

Assurance Argument
Kansas City Art Institute - MO

Review date: 9/13/2021

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

KCAI's mission, adopted by the board of trustees on January 16, 2013, is to prepare gifted students to transform the world creatively through art and design. In the [strategic plan of 2013](#), the mission is accompanied by the explanation that "We can do this by: providing a rigorous education in art, design and the liberal arts that combines theory and creative application through facilitating aesthetic exploration and critical inquiry and reflection in an historical and contemporary context; nurturing the professional, intellectual and personal growth of our students through access to dedicated preeminent, professionally active faculty; and preparing our graduates for thriving multifaceted careers by creating partnerships that serve and involve the public, encourage lifelong learning and promote student engagement with local, national and international communities."

In 2012, former president Jacqueline Chanda began the process of revising the previous mission statement and adding a vision statement and values, with input from staff, faculty, and the board of trustees. The 2013 trustees adopted the [vision statement](#)—the vision of the Kansas City Art Institute is to be an innovative leader in art and design education. The following values were also adopted in 2013 and emphasized the nature of the college's work in providing a premier undergraduate education in art and design, leading to the bachelor of fine arts degree:

- We value intellectual and artistic curiosity together with critical and creative inquiry.
- We promote meaningful integration of liberal arts education and professional practice.
- We explore diverse conceptions of art and design, materials and ideas, history, and perspectives.
- We embrace community engagement, cultural diversity, compassion for others, and communication, contributing to social and cultural growth both locally and globally.

Founded in 1885, KCAI is a nationally recognized, four-year college of art and design awarding the Bachelor of Fine Arts (B.F.A.) degree with studio majors in animation, ceramics, fiber, filmmaking, graphic design, illustration, painting, photography, printmaking, product design, and sculpture. Following a year-long foundation studio curriculum, students select a studio major, or they may choose a studio discipline along with a double major in either art history or creative writing. Students may also elect to major in art history or creative writing and minor in a studio discipline. Along with a studio major, students can also elect to minor in Social Practice or Entrepreneurial Studies or complete a certificate in Asian Studies (All KCAI academic programs are summarized in core component 3.A). In addition to the rigorous, diverse curriculum and immersive studio experience, KCAI offers robust student services, including academic and career advising, personal counseling, disabilities services, and tutoring.

KCAI is organized into the following four divisions: academic affairs, administration, advancement, and student affairs. In January 2020, in order to broaden the scope of the executive team and better serve the student body, student affairs was added as a division of the executive team. Each of these areas has an administrative leader reporting to the president. The enrollment management function of the college is managed by a senior director of admissions and this position reports to the executive vice president for academic affairs, as do the academic chairs. Campus technology, human resources, and facilities report to the executive vice president for administration. Counseling services, disability services, and student support, campus life, security, and the art store/mailroom report to the vice president and dean of students. The marketing, communications, and advancement areas of the college report to the senior vice president for advancement and communications.

All academic programs conduct ongoing evaluations of student learning outcomes and complete an assessment report each May (this process is outlined in core component 4.B). Additionally, each academic discipline undergoes a formal program review every six years (this process is outlined in core component 4.A). All non-academic areas of the college submit an annual institutional effectiveness report that describes how their work supports the college’s mission, which is also reviewed by the College Assessment Committee (CAC) and is used to make recommendations for improvements to administrative leaders (a description of the CAC and both academic and non-academic assessment reports are discussed in core component 4.B).

Enrollment 2015 - 2020

Fall	2015	2016	2017	2018	2019	2020	2021 Projected
Total FTE as of Census Date	633.5	627	657.75	662.25	694.75	694	693

The enrollment profile ([Census Report 2020](#)) of KCAI aligns with our mission. We seek artistically talented prospective freshmen and transfer students who can graduate from KCAI ready to transform the world through their own creative practices. The average high school GPA of our first-year students is 3.3. Our admissions counselors annually visit approximately 400 high schools and community colleges to find the best and brightest creative talent. KCAI’s admissions counselors must hold a B.F.A. degree, in order to be able to recognize the potential within student portfolios, possess

the necessary vocabulary to engage creatively complex individuals, promote the importance of a visual arts education, and present the mission of the college to prospective students and their families and art educators and college counselors.

In fall 2020, KCAI enrolled 694 students seeking the B.F.A. degree. Although we have made significant gains in enrollment since 2015, increasing enrollment to 750 students remains an important institutional goal. The enrollment management and financial aid staff work diligently to achieve this goal, with the assistance of faculty and staff across the college. Visiting the college continues to be an important factor in an admitted student's decision to enroll. KCAI has a traditional campus with a green space surrounded by academic buildings and the new Barbara Marshall Residence Hall that opened in January 2020.

Prospective students are assessed on an individual basis, with emphasis given to an applicant's academic history, portfolio, and statement of intent. The portfolio review is a significant component in admission to KCAI. Portfolios are used to evaluate students' technical abilities with various forms of media, such as their ability to observationally portray subject matter via drawing or painting; their competency with computer software to layout, render and/or put into motion graphic elements; and their understanding of photographic processes. We value problem-solving capabilities, storytelling, and other narratives found in the portfolio and an applicant's ability to assign personal meaning to content. Two years ago, the college made the standardized test score optional.

When a student submits their portfolio for an admissions review, it is done digitally via Slate, the admissions contact management system. The portfolio review is completed by an admissions counselor. Perceptual understanding, content development, and potential for success are all taken into consideration. A comprehensive applicant review includes the portfolio rating, a test score rating (if the applicant has elected to include the test score), and a GPA ranking. The score provided by the Admissions Rating Calculator is an important factor in how we select the most talented students and shape our incoming class. The prospective student's score places the student into a merit scholarship tier.

As stated in our census report, KCAI's fall 2020 students were from 36 states and eight countries. After Missouri, where 41% of our students originate, the largest number of our students arrived from Kansas, Texas, Florida, Illinois, Arkansas, Iowa, and Oklahoma. The average age of our students is 20.49, while 72% identify as female and 28% as male.

The ethnic breakdown of the KCAI student body is 65.04 percent White/non-Hispanic; 5.87 percent two or more ethnicities; 12.32 percent Hispanic/Latino; 7.74 percent Black; 4.87 percent Asian or Pacific Islander; 1 percent international and .43 percent American Indian or Alaskan Native. Students not reporting ethnicity accounted for 2.72 percent of the population.

Mission and Planning

KCAI aligns its mission and planning. The mission statement shaped the strategic plan that was completed in 2018.

The strategic plan included the following goals:

1. Build capacity to deliver our mission.
2. Strengthen and expand delivery of a quality education.
3. Build our capacity to improve the educational experience.

4. Fortify faculty and staff sustainability.
5. Build bridges to ensure a more engaged community.

Each goal included a set of critical milestones and strategic priorities, which served as a guide for our work. The strategic plan was reviewed annually by the president's cabinet to assess and evaluate progress and reshape goals as needed. The president and cabinet members worked together to align the college's planning goals with its operating budget and to determine accomplished versus ongoing goals. The five strategic planning goals continued to be important after the sunset of the plan in 2018 when we shifted attention to a master planning process focused on facilities. In fall 2017, following several months of collaboration across campus, a [master plan](#) was completed with the help of consultancy group Ayers Saint Gross.

The master plan process led by Ayers Saint Gross consultants and local architecture firm El Dorado included listening sessions and discussions with board members, faculty, staff, students, and community members in the surrounding neighborhoods. The master plan resulted in the new Barbara Marshall Residence Hall, which houses 225 students in the center of campus, and Paul and Linda DeBruce Hall, which serves as the home of art history, liberal arts, and the Ronald Cattelino Student Services Center. The master plan defined space needs for the academic programs and led the college to rebuild the interior of the former residence hall to become the Tony Jones Studios for Illustration and Animation and new KCAI gallery. The new Barbara Marshall Residence Hall opened in January 2020. Paul and Linda DeBruce Hall and the Tony Jones Studios for Illustration and Animation and KCAI Gallery opened in fall 2020.

Originally, the master plan included a new Foundation building to house the first-year studio experience. Following discussions with neighbors, board members, faculty, and staff, it was determined that the site originally identified for Foundation would be better suited for Paul and Linda DeBruce Hall. This change allowed for Baty House, the former home of liberal arts, to be demolished and for an increase in parking spaces. Parking had been identified as an area of concern in the master plan. Baty was an old house with small rooms not suited to the needs of today's instruction and student learning.

Although we decided to build Paul and Linda DeBruce Hall on the site that was initially proposed for a new Foundation building, we fulfilled plans to update the existing Foundation building. In spring 2020, a new chair of the Foundation program was hired, and upon her arrival, she made recommendations for changes to the physical space that have been implemented. This resulted in larger and more open studio spaces, and this was also at a time of COVID when more space was needed for safe distancing. In addition, it was decided that once illustration moved from J&G to the remodeled Living Center on campus, J&G should be maintained and updated to provide more space for Foundation and a small room for the papermaking component of the fiber curriculum. A portion of this project was completed over the semester break in 2020, and the final portion was completed in summer 2021. In the fall semester, four sections of Foundation will work in the building now called Foundation North (formerly J&G). Eight sections of Foundation will work in the original Foundation building. Finally, as recommended in the master plan, spaces in the Irving building were remodeled to support the new product design program.

The College Assessment Committee also oversees aligning our mission with planning by reviewing the institutional effectiveness reports submitted by each non-academic department and reporting on the relationships between mission and programming across the college. Finally, the academic department assessment reports call for the faculty leaders to link the results of student learning outcomes with their planning and budgeting for the following academic year. Ongoing assessment of

student learning is discussed in 4.B. Examples of mission-driven student affairs initiatives can be found [here](#).

Budget decisions are guided by mission and planning. The annual budgeting process begins early in the second half of the fiscal year and is directed by the executive vice president for administration/CFO. KCAI is a tuition-driven school, with tuition accounting for 66% of revenues. Using enrollment projections, the school aligns all anticipated expenditures and operational costs with expected revenues. The budget process actively involves all budget directors, the president's cabinet, and executive leadership team. After review and approval by the president, the budget is presented to the finance committee of the board. Their approval moves the budget to the executive council of the board for approval, and then to the full board of trustees for review and approval prior to the start of the new fiscal year. Alignment of planning and budgeting priorities is further addressed in 5.C.

The institution clearly articulates its mission, vision, and values through public information. The mission statement is prominently placed on the college's website, [View Book](#), [President's Report](#), [student handbook](#), [faculty handbook](#), and [course catalog](#). In particular, the View Book and President's Report are widely shared publications, with a total of over 11,500 handed out annually.

In 2019, KCAI embarked on an institution-wide effort to review and redefine the visual identity and key messaging of the college. Led by the marketing and communications team, a committee made up of stakeholders across campus was amassed and included administrators, faculty, board members, students, and alumni who were solicited for insights and feedback throughout the process. The agency that was selected for the partnership was chosen in part because of its history of hiring KCAI alumni and its willingness to include students in the process. At the onset of the project, two internships, funded by the college, were established so that students could get hands-on experience in branding and be an integral part of defining the college's visual identity. The process of developing a new logo, visual language, and brand guidelines, as well as establishing key messages, brand attributes, messaging pillars, and KCAI's brand story, was a collaborative process that touched every part of the KCAI community. In October 2019, KCAI unveiled the updated brand which was immediately embraced and adopted by the campus community.

