.

B. February 15: Last day for Executive Tenure Committee to notify Vice President for Academic Affairs of any proposed changes and amendments that have received a majority vote in the aforementioned department meeting during the first two weeks in February.

MARCH

A. March 5: Last day for Vice President for Academic Affairs to notify, in writing, all applicants for tenure as to his/her decision regarding the recommendations of the respective department/unit tenure review committees.

B. March 15: Last day for a tenure-track bargaining unit member denied tenure to appeal to the President of FSU.

APRIL

A. April 1: Last day for President of FSU to notify appellant of his/her decision.

B. April 10: Last day for the bargaining unit member whose appeal was not supported by the President to appeal to the Tenure Appeals Board.

C: April 25: Last day for the Tenure Appeals Board to be filled according to the procedures outlined in the FFA/FSU Agreement and shall convene for the first time.

MAY

A: May 15: Last day for the Tenure Appeals Board to render its final decision regarding an appellant's entitlement to tenure at FSU.

V. Review and Amendment

A. Tenure evaluation procedures and criteria shall be reviewed annually by the Department Tenure Committee for the purpose of making recommendations to the department if revisions are needed.

B. This policy may be amended by a majority vote of those tenured members of the Construction Department present and voting at a scheduled department meeting, provided written copies of the proposed amendment have been distributed at least two weeks prior to the meeting and upon compliance with the appropriate FSU and FFA Agreement Section 3-Tenure(para3.5.B) in the Implimented Final Contract of December 7, 1996.Candidates already placed at the tenure process are not bound to follow any amended tenure policy adopted after they begin their tenure track position.