In spring 2019, the Faculty Assembly recommended the formation of a [Diversity Working Group](#) composed of faculty. At the same time, two student groups were formed: the Black Student Union and the Student Solidarity Network. The college was presented with a [list of demands](#) from these student organizations in summer 2020. Following a virtual meeting with student leaders, the college [responded to the demands](#) and formed the [IDEAS Council](#), a group of faculty, staff, and students asked to make [recommendations](#) for change to advance diversity, equity, inclusion, access, and sustainability on the campus. The IDEAS council worked throughout the 2020-21 academic year and presented [recommended changes](#) to the leadership group. In addition, the chairs worked to diversify their curricula. A President's Action Council was formed to review and prioritize the recommendations, and this group had an [initial meeting](#) with the IDEAS Council. These recommendations were [presented](#) to the board of trustees in June 2021.

The college's focus on issues of diversity and inclusion is demonstrated on the college website. [KCAI's path forward](#) describes the college's commitment and plan related to diversity, equity and inclusion. We recognize that a plurality of voices and perspectives is crucial in providing educational excellence that develops visionary creators, artists and global citizens. We strive towards creating a campus community with the broadest spectrum of representation with respect to race, ethnicity, religion, sexual orientation, gender, age, socioeconomic status and first-generation

students. The core concepts of inclusion, diversity, equity, access and sustainability are guiding principles integral to KCAI's strategic and academic planning, social and studio practices, research, and learning outcomes.

Like many institutions and organizations, KCAI is evaluating our past and considering our future in educating for change and advocating for social justice. We strive to create a campus culture of transparency, collaboration and accountability – a place in which all members feel visible and supported. This work is not about one moment in time; rather, it's a commitment to ongoing training and conversations to help bring about positive change on our campus and in our community. It is about building a path forward.

The mission documents identify the nature, scope, and intended constituents of the higher education programs and services that the institution provides. KCAI recruits highly creative, talented minds eager for a well-rounded education in the visual and liberal arts. The common student learning outcomes across disciplines emphasize creative problem-solving, critical thinking, intellectual inquiry and curiosity, communication skills and global citizenry. As the college focused on diversity, equity and inclusion, the faculty included a related student learning outcome in fall 2020. For each studio program, it is expected that students will demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works. For each liberal arts course, it is expected that students will develop a level of cultural literacy necessary to be an informed citizen through engagement with culture, language, and traditions outside one's own.

The [faculty handbook](#) emphasizes quality of instruction and professional practice, and faculty are evaluated based on their excellence in teaching and scholarship, along with their service to the college. Faculty members are given annual contracts that indicate their work must be carried out in accordance with the faculty handbook, which includes the mission. All faculty and staff hiring announcements describe the college and its mission.

Governance documents, including the [bylaws](#) of Kansas City Art Institute, reflect the role of the board of trustees and its standing committees in serving the mission and vision of the college. The board maintains the fiduciary responsibility for the college and has authority to establish policies that inform mission-driven operations.

Sources

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- KCAI BOT DRAFT Minutes 06.21.2021
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- PRES_2020-21 KCAI BOT Directory 2020-2021.pdf
- PRES_Campus Master Plan_2017
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- PRES_Our Purpose
- PRES_Presidents Report_2019-2020.pdf
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- STUAFF_Student Affairs Initiatives
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

KCAI's commitment to supporting the public good is expressed by our vision statement and has existed within the organization since its inception as a community sketch club in 1885. The vision statement states: "We are committed to engaging the community in a way that promotes cultural diversity, mutual respect, compassion for others, and open communication. Community engagement transforms our students and the public at large in unique ways, such as making, appreciating and valuing the contributions that art and design bring to the society, culture and global economy."

The following programs, events, and memberships held by KCAI fulfill this guiding principle.

Admissions

KCAI's admissions office provides helpful services to the public that assist them in navigating the college admissions processes that are followed by institutions across the country. We provide information to all prospective students about the Free Application for Federal Student Aid (FAFSA).

National Portfolio Day Association

In partnership with the National Portfolio Day Association and the National Association of Schools of Art and Design (NASAD), KCAI annually hosts a National Portfolio Day that attracts admissions staff and faculty from approximately 30 art schools and colleges to our campus to review portfolios by high school and college students. This public event provides young artists and designers constructive feedback about their work. In 2020-21, the portfolio days were hosted virtually, but KCAI will return to hosting an in-person event in fall 2021.

Association of Independent Colleges of Art and Design

KCAI is a long-standing member of the Association of Independent Colleges of Art and Design (AICAD), a non-profit consortium of private colleges of art and design. This consortium was founded in 1991 with a mission to strengthen the collective and individual identities of art schools that promote the value of an art and design education. The consortium holds an annual symposia to present important academic trends and changes in higher education. Another important component of AICAD is to serve as a data collecting resource for the colleges, helping the consortium annually benchmark new and continuing enrollment.

Public Programs

A Common Sense Reading Series

A [Common Sense Reading Series](#) is a public program that features writers and creative writing students from KCAI. Since its inception, the series has presented 45 readings and around 175 writers to roughly 1,200 attendees. Since fall 2016, the KCAI Gallery: Center for Contemporary Practice has hosted this free, public program.

Current Perspectives Lecture Series

[Current Perspectives](#) is a free, public lecture series that presents national and international artists, designers, and scholars to the general public. The program's core audience consists of KCAI students and faculty, local creative professionals, and art enthusiasts. During the lectures, speakers discuss their career paths, influences, and artistic and scholarly projects, providing innovative ideas and inspiration to the audience. The speakers also often represent unique cultural, political, racial, social, and religious identities. This kind of exposure to new perspectives interrupts insular thinking, helps to diversify Kansas City's arts ecology, and creates better citizens of the world. In 2020-21 this series continued in a virtual format, utilizing zoom. The series will be held virtually again in 2021-22.

Film Festivals

Each year students enrolled in KCAI's Asian studies certificate program partner with the Heartland Japan Exchange and Teaching Program Alumni Association (Heartland JETAA) to host an annual film festival. The 2020 festival was held in February 2020 at the Alamo Drafthouse Cinema and 156 attended. Unfortunately, the 2021 festival was canceled due to COVID-19.

H&R Block Artspace Gallery

Dedicated to artists, art, and ideas since 1999, the [H&R Block Artspace Gallery](#) (Artspace) serves KCAI and the public as a dynamic teaching museum that engages students and introduces audiences to important contemporary art and artists. To enhance and sustain a strong and vibrant regional arts ecology, the Artspace organizes and presents [exhibitions and public programs](#) that are free and feature established and emerging regional, national and international artists. Artspace exhibitions showcase artwork that challenges and advances artistic practice and introduces innovative strategies in art-making, exhibition and museum practices, design, and technology, while the gallery's calendar of events delivers provocative and enlightening cultural experiences. Annually, nearly 10,000 persons attend an exhibition or program at the Artspace, with attendance comprised of around 30% KCAI community and 70% general public. During fall 2020 and spring 2021, the ArtSpace welcomed guests with a timed ticketed entry to allow for safe distancing during COVID-19. COVID-19 required that the 2020 BFA exhibition by graduating seniors was held later than normal in late summer 2020. The 2021 BFA exhibition returned to its usual timeframe from mid-April to mid-May in spring 2021.

Jannes Library

[Jannes Library](#) serves the public good in several ways. Pre-pandemic, the library has been open to the public, and public access will be resumed as soon as possible, based on public health guidelines. At that time visitors will be welcome to use library books, journals, and first-floor computers in the library, and to rely on library staff expertise, as needed. While print materials do not circulate to the

public, in-house use is encouraged, and visitors are welcome to use the library scanners at no cost or make copies for a modest fee.

Jannes Library staff members' contact information is publicly listed on the library's website; consequently, staff members are accustomed to fielding calls and emails from throughout the U.S., and occasionally from other countries. We provide assistance with basic research and provide referrals to other organizations. The KCAI archives, housed in Jannes Library, are a particularly rich resource for scholars, art historians, art museum professionals, and art collectors and enthusiasts. In the year ending June 30, 2020, the library had 44 archive inquiries and scanned 41 documents for archive users, the large majority serving individuals from outside the KCAI community.

Our collections have been used for instruction by other colleges. Jannes Library routinely hosts a group of design students from Johnson County Community College (Kansas), along with their instructor. This group uses Josef Albers' *Interaction of Color* (1963), housed in our Rare Books Room. Printmaking students from Metropolitan Community College and their instructor visit to browse our collection of Artists' Books. Jannes Library welcomes the opportunity to share our resources with students from local colleges and universities.

Through its full participation in the [Mobius library consortium](#), Jannes Library lends materials to borrowers at other academic and public libraries throughout the central states region and provides scanned copies of articles to distant users at no charge. In turn, our students and faculty benefit from having access to other libraries' resources. The "[Library Annual Report FY20](#)" documents usage statistics indicating the services provided to users.

Jannes Library is participating in a project in cooperation with the Nelson-Atkins Museum of Art (project leader) and the St. Louis Public Library which is funded by the National Endowment for the Humanities. This project is an excellent instance of serving the public good. Staff members from each organization are conducting research and creating a database to document the lives of Missouri artists active through 1951. This project will launch in August 2021 as a freely accessible web-based portal. Developed to de-silo print resources on Missouri artists held at the three organizations, the portal eventually will accept entries and documentation from cultural organizations throughout the state. Inclusion of Black artists and of women and others from traditionally marginalized groups is a high priority. Jannes Library has committed significant staff time to the project in compliance with the grant requirements of the National Endowment for the Humanities.

KCAI Gallery and Center for Contemporary Practice

The [KCAI Gallery and Center for Contemporary Practice](#) directly supports the mission of KCAI by supporting artists, designers, students, and publics to reimagine the world we live in, affect the way we see and interpret it, and ultimately transform it in positive ways. Located in 2016 in the Crossroads District of Kansas City and relocated to the Tony Jones Studios on our main campus in 2020, it serves the mission of KCAI through collaborative, curriculum-based engagements with students, faculty, community, and artists in residence. Our new campus gallery presents curatorial outcomes for these engagements that include exhibitions, screenings, lectures, readings, and conversations. This site and related programs hold space for critical thought, reflection, and dialogue about current issues and social challenges in our world. The KCAI Gallery provides an additional exhibition site for the annual BFA Exhibition of graduating seniors. The KCAI Gallery holds space for all. Our approach is to create a platform for every person to belong here in some way and, through a circle of advisors/participants/collaborators, present creative practices and views from a foundation of

inclusivity, diversity, equity, accessibility, and sustainability. We believe artists and art play a vital role in reimagining our future that honors and reconciles our past, present, and future.

Continuing and Community Education

Until December 2020, Continuing and Professional Studies was the community education department of the college. Continuing education courses encouraged personal and professional development through exploration of art and design. The college offered more than 400 classes to roughly 3,000 community members annually.

Following a decrease in programming due to COVID-19, the college did not offer continuing education courses in spring 2021. The courses offered in summer and fall 2020 were virtual. Given the decreased enrollment due to COVID and the difficulty in offering continuing education art courses virtually for youth and adults, it was determined that continuing education programs would be eliminated in December 2020. This resulted in the elimination of three full-time and two part-time staff positions.

During spring 2021, as the threats of COVID-19 began to lessen due to increased vaccination rates and decreased case numbers, the admissions area of the college began planning for the reintroduction of two programs that had been previously offered through continuing education. Pre-College ArtLab (PCAL) is a two-week summer residency program for high school students that gives them a college-like experience. PCAL took place on campus in person in July 2021 and served over 100 high school students. Students worked on campus with KCAI instructors in their chosen discipline, while also taking classes in art history and life drawing. PCAL participants come to KCAI from across the country.

The admissions staff also reintroduced Educators ArtLab, a one-week summer residency that provides a special opportunity for middle- and high school-art teachers to revitalize their artistic practice while working with KCAI faculty. Educators ArtLab requires an application, and 48 teachers from around the country participated in July 2021. The college also again began offering adult community education courses in painting and watercolor in summer 2021. These courses are managed by the director of KCAI's campus gallery.

Social Practice Minor

The [social practice minor](#) at KCAI is committed to the public good through the program's mission "to be ethically in dialogue with the global/local considerations of our times." The culture and curriculum motivates our learners to develop a broad sense of the possible scope of artistic practice and the role of artists in society. In our minor program, students gain experience partnering and collaborating with local organizations that serve diverse populations in different areas of need. Program graduates report their intent to continue and further their professional socially engaged practices, especially where their activities can align with civic engagement and action for social change. Recent social practice engagements can be found [here](#). The [Kathleen Collins endowed](#) fund has provided additional support for social practice students.

Sponsored Studio

The [Sponsored Studio program](#) is coordinated by the advancement area of the college and links businesses and organizations who need design thinking, idea generation, or artwork with our students and curriculum. Sponsored studio projects allow students to gain real-world experience

working with a client, and these projects are completed in an elective course called Micro Agency managed by an illustration faculty member. In addition to earning course credit, students are provided a stipend or grant for assisting the external partner to meet their research and development needs. Recently students designed and installed a mural project at the Kansas City Zoo, and animation and film students wrote scripts and made short films for a training program offered by the Kansas City Royals in the Dominican Republic.

Students Affairs Public Events and Series

The Kansas City Art Institute's department of Student Affairs has consistent involvement with the Kansas City community on and off-campus. Examples can be found [HERE](#).

Office of Alumni Relations

The Office of [Alumni Relations](#) has created a number of services and programs to keep alumni informed of exciting developments on campus and engaged with the community.

These initiatives include alumni exhibitions, both virtual and in-person. A new partnership with Clemons Real Estate includes the opportunity for alumni to exhibit work at Southmoreland Inn on the Plaza. Gatherings are held in cities throughout the country where alumni can interact with fellow graduates, faculty, and staff. The Alumni Office is developing new mentorship opportunities for students utilizing alumni and community members, as well as professional development programming for alumni. A suite of 15 new benefits includes an insurance program for alumni to access affordable coverage and build engagement, and discounts to study entrepreneurship at the Regnier Institute for Entrepreneurship and Innovation at UMKC's Henry W. Bloch School of Management. KCAI continues to communicate through social media, and a dedicated monthly e-newsletter, [Revealed](#).

Sources

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- Social Practice
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- STUAFF_Public Events and Series_June 2021 1.B
- STUAFF_Student Affairs Sponsored and Supported Student Events_June 2021

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

KCAI encourages curricular and cocurricular activities that prepare students for informed citizenship and workplace success. Students are required to complete a global/comparative liberal arts course, and the liberal arts student learning outcomes include cultural literacy. Students develop a level of cultural literacy necessary to be an informed global citizen through engagement with culture, language, traditions, outside of home culture and language. All studio programs include the following student learning outcome: students will demonstrate an openness to cultivate an understanding of, and the ability to apply, varying perspectives and diverse world views to contemporary design challenges. The social practice minor prepares students for informed citizenship through their pursuit of a socially-engaged art practice. Our immersive studio curriculum and robust professional internship program prepares students for workplace success.

The Kansas City Art Institute maintains a vast number of opportunities for students and faculty to stay engaged with the local community. The majority of these are tied to our new Professional Practice Center (PPC), which prepares students for their future careers. In addition, the PPC oversees the college's internship program and an innovative Sponsored Studio program that allows area businesses and community organizations to bring real-life creative projects into the classroom.

Examples of these programs include:

Town Pavilion Sponsored Studio project - One of Kansas City's largest buildings in the downtown area was redesigning their lobby area and asked KCAI to create multiple art installations for the new lobby. The MICRO Agency class, an elective available to all students, took on the project and a 45 foot mural was installed at the entrance of the lobby. Also a series of motion graphic images were created for use on the building's information monitors.

Kansas City Royals Sponsored Studio project - KCAI is working with the Kansas City Royals Major League Baseball team to develop a series of animated shorts to be used in their training camps to help their Latino players understand life skills and expectations as a team member. This four-year project allows our students to research and understand how to create artwork for different cultures. The program has also been used in the club's inner-city youth program.

Rabbit Hole Internship Program - The new Rabbit Hole museum is being built in Kansas City to highlight children's literature and the illustrations in children's books. KCAI has worked with the

museum to develop a unique internship program that allows a number of students to work on the development of the exhibitions for the new museum. While this facility is still under construction, the new museum will be able to utilize a minimum of five interns per year and will eventually hire a full time creative staff of 20 or more artists. We see this as an ongoing opportunity for our students and alumni.

Nelson-Atkins Museum of Art Internship Program - Through an endowed grant from the Durwood Family Foundation, KCAI has had a long-standing internship program with the Nelson-Atkins Museum. This program allows an average of 25 students per year to work in the museum to learn curatorial skills and expand their knowledge in art history. Thanks to the Durwood Foundation, all positions are fully paid and provide a number of highly sought after internship opportunities for our students.

Additional Partners:

The following list indicates a sample of the ongoing relationships with community organizations in order to advance and support the Kansas City community.

ArtsKC – Artistic partner to help promote the arts in Kansas City

Art in the Loop Foundation – KCAI was a founding member of the Art in the Loop organization to promote public art in the downtown area of Kansas City.

Coterie Theatre – Our illustration students create the promotional posters for the six plays they produce each year.

Crossroads Arts District – Encourages support of the Crossroads Arts District and our alumni who have studio space in the Crossroads.

Downtown Council of Kansas City – KCAI maintains a membership in the organization to promote the arts in downtown Kansas City (Art in the Loop).

Folly Theatre – Graphic Design students produce promotional posters for their annual jazz series.

Greater Kansas City Chamber of Commerce – KCAI maintains a membership with the Chamber and works with the organization as needed to encourage support of the business community and the arts.

Kansas City Friends of Alvin Ailey – Sponsored Studio partnership to produce a unique piece of sculpture, which is used as the annual award they present to one individual each year at their gala.

Midtown KC Now – KCAI maintains a membership with the organization to support their efforts to maintain a clean and safe neighborhood around the KCAI campus. Randy Williams, Senior Director, Corporate and Community Programs, currently serves on the MainCor board of directors.

Demographics

The college's commitment to making diversity a priority is evidenced in the racial and ethnic diversity of our student body, which is comprised of 35 percent students of color. We have also made significant progress in hiring faculty of diverse backgrounds over the past five years. In 2016 90% of our full and part-time faculty were White/Non-Hispanic, and only 10% identified as racially diverse.

For the fall semester 2021, KCAI will employ 58 full-time faculty and 56 adjunct faculty for a total of 114 total faculty members, of whom 78% identify as white, non-Hispanic. We have made considerable progress in terms of the racial diversity of our faculty, as well as in the gender balance of the faculty, with 60 male faculty members and 53 female faculty members, and one identified as other.

The Fall 2020 ethnic breakdown of the KCAI student body is:

White / Non-Hispanic	Two or more ethnicities	Not reported or known	Hispanic/Latino	Black	Asian or Pacific Islander	International	American Indian or Alaskan Native
65.04%	5.87%	2.72%	12.32%	7.74%	4.87%	1%	.43%

The racial/ethnic breakdown of our faculty is:

White / Non-Hispanic	Hispanic/Latino	Asian or Pacific Islander	Black	Not reported or unknown	American Indian or Alaskan Native	Two or more
89	15	7	3	0	0	0
78%	13.2%	6.1%	2.7%	0%	0%	0%

KCAI employs 134 staff members: 97 are full-time appointments and 37 are part-time. 89, or 66.5 percent, of staff members, are female.

The racial/ethnic breakdown of our staff is:

White / Non-Hispanic	Black	Hispanic / Latino	Not reported or unknown	Asian or Pacific Islander	Two or more	American Indian or Alaskan Native
103	15	9	5	1	1	0
76.9%	11.2%	6.7%	3.7%	.7%	.7%	0%

The following initiatives, activities, and services carry out our mission, vision, and values to promote an inclusive and multicultural focus:

Student Focus Groups

Focus groups have been sponsored to help identify student needs, which drive programming and support services. The focus groups have included specific multicultural groups over the years (Black/African American, Asian/Asian American, Hispanic/Latino(a), etc.).

Study Abroad

Study abroad programs are a valuable educational option for KCAI students. The mobility committee

of the faculty assembly provides guidance and support to students interested in studying abroad. We have relationships with the Burren College of Art, Ireland; University of Tasmania, Australia; University of West Hungary, Hungary; Bezal Academy of Arts and Design, Israel; Osaka University of the Arts, Japan, Otago Polytechnic, New Zealand; Universidad de Castilla – La Mancha, Spain; Bilkent University, Turkey and Loughborough University, United Kingdom to provide international opportunities to our students. KCAI sends one student each year to Burren College of Art for one semester of study. With additional resources from Rita and Irwin Blitt to create an annual award for a student to study abroad, we provide scholarship funds to two students each year to travel and study in another country. A new scholarship has recently been developed to provide an additional \$3000 to support students participating in summer faculty-led travel programs.

Disability Support

KCAI provides assistance to students with disabilities and offers an educational environment that embraces accessibility. Disability Services works with students who have a disclosed disability to arrange accommodations that will allow those students equal access.

Inclusion, Diversity, Equity, Accessibility, and Sustainability (IDEAS)

KCAI supports inclusion, diversity, equity, accessibility, and sustainability through various committees and campus initiatives. Beginning in August of 2015 and through May 2018, the Inclusiveness Taskforce, a cooperative initiative between students, faculty, and staff provided educational opportunities, support, and advocacy that raised awareness and facilitated an inclusive community for all persons at the Kansas City Art Institute. ITF was implemented following events around the country related to racial tensions and to provide student support.

ITF was discontinued after the 2017-2018 academic year due to a lack of participation; however, a new committee, the [Diversity Working Group](#), formed through KCAI's faculty assembly. The mission of the group was "to promote and foster a more diverse KCAI campus inclusive of race, ethnicity, gender, age, sexual orientation, and human capacity of those who attend and work at the college in order to ensure educational excellence and to instill a broad sense of community engagement on the local, national, and global scale." The committee set out to achieve these goals through emphasis in the following three areas: pedagogy and curriculum, outreach and access, and climate and community.

Although the Diversity Working Group continues to meet, the college implemented the [IDEAS Council](#) during the summer of 2020 and subsequently the President's Action Council (PAC). The IDEAS Council is composed of representatives of students, faculty, and staff in response to a need recognized across our campus constituencies for a body devoted to inclusion, diversity, equity, access, and sustainability (IDEAS). Since September 2020, IDEAS Council members have met weekly to discuss issues of diversity and inclusion at KCAI, both acknowledging the work that is being done and making recommendations for future initiatives that will improve and transform our campus environment. Dedicated to transformative justice and the eradication of racism and discrimination in all forms, the Council decided on four focus areas for their examination of IDEAS at the college: Leadership, Reporting, and Accountability; Diversity, Equity, and Inclusion; Academics and Curriculum; and Student Services. A 36-page document, KCAI IDEAS Council Goals, and Actions, Recommendations to the PAC, was sent to the administration and the campus community in March 2021. The President's Action Council had a series of meetings to review the recommendations and prioritize their implementation. In addition, the recommendations and priorities were presented to the board of trustees in [June 2021](#).

To date, KCAI has made great strides in each of these areas; including workshops and training opportunities that cover topics related to gender/identity, race/ethnicity, implementation of gender-neutral restrooms in each building, campus improvements, and learning software to support those with disabilities, and the creation of policies/procedures that support inclusion.

Student Affairs/Student Activities

KCAI Student Affairs, Student Life, and [Student Activities](#) provide ongoing initiatives to foster diversity, inclusion, and respect among all members of the campus community. [Ongoing initiatives, events, and student organizations](#) that support and promote these values are listed below:

Campus Name Policy

In 2020, we updated our policy/process for students to declare their [campus name](#). When applying to KCAI, students can provide their campus name, a non-legal first name that will be used in all campus systems, including class rosters, the student portal, and the college student data system. Only administrators with a legal need to know will have access to the student's legal first name. After matriculation, students can update their campus name through a self-service function on their student portal. Members of the Student Affairs staff work with faculty, staff, and students to provide information related to chosen pronouns; including how to ask another individual their pronoun and how to use pronouns appropriately.

Jannes Library

Library staff members strive to provide resources to the campus community on inclusion and diversity. [Library guides](#) serve as a resource for students who are completing assignments and/or who wish to expand their knowledge about various cultures or groups. The information is available online and is continuously updated. Resource guides include Asian-American culture and history, Black culture and history, feminist resources, Latino-Hispanic culture and history, LGBTQ resources, Native-First Nations culture and history, Whiteness, and racial literacy.

Jannes Library promotes civic engagement in several ways. The library offers programming to educate students and faculty as to the opportunity and importance of voting in local, state, and national elections. The library continuously provides voter registration applications for Kansas City, Missouri residents, and offers assistance in connecting to any election board in the U.S. in order to assist students in registering and/or voting from a distance. In 2016 and 2020, voter information sessions have been offered to the campus community, while maintaining neutrality on partisan elections and issues.

Jannes Library staff, through its collection development practices, strives to provide resources that will prepare students for a diverse multicultural society. Equity, diversity, inclusion, and social justice are guiding principles in collection development for all resources: print, online, and streaming media.

Hallmark Mentorship Program

A new mentoring program pairs Hallmark Cards' executive talent with KCAI students, many of diverse backgrounds, to benefit all involved. The program has the potential to build a pipeline of talent that will infuse Hallmark with diverse creative thinking. Last year, ten graphic design students were paired with ten Hallmark mentors who were well equipped to advise their mentees on what they wanted to learn.

Equal Employment Policy

It is the policy of Kansas City Art Institute not to discriminate unlawfully against any employee or applicant for employment because of race, color, national origin, ancestry, sex, age, creed, religion, disability, marital status, parental status, veteran status, sexual orientation, or other factors that cannot lawfully form the basis for an employment decision. Moreover, it is the policy of the Institute that no employee shall discriminate against another employee on any of these grounds, and that no employee shall retaliate against another. This policy is shared on the KCAI employment website and in the employee handbook, which is shared in hard copy upon hiring and is available online.

Diversity in the Curriculum

In order “to prepare gifted students to transform the world creatively through art and design,” KCAI’s stated mission, we immerse our students in a rich, learning environment that embraces the diversity of a global society. In particular, the [liberal arts department](#) educates students on global perspectives during all required liberal arts core courses, which have embedded in their course content a global/comparative perspective.

Students must also satisfy the liberal arts requirement for at least one global/comparative, upper-division course, of which they have a choice of over 50 courses across the liberal arts disciplines—art history, history, literature, philosophy, and the sciences—as well as courses in Chinese or Japanese language and culture. Additionally, students may satisfy the upper-division liberal arts requirement by participating in a study abroad program, AICAD exchange program, or mobility program. Students may also satisfy the global/comparative study requirement by working with a full-time liberal arts faculty member in a directed study. The liberal arts global/comparative requirements are further explained in core component 3.B, and the specific courses that meet this requirement can be found in the KCAI [course catalog](#). Further initiatives to enhance curriculums in regards to inclusion, diversity and equity in all KCAIs academic departments and programs were initiated this past year.

International Student Support

International students (with non-immigrant status) and their dependents, present in the United States on a student visa (9F-1/F-2), can receive assistance from the registrar’s office regarding obtaining a social security number or driver’s license, lawful employment, maintaining valid student status, DHS/DOS regulations and requirements, and USCIS authorizations.

Academic Support

KCAI recognizes that students have differences in terms of their college preparation and educational backgrounds. As such, [disability services and academic support](#) personnel are available to provide students with writing assistance, tutoring, accommodations arrangements, and general academic support. These services are widely used by the student body.

Sources

- 2021-2022CourseCatalogue
- AA_Diversity Working Group

- ADV_Internships_Sept. 7
- IDEAS Council Action Plan
- Jannes Library Guides.pdf
- KCAI BOT DRAFT Minutes 06.21.2021
- Liberal Arts diversifying the curriculum
- PRES_KCAI strategic plan 2013-2018_0
- STUAFF_21-22_Final_name_and_pronoun_supporting_materials.pdf
- STUAFF_AACS Services_6-10-2021.docx.pdf
- STUAFF_Student Activities and Organizations focused on Multiculturalism and Inclusion_June 17
- STUAFF_Student Organizations_June 2021 1.C and 2.B

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The board of trustees adopted the current mission statement in 2013. KCAI's mission is to prepare gifted students to transform the world creatively through art and design. The mission statement is articulated publicly and guides all operations of the college on a daily basis. With the completion of the 2018 strategic plan, the college continued to monitor progress on the strategic priorities and began a new master planning process focused on facilities planning and campus improvements. The results of the strategic plan have been extraordinary as the college opened the new Barbara Marshall Residence Hall, Paul and Linda DeBruce Hall which serves as home for liberal arts and student services, and the Tony Jones Studios for Illustration and Animation and the KCAI Gallery. The master planning document is posted on our website.

KCAI's academic programs are in the visual and liberal arts, and the majors available to students are consistent with our mission. KCAI provides outstanding student support services aimed to enhance student persistence, retention, and success. Recruitment efforts center on attracting art and design students who can develop personally and professionally through interactions with an immersive studio curriculum, a liberal arts curriculum that promotes cultural awareness and diversity, and a highly qualified faculty group. The institution's planning and budgeting priorities align with and support the mission as described in criterion five.

KCAI's commitment to diversity, equity and inclusion is stated in the IDEAS Council report and on the web site, and it is evidenced daily through the student learning outcomes, student organizations, and the President's Action Council. KCAI is an equal opportunity employer, and the college continues to work toward a more diverse student group and a faculty and staff group that mirrors a pluralistic community.

In addition to providing a premier undergraduate education in the visual arts, KCAI serves the public. KCAI engages with communities of interest and responds to their needs as its mission and capacity allow. Programs at the ArtSpace and the KCAI Gallery, along with the current perspectives visiting artist lecture series, invite the public to engage with and learn more about contemporary art practice. Enrichment and educational opportunities are provided to high school students, community members, and art educators through our continuing and community education offerings.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

The faculty, staff, administration and board of trustees operate with integrity, relying on fair and ethical policies and procedures as outlined in the faculty, staff, and student handbooks and board bylaws. The mission of the institution was developed by the faculty, staff and administration, and adopted by the board of trustees in 2013.

As stated in the [bylaws](#), “the board of trustees shall oversee and control the property, business and affairs of the institute and shall be responsible for overall governance rather than active management of operations. The board sets broad policy and delegates implementation of its policies and operations of the institute to the president. The board of trustees shall have and is vested with all the powers and authorities, given or allowed by law to the boards of directors of not-for-profit corporations, the articles of incorporation or these bylaws, to supervise, control, and direct the management of the property, affairs and activities of the institute, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to effect its objectives and purposes; provided, however, that (1) the board of trustees shall not authorize or permit the institute to engage in any activity not permitted to be transacted by the Articles of Incorporation or by a nonprofit corporation organized under the laws of the state of Missouri, (2) none of the powers of the institute shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of the institute, and (3) all income and property of the institute shall be applied exclusively for its nonprofit purposes.”

The bylaws have always contained a clause describing conflicts of interest, and in June 2015, the bylaws were amended to strengthen the conflict of interest definition and describe the process for resolving conflict of interest matters. In addition to the requirement for disclosure and regulation of conflict of interest on an ongoing basis, the trustees annually complete a questionnaire for use in preparing the [Form 990](#), Return of Organization Exempt from Income Tax. The form requests information regarding business relationships between the trustee and KCAI, as well as business relationships between trustees.

The governance committee of the board developed a Board Member Criteria document in 2019 to assist in the recruitment of new trustees to serve on the KCAI Board. Under the leadership of past

board chair Frank Uryasz, we introduced a [board chair evaluation and a full board evaluation](#). Trustees completed the confidential survey and [results](#) went to the executive assistant to the president. Responses related to board satisfaction were helpful as we considered revisions to the procedure for electing the next chair.

Trustees are invited to attend a [trustee orientation](#) that provides them with information from the administrative, advancement, academic affairs, enrollment management, student affairs and information technology areas of the college. The trustees also receive the bylaws, a campus map, a listing of trustees, and an organizational chart.

Board meetings are held five times per year, with all board committees represented and reporting at the meetings. Board committees include the executive council, governance and trusteeship, academic and student affairs, development, facilities, finance and audit, investments, and the retirement plan committee.

Leadership and Shared Governance

KCAI values shared governance and open communication, as all faculty and staff work to support the mission of the college. The president meets weekly with his executive leadership team, consisting of the executive vice president for academic affairs, executive vice president for administration/chief financial officer, executive vice president for advancement and communications, and vice president and dean of students.

The president's cabinet meets monthly to address issues and encourage communication across all areas. The cabinet includes the executive leadership team, vice president of advancement and general counsel, vice president for academic affairs, director of diverse talent and inclusion, senior director of admissions, and assistant dean of students. The College Assessment Committee (CAC) includes representation from faculty and staff, and they provide their feedback on the institutional effectiveness and assessment reports to the cabinet for consideration.

At the beginning of each academic year, faculty and staff participate in a development day to review Title IX policies and topics related to diversity, equity and inclusion. The president delivers a "[State of the College](#)" address to faculty and staff in the early fall. This presentation includes a review of the past year's accomplishments and the new year's goals. A newly formed student leadership council will meet regularly in the new academic year with elected representatives from each department. The student leaders of this group will meet regularly with members of the administrative leadership team to include the student voice in governance.

The department chairs participate in shared governance via regular meetings to discuss academic policy and pedagogical concerns. The faculty assembly represents the faculty voice in shared governance, and all full-time faculty are members. Adjunct faculty members are invited to attend as non-voting members. The assembly meets six times annually. A staff assembly was implemented in 2018 and meets regularly throughout the academic year to discuss any concerns or recommendations for improvement that can then be shared with the leadership team.

Financial

The finance and audit committee of the board is responsible for the review and approval of the annual operating budget, selection of the annual independent auditor, and the review and acceptance of the annual audited financial statements and [auditor's report](#). The annual audit process has always resulted in an unmodified or "clean" opinion indicating that the financial statements are presented

fairly in accordance with generally accepted accounting principles. The independent auditors provide all communications required under generally accepted auditing standards to the finance and audit committee. KCAI also has an annual audit performed in accordance with the standards contained in Government Auditing Standards, issued by the Comptroller General of the United States. This report also resulted in an unmodified opinion.

The executive vice president for administration/CFO provides monthly financial statements and narratives to the board's finance and audit committee, the executive council, and the administrative leadership team for review.

Hiring Practices

With a consistent focus on inclusiveness and integrity, KCAI facilitates its hiring practices with fairness and transparency. KCAI is an Equal Opportunity Employer. The acquisition of qualified talent is conducted through a variety of sourcing platforms. Each open position is posted on multiple websites, and all applicants must submit their resumé and qualifications through that portal to be considered for employment.

Depending on the position, the college utilizes additional methods to advertise and source qualified applicants. These sources include industry-specific associations, including College Art Association (CAA), National Council on Education for the Ceramic Arts (NCECA), NP Connect and MFAD (Minority Faculty/Staff Applicant Database), ScholarlyHires.com, Diversityjobboard.com, and HigherEdJobs.com. Traditional advertisements, job boards and comprehensive sites for online advertising for vacant positions are also utilized.

The interview process requires a minimum of two levels of interviews for final candidates and utilizes behavioral-based interviewing techniques to determine cultural alignment as well as technical abilities. Faculty searches involve a formal search committee composed of the executive vice president for academic affairs, the department's faculty chair, and a select group of faculty peers as defined by the faculty handbook. Staff position searches involve a two-step interview process with the respective hiring manager, the director of diverse talent and inclusion, and other faculty and staff that are selected to evaluate each candidate. Senior-level administrative leadership and cabinet-level positions are also vetted by the cabinet before the final selection is made. The director of diverse talent and inclusion has completed the Oregon State Search Advocate training program and is able to utilize those skills and knowledge to ensure the candidate pool is diverse and the entire recruitment cycle is fair and consistent. The plan moving forward is to have at least one or two faculty and staff members who have completed the Oregon State Search advocate training program participate as a member of each hiring/search committee. To date, five faculty and administrators have attended the Oregon State Search Advocate training program. KCAI will continue to send faculty, staff, and administration to the search advocate training on a yearly basis.

Following prior employment reference checks, the selected candidate receives a job offer, contingent upon successful completion of the obligatory post-offer, pre-employment requirements, such as criminal and sex offender registry background checks and a pre-employment drug screen for safety and security personnel. Once all pre-employment requirements are satisfied, the office of human resources conducts new hire orientation, and the new employee begins work.

Compliance and Policies Audit

A voluntary legal audit was conducted on all student-related campus and academic policies during

summer 2015. Each policy was reviewed and edited as needed to fit current needs as well as legal obligations. Upon the completion of the policy audit, all student policies were published on an online campus Policy Library. Each policy lists the name of the policy, date revised/reviewed, creator of the policy, form related to the policy, and language related to the policy and procedure to follow. The creation of the [Policy Library](#) has allowed for more accurate and up-to-date information to be accessible from anywhere. Policies continue to be reviewed and updated as needed by professional staff on an annual basis.

Compliance with Consumer Disclosures

Consumer and compliance information, including basic financial aid information, general information about the school, employees to contact to obtain further information, retention rates, and graduation rates can be found on the KCAI website. This information is reviewed and updated annually.

Title IX Policy and Training

In accordance with DOE and OCR regulations, KCAI has implemented a comprehensive Title IX policy and procedure that addresses faculty, staff, and students. The policy was updated to reflect new federal guidance beginning in the fall 2020 semester.

[Title IX training](#) is conducted on an annual basis for faculty, staff, and students. Title IX training is conducted in new student orientation programs. Faculty and staff have received in-person training in fall 2017, 2018, 2019, and 2020. All newly hired staff and faculty are required to participate in online training provided by human resources. Specific training is also provided as needed by the dean and assistant dean of student affairs.

In addition to formal training, information is provided to all members of the campus community on an ongoing basis. Students residing in the college's residence hall receive training through the Metropolitan Organization to Counter Sexual Assault (MOCSA). Posters publicizing events for Sexual Assault Awareness Month hang across campus. Brochures on Title IX are distributed across campus to ensure information is available to all. Finally, the department of student affairs sends an email each semester about the policy that covers how to report incidents, where to find the policy, and the name of the Title IX coordinator.

FERPA

KCAI distributes information about the Family Educational Rights and Privacy Act (FERPA) in the following ways:

1. Prior to the beginning of each fall semester, an email is sent to all students with a FERPA notification.
2. Prior to the beginning of each fall semester, an email is sent to all faculty and staff to remind them of [FERPA guidelines](#).
3. FERPA policies are discussed at faculty orientation.
4. All work-study students are counseled on FERPA policy and are required to view a FERPA training video.
5. FERPA policy is published in the [Policy Library](#).

Academic Catalog

Early each spring, the registrar distributes relevant sections of the [academic catalog](#) to the responsible department heads and requests program updates. Once the new catalog is updated, a second review takes place prior to publication annually. Concurrently, new academic advising trees are built and tested within the student database system which reflect the requirements for students entering their major academic department each fall.

Technology

KCAI seeks to maintain the integrity of systems by operating with physical and logical controls that are audited by the same firm that performs financial audits. These audits help to ensure that systems are available only to authorized personnel and that reviews are comprehensive. Recent audits have been satisfactory. Employees of KCAI are required to sign an Acceptable Use Policy statement which provides for informed consent concerning use of technology and protection of credentials for access. The [Computer User Code of Conduct](#) offers specific examples of conduct violations. The Policy Library contains relevant documents including the [Computer Security and Data Privacy Policy](#).

Best Practices

All departments model their policies and procedures after “best practices” relevant to their specialty area. KCAI is a member of the National Association of College Admission Counseling (NACAC), and recruitment and enrollment practices follow the [NACAC statement on best practices](#). An account of how the Jannes Library and the departments of student affairs, communications, and advancement adhere to best practices is given below.

Student Affairs Staff

Given the ever-changing needs of today’s students, [student affairs staff](#) members take advantage of many opportunities for professional development. Being in a metropolitan area with other colleges and universities offers resources to learn best practice strategies. Various organizations also offer webinars on a variety of topics, which provide a good opportunity to hear from other professionals and experts in a particular field about issues related to the work we do at KCAI. Of additional benefit is the fact that webinars can be shared with others on campus who are not able to attend.

The vice president/dean of students and assistant dean participate as members of the Missouri Council for Chief Student Affairs Officers. The organization meets on a regular basis to share information and resources, and to discuss current legal and legislative issues. The vice president/dean served as the chair of the organization in 2019.

Jannes Library

The staffing of Jannes Library supports high-quality assistance for students and faculty. Staff scheduling at the library is guided by the principle that professional or paraprofessional staff should be available and trained to provide effective assistance with all library resources over a broad range of hours. Accordingly, a staff member is available to assist users Sunday through Thursday until 9 p.m. and until 5 p.m. on Friday. The library participates in several partnerships that provide staff development opportunities. Institutional memberships include the [MOBIUS](#) library consortium, the American Library Association, the Art Libraries Society of North America and its Central Plains Chapter, the Visual Resources Association, and the Association of Independent Colleges of Art and Design Library Directors Group. Each organization is important in identifying best practices in art

and design libraries; Jannes Library staff take full advantage of the publications, programming, and conferences provided.

Department of Marketing and Communications

KCAI's department of marketing and communications follows ethical journalism standards to ensure the free exchange of information that is accurate, fair, and thorough. Communications staff members stay up-to-date on best ethical practices by attending workshops and conferences hosted by industry-related professional associations.

Advancement Department

KCAI's advancement department is committed to ensuring that resources are ethically sought and that the donor's intent is fulfilled. Policies, procedures, and by-laws are in place to guarantee that these principles are followed. To this end, an expanded [Charitable Gift Policies and Procedures](#) was approved by our board of trustees in December 2016. This document defines our code of ethics and confidentiality and outlines our policies regarding endowment, board, planned, and capital giving. In developing this document, we consulted planned giving experts and researched the best practice policies and guidelines of peer colleges. Advancement follows guidelines and policies for annual giving, planned giving, stewardship, and donor relations.

Grievance Policies

A faculty grievance policy and accompanying procedures are described in the faculty handbook. A staff grievance policy and accompanying procedures are also available to staff and allow employees to initiate awareness of concern and to seek resolution.

As stated in the [Student Complaints and Grievances Policy](#), located in the student handbook and [Policy Library](#), students who wish to file a formal complaint or grievance are asked to do so in writing to the vice president/dean of students. Also stated in the policy, KCAI has an obligation to track and [log significant student complaints](#) as required by federal regulations. Since July 2015, has logged all complaints that are made formally, in writing, signed by a student, and submitted to the vice president/dean of students. This log does not include concerns reported to other individuals and concerns for which other processes exist.

Most issues are informal in nature and are resolved through discussions with those involved. Complaints received are often in email form and aren't submitted in reference to a "formal complaint" or reference made to the complaint being filed through the policy.

Sources

- 2021-2022CourseCatalogue
- AA_REG_FERPA Staff and Faculty Guide
- CT_Computer User Code of Conduct_2021
- CT_Computer_Security_and_Data_Privacy_2021.pdf
- EVPADM_Audit Report_Financial Statement_6-30-2020 and 2019
- FACULTY HANDBOOK 2.18.21

- KCAI Gift Policies and Guidelines no highlight 12.12.16.pdf
- Mobius Members 2021 Aug 02
- NACAC Ethical Practice
- PRES_990 Letter and Schedules_2020
- PRES_BOT and Board Chair Evaluation
- PRES_Cabinet and Executive Leadership Team_06-2021.pdf
- PRES_First Amended and Restated Bylaws (Current)_05-24-17.pdf
- PRES_KCAI Board Evaluation 2020-2021 Results Received by 11.23.2020
- PRES_KCAI Board Orientation_09-2020.pdf
- PRES_KCAI Nerman Family President_s Update_05-2020.pdf
- STUAFF_20-21-FINAL-Student-Handbook-2-copy.pdf
- STUAFF_Policy Library_June 2021.pdf
- STUAFF_Student Complaints and Grievances_June 2021.pdf
- STUAFF_Student Services Brochure_June 2021
- STUAFF_Title IX Complaints Historical Data_July 2021
- STUAFF_Title IX Training_June 2021

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

KCAI works diligently to communicate clearly with internal and external constituent groups. Our first line of communication is the website, which is continuously updated and provides explicit information on tuition, housing costs, program requirements, faculty, and accreditation. To assist students in determining their financial aid opportunities and expected out-of-pocket costs, KCAI posts a net price calculator on the website.

KCAI also provides the public and students with access to detailed information on the academic program and policy information, via the following sources:

KCAI Course Catalog

The KCAI [course catalog](#) is available online and includes degree requirements for each major, as well as requirements for liberal arts courses. Students can find the catalog on the website and printed copies are available upon request in the registrar's office. The course catalog is reviewed annually by the registrar, department chairs, and academic affairs personnel. The registrar oversees this process beginning each fall semester, and sections are distributed to the academic department chairs for review and response.

Admissions, Registrar, and Academic Advising Offices

Information about degree requirements is shared during the admissions process with prospective students and parents through direct discussions and the [View Book](#), the website, and the course catalog. The View Book is an admissions marketing piece that is updated biennially and is mailed to all high school seniors, prospective transfer students and educators seeking information. Approximately ten thousand copies of the View Book are shared annually. The publication includes descriptions of disciplines and examples of student work and alumni outcomes.

The registrar and student support staff provide the course catalog and degree requirement checklists for each major upon request. Degree requirement checklists are also available on the student portal MyKCAI, where students may download the information and review their degree progress at any time in the degree audit portal. Beginning in the fall of 2021, sophomore and junior students will have access to their individual degree audit within the portal in MyKCAI. By fall of 2022, sophomores, juniors and seniors will have this access.

Each semester, the registrar and student support staff provide degree requirement information in presentations to first year students (Foundation seminar presentations), and to sophomores and juniors (presentations and emails), and starting fall 2021, we will be offering a general registration/academic advising presentation to all students prior to registration dates.

Academic Calendar

The [academic calendar](#) is drafted by the registrar and approved by the president's cabinet typically 18 months in advance. The approved calendar is then made available to the public and students on the KCAI website. The calendar provides date information on the start and end of semesters and holiday breaks, withdrawal deadlines, and important housing dates.

Student Handbook and the Online Policy Library

The online [Policy Library](#) was developed following a comprehensive audit and update of all student policies in 2014-15. This was done with assistance from legal counsel. Since 2015, policies are reviewed and updated annually. Each policy lists the name of the policy, date revised/reviewed, creator of the policy, form related to the policy, as well as language related to the policy and procedure to follow. The online Policy Library is available to faculty, staff, students, and the public at all times via MyKCAI. The [student handbook](#) is revised annually by the student affairs staff and is available on the online library. The handbook includes comprehensive information about the student code of conduct, as well as academic and other campus policies.

Advancement and Communications Office

In 2018, KCAI embarked on a \$25 million capital campaign to build a new student residence hall, dining facility, new academic building for Art History and Liberal Arts, and renovate the former living center for illustration and animation studios. Capital campaign print and digital marketing materials were developed to provide a case for support to the community and donors. The advancement and communications office produces a [President's Report](#) annually, which provides friends of the college with a review of the prior year's accomplishments. This report is mailed annually to 1,400 and emailed to 11,500 organizations and individuals.

In 2019, the institution completed a rebranding initiative that includes a new logo and tagline, "Imagine what the world has yet to see." The brand has been applied throughout the website and on all admissions materials to provide visual awareness and continuity throughout the college. A new, virtual campus tour platform is being developed now in consultation with a company called Student Bridge and will be launched in fall 2021 to expand recruitment efforts and showcase the new buildings and campus improvements.

Social media channels are critical to KCAI's communication strategies as well as a monthly e-newsletter called [Revealed](#), which is sent to more than 11,000 subscribers.

Co-curricular involvement is critical in the educational experience of students at KCAI. Many of the student organizations on campus offer a co-curricular experience. The organizations offer practical, tangible learning opportunities that allow students to put learning into action while providing opportunities for building relationships and shared interests. Student organizations are supported by an advisor and the assistant director for housing and student activities. Organizations must register annually with the college by completing this [Google form](#) and are then eligible for funding through the Student Leadership Council fund proposal process.

Student Organizations

Approximately 30 co-curricular [student organizations](#) exist currently, or have existed within the KCAI campus community between 2017 and the present.

KCAI provides students with opportunities for community engagement and experiential learning that positively contribute to their educational experience. Some examples are below.

Sponsored Studio

[Sponsored Studio](#) creates partnerships with local businesses to provide real-world, professional experience for students and offers business partners a fresh approach to their research and development, creative communications, and business challenges. The MICRO Agency is a student design group at KCAI that provides freelance illustration and design work to business partners through the Sponsored Studio program. Students enrolled in the MICRO Agency course work in a team environment to conceive, prepare, and finalize projects for professional clients from Kansas City and the region. Students receive scholarships for their participation.

Social Practice Community Engagement and Internships

Illustration associate professor Hector Casanova has taught US (Collaboration, teamwork, and Flexibility) since 2016. Students in this course partner with a local public school to design and execute large-scale murals in school over the course of the semester. The murals develop out of an attentiveness to the needs and interests of the partner school, including students, teachers, and administrators.

Ceramics assistant professor Casey Whittier's course, The Conversational Dish, included a partnership with local organization Cultivate KC," a locally-grown nonprofit working to grow food, farms, and community in support of a sustainable and healthy local food system for all." Through that partnership, students explored how food, community, and art intersect in Kansas City.

Whittier's course, This is Place: Connecting Ceramics, Culture, and Community, worked with De La Salle education center students to explore different interpretations of place through ceramic art workshops. This course rotates community partnerships with different organizations, such as the elderly population and art therapists at Village Shalom and Imagine That!, an organization that supports artists with physical or intellectual disabilities.

Students in Collaborative Art Practice, taught by Jarrett Mellenbruch, develop, plan, implement, and evaluate a semester-long off-campus project with a community partner. Community partner sites and organizations vary among student selections and interests each year. A few examples from Collaborative Art Practice include a collaboration with Manheim Gardens and the Crossroads Academy to build connections that promote sustainable habits in art-making and daily life and work with the organization "Faces of Violence Voices of Hope" to explore ways to use conversation and print media to tell the stories of people living in communities prone to violent crime.

Social practice internships are another way students engage with the community through their degree completion process. Our list of internship sites is extensive, and recent students have completed internships with the Mattie Rhodes Art Center, Kansas City Artist Coalition, and the West 18th Street Fashion Show.

In addition to social practice internships, students pursue experiential learning opportunities

through [professional internships](#) at various sites in the Kansas City area, including the Nelson Atkins Museum of Art, the Kemper Museum of Contemporary Art, the on-campus Artspace and KCAI gallery, and design firms like C3 and DMH. Evidence of the [impact of these educational experiences](#) is collected in the site supervisor evaluation of intern performance and student feedback.

Sources

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- 2021-2022CourseCatalogue
- Academic-Calendar-2021-2022-2.pdf
- ADMISS_ViewBook_20-21
- Internship Learning Objectives
- KCAI Student Organization Registration Form
- KCAI_2019 Kathleen Collins Endowment Letter
- KCAI_Social Practice community engagement
- PRES_Presidents Report_2019-2020.pdf
- Revealed
- Sponsored Studio Program
- STUAFF_20-21-FINAL-Student-Handbook-2-copy
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- STUAFF_Asian Studies Certificate_6-10-21.docx
- STUAFF_Creative Writing and Studio Double Major_6-10-21.docx
- STUAFF_History of Student Leadership Team-Council_June 2021
- STUAFF_Illustration_6-10-21.docx
- STUAFF_KCAI Student Organizations
- STUAFF_Policy Library_June 2021.pdf

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The board of trustees has responsibility for the college's overall governance, sets broad policy, and delegates implementation of its policies and operations to the Nerman Family President, in accordance with the bylaws. The number of trustees shall not be less than 24, and not more than 35. Current membership is at 27 members who have served between one and 49 years, with an average of seven years. Business and philanthropic leaders populate the board, with the addition of one ex-officio faculty representative.

The board is responsible for hiring, evaluating, and removing the president; approving degrees; approving the academic programs and the budget; authorizing the construction and major renovations of new and existing buildings; and authorizing the purchase and sale of land, buildings, major equipment, and assets, among other duties delineated in the [bylaws](#). The bylaws also specify that no trustee shall receive a salary or other payment for serving on the board.

The committees of the board meet regularly, in advance of the board meetings, and all committees maintain agendas and minutes of their meetings. The board chair is appointed as a voting member of each committee. Every committee includes, as a non-voting member, a minimum of one staff liaison. The board committees' purpose and power are as follows:

- The Executive Council of the board manages the property, business, and affairs of the Art Institute between meetings of the trustees and is required to keep minutes of its meetings and decisions. Staff liaisons: the executive leadership team.
- The Committee on Governance and Trusteeship is charged with the ongoing development and education of the board. Staff liaison: president and executive vice president for advancement and communications.
- The Academic and Student Affairs Committee reviews and recommends policies regarding faculty, curriculum, and academic and student programs and services. Staff liaisons: president; executive vice president for academic affairs, vice president for academic affairs/dean of faculty, vice president and dean of students, and senior director of admissions.
- The Development Committee and Capital Campaign Committee reviews and recommends gift

acceptance, endowment levels, and policies relating to the school's fundraising and alumni affairs. Staff liaisons: president and executive vice president for advancement and communications.

- The Facilities Committee reviews and recommends policies and activities relating to the campus facilities, in the areas of deferred maintenance priorities, major renovations, acquisition and disposal of property, and construction of new facilities. Staff liaisons: president and executive vice president for administration/CFO.
- The Finance and Audit Committee approves and hires the auditing firm, participates in required communications between auditors and the board, reviews and presents the annual audit and annual operating budget to the board of trustees for approvals. Staff liaisons: president and executive vice president for administration/CFO.
- The Investments Committee recommends investment policies, evaluates compliance with those policies, and monitors the investment activities of the institution. Staff liaisons: president and executive vice president for administration/CFO.
- The Retirement Plan Committee reviews the retirement plan offered to college employees and makes policy recommendations as needed. Staff liaisons: president, executive vice president for administration/CFO, and director of diverse talent and inclusion.

The [bylaws](#) define conflict of interest in Article XIV, Section 2, as “any existing or potential material interest (including financial or other interests) which impair or might reasonably appear to impair such trustee’s independent, unbiased judgment in the discharge of his or her responsibilities to the institute.” The bylaws then detail how conflicts of interest are managed by the trustees. The executive council annually reviews the business transactions between KCAI and board members for reasonableness, including the amounts exchanged in the provision of goods, services, or fees. The trustees have a fiduciary responsibility to make decisions only on the basis of the best interest of the school and are required to annually disclose any conflicts of interest.

The bylaws describe the duties of the president, who shall be the chief executive officer and the official advisor to and executive agent of the board of trustees and its executive council. The president shall exercise a general superintendence over all the affairs of the institute in all phases, and bring such matters to the attention of the board, as are appropriate to keep the Board fully informed to meet its policy-making responsibilities. It is the president’s duty to transmit to the senior administration, faculty, and staff the decisions of the board and, in turn, to report to the board the recommendations of the senior administration, faculty, and staff concerning its work and affairs.

To better meet its educational goals, KCAI is committed, when practical, to joint planning and effort between the board of trustees and the administration, faculty, and students. It is recognized that the interests of all are related and an exchange of information and opinion is useful to the effective planning and implementation of KCAI’s educational objectives.

Faculty Role in Shared Governance

The following guiding principle on shared governance is articulated in the faculty handbook and originates from the AAUP Statement on Government of Colleges and Universities: “Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand.”

Also, according to KCAI policy and the [AAUP Statement on Government of Colleges and Universities](#): the faculty has primary responsibility for fundamental areas such as recommendations on developing, planning, and implementing curriculum, degree requirements, subject matter and methods of instruction; encouraging and practicing creative and scholarly activities and research central to the creation of an environment which will facilitate qualitative teaching and learning; advising students and dealing with those aspects of student life directly related to the learning process, and maintaining a concern for the general welfare of the faculty through the faculty handbook.

Joint planning and effort by all components of the college occur in established and ad hoc bodies. Established bodies for faculty participation include academic departments, and the standing and [ad hoc committees of the Faculty Assembly](#). Such groups should be broadly represented with faculty members selected by the Faculty Assembly through the Faculty Assembly chair. Faculty also participate in shared governance through institutional committees.

As stated in the [faculty handbook](#), the president, as delegated by the board of trustees and in concert with the executive vice president for academic affairs and the faculty, has the primary responsibility for formulating and implementing the educational programs and policies of the institute. All governance actions of the executive vice president for academic affairs and the faculty are advisory recommendations to the president.

The responsibility of the executive vice president for academic affairs and the faculty in such matters is based upon the fact that its judgment has a fundamental role in creating educational policy. Recommendations in these matters may be by faculty action through established procedures and then reviewed by the vice president for academic affairs/dean of faculty, executive vice president for academic affairs, and the president, with the final approval of the board of trustees; or, may be initiated from the board of trustees, the president or the executive vice president for academic affairs with appropriate faculty consultation.

Faculty participation in the governance of the Institute is achieved through formal channels involving:

1. Faculty Assembly
2. the academic departments
3. the department chairs and/or
4. standing and/or ad-hoc committees
5. faculty representative on the board of trustees

KCAI also follows the principles of communication articulated in the *AAUP Statement on Government of Colleges and Universities*: “The means of communication among the faculty, administration, and the board of trustees now in use include: (1) circulation of memoranda and reports by board committees, the administration, the faculty assembly, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of a faculty member on the board of trustees. Whatever the channels of communication, they should be clearly understood and observed.”

Faculty Oversees Academic Matters

All full-time faculty are members of the Faculty Assembly, and all curricular matters are the purview of the Assembly. They meet six times per academic year, three times in the fall semester and three times in the spring semester. The Assembly is led by an elected chair, and the vice president for academic affairs/dean of faculty and executive vice president for academic affairs serve as ex-officio members. According to the [faculty handbook](#), it is the responsibility of the Faculty Assembly to make recommendations with respect to acceptance, rejection, returning or referring to committees, all policies pertaining to academics, faculty affairs, and professional activities.

The Faculty Assembly receives for discussion and recommendation, proposals from individual faculty, the Faculty Assembly chair, the executive vice president for academic affairs, the vice president for academic affairs/dean of faculty, the president of the board of trustees. It receives reports and announcements from the president and the administrative officers of the Institute and is encouraged to direct questions to those persons. It also nominates members to the specific standing and ad hoc committees of the Institute. It shall consider all subjects that impact the education of KCAI students or the welfare of faculty and make recommendations to the appropriate body or administrative officer.

All proposals and motions on educational policy and curriculum are brought to the Assembly by the Educational Policy Committee of the Faculty Assembly. Proposals to change educational and curricular policy may be initiated by the board of trustees, the president, the executive vice president for academic affairs, the vice president for academic affairs/dean of faculty, or the faculty.

The board of trustees, through the president, shall consult with the Faculty Assembly on matters of basic educational policy. Policies, herein referred to as “basic educational policies,” include but are not limited to the following policies:

1. Academic (Institute Educational Goals and Plans): Courses of instruction; curriculum and degree requirements; instructional standards; grading; and, to the extent that faculty play a role in them or that they affect the education of students, student advising, and any other student activities which relate to the educational process.
2. Faculty Affairs: General criteria and procedures for faculty evaluation; academic due process pertaining to appointment, retention, dismissal, extended appointment, promotion, and grievances with respect to faculty welfare.
3. Professional Activities: General criteria of faculty status and development, professional standards, and academic freedom.

The Faculty Assembly will consult with appropriate administrative officers (i.e., the president, the executive vice president and vice president for academic affairs, and the department chairs) to ensure that policy and administrative implementation are consistent.

All substantive curricular and program changes must be processed through the Faculty Assembly. However, each department shall be responsible for its own curriculum and assessment of educational outcomes in consultation with the executive vice president for academic affairs and vice president for academic affairs/dean of faculty, within the bounds of board-approved institutional policy. A working group of faculty members was formed in 2017 to consider new program development. The result of that group's work was a recommendation for a product design major, and a proposal was presented to the educational policy committee for consideration. The educational policy committee supported the introduction of a new product design major, and the program was approved unanimously by the

Faculty Assembly. The program began in fall 2020 following plan approval by the National Association of Schools of Art and Design, the college's specialized accrediting body. The transition of social practice from a certificate program to a minor and the creation of the minor in entrepreneurial studies were also approved by the faculty assembly.

The chair of the Faculty Assembly may ask committee chairs to have joint committee meetings to enhance communication and coordinate agendas. There are nine standing committees of the Faculty Assembly. For example, following the appointment of a new executive vice president/CFO in May 2020, the budget, remuneration, and benefits committee of the Faculty Assembly has had three meetings with the CFO, executive vice president for academic affairs, and the vice president for academic affairs/dean of faculty to review matters related to parental leave and compensation policies.

Sources

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- FACULTY HANDBOOK 2.18.21 (page number 19)
- FACULTY HANDBOOK 2.18.21 (page number 20)
- FACULTY HANDBOOK 2.18.21 (page number 21)
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- FACULTY HANDBOOK 2.18.21 (page number 25)
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- Statement on Government of Colleges and Universities AAUP

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

KCAI is committed to freedom of expression and the pursuit of truth in teaching and learning, and this commitment is evident in the behaviors of faculty, staff and administration. We value intellectual and artistic curiosity together with critical and creative inquiry.

[Academic freedom](#) is supported and protected by college administration, and the faculty handbook addresses the importance of freedom for faculty to discuss their subject of expertise in the classroom. Faculty members are expected to create a supportive and inclusive climate for students in the studio and in the classroom, and to show appreciation of others' opinions. Academic freedom is clearly articulated by the AAUP 1940 Statement in the faculty handbook section 2.10.2. Furthermore, this section of the handbook also specifically articulates a Statement of Faculty Policy in regard to threat, violence, or coercion, and endorses the 2009 AAUP Statement explaining the Code of Ethics.

The freedom of expression for students is equally supported by the college. An [Assembly and Demonstration Policy](#) was implemented in 2017 and the [Student Code of Conduct](#) helps to support and define the parameters of the freedom of expression. Both policies are included in the KCAI [Policy Library](#) and [Student Handbook](#).

A robust visiting artist lecture series takes place on campus. Visiting lecturers have the same allowance for freedom of expression, and we value diverse perspectives. Visiting artists are selected by the Visiting Artist Working Group, which consists of faculty from across campus and the director of the H&R Block Artspace. These lectures are open to faculty, staff, students, and the public. Similarly, the college's two galleries, the Artspace and the KCAI Gallery, host contemporary exhibitions and artists, in which freedom of expression is a priority and integral to their programs.

Library operations support freedom of inquiry for all in the academic community. Staff members strive to assist all users by teaching research skills, principles of information literacy, and intellectual property rights in an atmosphere that respects users' privacy and supports individual learning styles. Library policies conform to the principles of the [ALA Library Bill of Rights](#) promoted by the American Library Association and the [Intellectual Freedom Principles](#) for Academic Libraries put forth by the Association of College and Research Libraries.

Sources

- AA_FACULTY HANDBOOK_2-18-21.pdf
- AA_FACULTY HANDBOOK_2-18-21.pdf (page number 73)
- LIB_AA_Bill of Rights
- LIB_AA_Intellectual Freedom Principles

- PRES_KCAI strategic plan_2013-2018_0
- STUAFF_Assembly and Demonstration Policy_June 2021
- STUAFF_Policy Library_June 2021
- STUAFF_Student Code of Conduct_June 2021
- STUAFF_Student Handbook_20_21

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Although no set of rules or professional code can either guarantee or take the place of the faculty's personal integrity, KCAI believes that the "[Statement of Professional Ethics](#)" promulgated by the American Association of University Professors in April 1966 and revised in June 1987 and 2009 may serve as a reminder of the variety of obligations assumed by all members of the academic profession. KCAI endorses the "[Statement](#)" in the Faculty Handbook. KCAI's faculty and writing lab and library staff members provide students with support services to assist them in completing art pieces, research projects, and papers in an ethical manner. Students must complete an approval process that includes the approval of the department chair and executive vice president for academic affairs before installing artwork at a site on campus.

ACADEMIC HONESTY POLICY

KCAI is committed to creating an environment where individual and institutional responsibility combine to promote student development. Students are encouraged to help create an environment that stimulates their education in a manner consistent with the values of the college. With that freedom comes a responsibility to respect others. All individuals at KCAI are considered adults, and it is expected that they maintain standards of conduct and academic honesty appropriate to membership in the college community. The college accepts and retains students on the condition that they observe these standards. The [Academic Honesty Policy](#) is applicable to all students, meaning any individual enrolled at KCAI.

All willful and careless violations of the Academic Honesty Policy are taken as an offense against KCAI and may result in sanctions. Violations of the academic honesty policy are defined as follows:

1. The copying of another student's work or the use of unauthorized notes and materials during examinations or other assignments.
2. Plagiarism, or the presentation of either the written or visual work of others (including that of other students) as one's own. The offense of plagiarism includes, but is not limited to:

- Submitting as one's own work material copied from a published source.
 - Submitting as one's own work someone else's published work.
 - Submitting as one's own work a rewritten or paraphrased version of someone else's work.
 - Allowing someone or paying someone to write a paper or other assignment on your behalf.
 - Turning in a purchased pre-written paper.
3. Cheating and unauthorized assistance during an examination or for other assignments.
 4. Obtaining unauthorized materials in order to prepare for an examination.
 5. The unauthorized removal, destruction or deliberate concealment of library or other resource materials.
 6. Submitting work in one class for credit in another without the instructor's permission.
 7. Any other act which might give one an unearned advantage in evaluation or performance.
 8. Assisting or attempting to assist another to violate the Academic Honesty Policy.
 9. Attempting to commit a violation of the Academic Honesty Policy.

Plagiarism is a serious offense at KCAI, and may be illegal in the context of our nation's copyright law. As such, it is important to know what plagiarism is in both one's studio and liberal arts work. According to the Modern Language Association's guidelines, plagiarism is "the wrongful act of taking the product of another person's mind, and presenting it as one's own." In other words, plagiarism is the use of not just words but ideas borrowed from someone else without crediting the source. Students are required to learn the arts-standard, Chicago Manual of Style guidelines for citing sources referenced in their own work, and must follow them carefully in their research and writing projects. KCAI staff and faculty explain this policy in detail during new student orientation, and it is further emphasized in the first-year seminar writing seminar classes in the liberal arts program, where ethical use of information and proper citation rules are discussed and enforced.

Students are also expected to be honest in their studio practices, particularly since the practice of appropriation is such an important strategy in the creation of art. Students are taught that though plagiarism and appropriation might appear to be similar, they are actually two very different practices. Students are expected to understand that an artist who appropriates an image inevitably wishes to comment upon the original source in some way, usually as a critique, parody, or homage, all of which fall under the realm of "fair use" in copyright law. As such, appropriation is closer to citing a source than plagiarizing it.

Information Resources

The Jannes Library policies and procedures call for responsible acquisition, discovery, and application of knowledge by faculty, students, and staff. The library abides by all regulations of relevant sections in the Copyright Law of the United States (Title 17). Respect for intellectual property and adherence to the "fair use" guidelines of copyright law is standard practice in the library and is explicit in the procedures relating to interlibrary loan and the use of licensed electronic content. Librarians deliver an orientation for each section of the freshman-year writing seminar. This session introduces students to library resources and reviews the ethical use of information resources.

The library promotes awareness of and respect for intellectual property rights in the library, the classroom and throughout the college. The digital services librarian maintains an online guide for students, faculty, and staff members titled "[Copyright for Artists](#)". This guide lists books, eBooks, and online resources that provide information on the principles of copyright, fair use, and current

best practices in visual arts education. Intellectual property rights, copyright, and fair use principles are addressed during upper-level library instruction sessions. The resource “[Guide to Jannes Library](#)”, available in print and online, and all other finding aids, include a statement regarding the licensing restrictions in effect for online information resources, as follows: “These resources are licensed by Jannes Library for the use of KCAI students, faculty, and staff for educational purposes exclusively.”

Sources

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- AA_FACULTY HANDBOOK_2-18-21.pdf (page number 75)
- AA_Statement on Professional Ethics_AAUP
- LIB_AA_Essential Information Resources_2021
- LIB_Copyright for Artists Resource Guide KCAI
- LIB_Guide to Jannes Library Spring 2021.pdf
- STUAFF_20-21_Academic_Honesty.pdf

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

KCAI operates with integrity in its financial, academic, personnel, and auxiliary functions. The board of trustees follows clear policies and processes in determining its decisions. In addition, the administration acts ethically and with integrity. Faculty members follow the governance principles as defined by the AAUP and described in the faculty handbook.

KCAI communicates with internal and external constituent groups and presents itself clearly when conveying information about tuition, housing costs, program requirements, faculty, and accreditation. KCAI also provides the public and students with access to information on the academic programs and policies. All departments model their policies and procedures after “best practices” relevant to their specialty areas, and grievance policies and procedures are available to faculty, staff, and students.

The trustees maintain responsibility for the college’s overall governance, set broad policy and delegate implementation of its policies and operations to the Nerman Family President, in accordance with the bylaws. Board members serve on standing committees, including executive council, finance and audit, development, and facilities. The trustees have a fiduciary responsibility to make decisions in the best interest of the school and are required to annually disclose any conflicts of interest.

Faculty members participate in shared governance at KCAI via faculty assembly. All full-time faculty members serve on at least one committee of the assembly, and the primary role of the faculty, as custodian of the academic programs, is to develop educational policy. Academic freedom is supported and protected, and the faculty handbook addresses the importance of freedom for faculty to discuss their subject of expertise in the classroom and studio. Faculty members are expected to create a supportive and inclusive climate where all voices are heard.

KCAI provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. For example, students must complete an approval process that includes the approval of the department chair and executive vice president for academic affairs before installing artwork on campus. The writing lab and other academic support services are aimed at supporting students in pursuing their research in an ethical manner. The Jannes Library staff do an excellent job of helping students to use information resources in an ethical manner, and the college enforces a well-developed academic honesty policy.

Sources

- PRES_First Amended and Restated Bylaws (Current)_05-24-17.pdf

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

KCAI courses and programs are current and require levels of performance appropriate to the degree or certificate program. All B.F.A. major curricula have been approved by KCAI's specialized accrediting body, the National Association of Schools of Art and Design (NASAD), of which KCAI was a founding member in 1948.

Foundation and the Majors

KCAI offers 13 majors leading to the Bachelor of Fine Arts degree, requiring 126 credit hours. The program combines rigorous studio art practice with a comprehensive liberal arts education. Students may choose to double major in a studio discipline with one of two liberal arts majors: art history or creative writing. They may also choose one of the liberal arts majors paired with a studio minor. All freshmen and some transfer students, depending on their transfer credit and portfolio review, begin their studio practice in the foundation curriculum and enter the dedicated studio major in the sophomore year. Further information on each discipline plus course descriptions can be found in the [course catalog](#). To ensure consistency in communicating important policies, the [syllabi guidelines](#) are distributed to all faculty prior to each semester.

Foundation

The foundation program is the first-year curriculum. First-time foundation and transfer students are introduced to broad-based, studio-intensive investigations that nurture their abilities and interests while challenging their assumptions about creativity and art and design practices. KCAI has two buildings dedicated to Foundation with large studios that can accommodate students' work. During their Foundation year, students learn to work actively, independently, and collaboratively.

Fall Semester of Foundation

During the fall semester, students begin developing a vocabulary that is rooted in visual and spatial

experience and learn to reason visually and spatially, to transcend literalism, to link ideas and methods, and to develop an active and rigorous studio practice. Students work with one instructor throughout the semester; this mentor helps students to develop a critical and reflective attitude towards their work and that of others. Students encounter a range of creative challenges, including perceptual drawing, 2-D design, 3-D form investigation, and time-based and mixed media investigations. In addition to spending 16 hours in studio, students spend 1.5 hours in Foundation Seminar each week – this seminar introduces students to each of the majors, to KCAI alumni who present examples of their work and explain their practice, and to the resources and facilities at KCAI. Students also participate in an orientation to the Central Shop during the middle five weeks of the fall semester, where they gain experience in the use of woodworking and fabrication tools located in the shop and complete a construction project.

Spring Semester of Foundation

During the spring semester, students take three sequenced, five-week workshops that they choose from a group of 15 or more offerings. These workshops take place in three sessions, each of which has a distinct pedagogical structure. Session 1 focuses on visual forces + expanded media, Session 2 focuses on image + form, and Session 3 focuses on perception + observation.

The spring workshops offer students the opportunity to choose their individual paths of inquiry based on their educational interests. Students can pursue mentorships and studio objectives that complement their experiences.

Foundation Year Curriculum

	Fall credit hours	Spring credit hours
Foundation Studio I	9	
History of Art I	3	
Writing Seminar	3	
Foundation Studio II		9
History of Art II		3
History of Thought I		3
TOTAL	15	15

Foundation Expected Learning Outcomes

- Develop an ability to present and articulate ideas and methods through visual and oral presentation and in writing, to cultivate effective listening skills, and to participate openly in intercultural and intersectional discourse.
- Develop a conceptual and critical framework for creative inquiry.
- Learn to conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creative and intellectual curiosity and willingness to take risks by exploring materials, methods, and ideas beyond one’s lived experience and knowledge base.
- Demonstrate the commitment and ability to learn, refine and expand techniques and skills

related to interdisciplinary, digital, and analog creative practices.

- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate a commitment to the development of an active studio practice and actively inquire into the professional practices of the various disciplines in order to make an informed choice of major.

Animation

KCAI's animation department provides students with a comprehensive education in the history and practice of animation. Students are asked to think and act critically in accordance with their unique creative practices and goals. Majors receive intensive instruction in traditional, experimental, and digital animation methodologies. The approach is multi-tiered and grounded on the theory that self-directed creative exploration, supported and guided by experienced mentors, results in well-rounded animators who display excellence upon graduation. The curriculum is prioritized into a suite of sequential courses with built-in synergies that develop the essential skills and work habits necessary for mastery.

Senior animation students complete a six-credit studio each semester to design, manage and fully produce an animated work. This year-long project prepares students to enter the field with experience, professional practice, and a representative body of work.

Located in the Tony Jones Studios since fall 2020, the animation department features technologically integrated classrooms and studios utilizing Google Fiber. Students work in inclusive environments designed to facilitate inspiration and to provide a variety of interactions and essential creative tools.

Animation Student Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and method through oral presentation and writing, to cultivate effective listening skills, and to participate in intercultural and intersectional discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creative resilience, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experience.
- Demonstrate mastery of techniques and skills within the discipline.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline.

Art History

KCAI's art history program reflects a unique approach that combines academic rigor with an understanding of studio practice. This approach combines the study and analysis of art with an understanding of media, technique, and the dynamics of art-making in tandem with the history and theories of art.

The art historical discourse is often interpreted through methods and materials. Investigating art

history within the context of a studio-based environment provides insights regarding the relationships between concept and practice. This art history and studio connection enhances student interest and engagement in the subject matter.

Art History Student Learning Outcomes

- Effectively communicate and express ideas orally and in writing.
- Apply creative and critical thinking and integrate ideas from multiple approaches and perspectives.
- Possess skills of independent inquiry and effective research through critical engagement with sources of information
- Demonstrate the ability to visually analyze works of art – style, technique, and process
- Have the capacity to address art with cultural awareness and global understanding
- Demonstrate an intellectual curiosity beyond one’s lived experience in pursuit of living an examined life.

Ceramics

An ancient art that is open to innovation and new technologies, ceramics offers a broad vision for form, content, and invention. Faculty encourage risk-taking as students master technique, inventing, and blending processes to develop a personal approach to their work. Intellectual curiosity and a passion for process are essential tools.

The curriculum is grounded in conceptual issues and techniques of forming and finishing, such as sculptural building; wheel throwing; mold-making and slip-casting; and various firing methods. Students formulate and mix clay bodies and glazes, supported by fully stocked and equipped studio areas.

In addition to the major curriculum, students can work with kiln-formed glass, study computer modeling programs for design and digital prototyping, engage with social practice and participate in a host of elective courses. We emphasize research and presentation, with a concentration on professional practice that prepares emerging artists for a career in the arts.

Ceramics Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, to cultivate effective listening skills, and to participate in intercultural discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one’s lived experience.
- Demonstrate mastery of techniques and skills within the discipline of ceramics.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline of ceramics.

Creative Writing

Creative writing students work with innovative, accomplished writers to develop a literary practice that complements and deepens their education as an artist. Students experience engaged, passionate teaching and risk-taking writing, grounded in literary fundamentals.

Through small classes, independent studies, literary internships, and opportunities with distinguished visiting writers, students develop talent and confidence as writers. KCAI's award-winning literary magazine, *Sprung Formal*, enables students to practice real-world editing and publishing skills, while our selection of classes in fiction, poetry, writerly nonfiction, screenwriting, and cross-genre writing provides students with a range of skills. Creative writing offers a unique experience to integrate writing and studio practice while providing a rigorous intellectual framework in literature, aesthetics, and philosophy. The program goes beyond the workshop to develop writers who are thinkers and artists and whose work will change the world.

Creative Writing Student Learning Outcomes

- Demonstrate ability to communicate in writing. Clarity. Expressiveness in the sound and sense of language.
- Demonstrate ability to analyze a literary text using multiple approaches. Close reading. Development of deep observational skills.
- Demonstrate ability to conduct an exhaustive and creative investigation. Access all available sources of information. Exercise intellectual curiosity beyond one's lived experience.
- Demonstrate a high level of creativity, and a willingness to take creative risks.
- Demonstrate fluency in poetic and narrative techniques.
- Demonstrate the ability to contextualize a literary work, using more than one perspective—cultural, political, historical, and/or aesthetic.
- Demonstrate a working knowledge of professional practice in the literary arts.

Fiber

The fiber curriculum combines traditional and experimental practices to provide students with a broad technical foundation and conceptual focus with opportunities for in-depth research and excellence in the field. Fiber as a medium crosses boundaries and interfaces with art, design, craft, and technology. Inherently multi-disciplinary the field of fiber encompasses painting, printing, dyeing, pattern design, sewing, quilting, experimental fashion and costume, weaving, knitting, crochet, basketry techniques, felting, spinning, and papermaking. Emphasis is on skill development, problem-solving, and the generation of ideas through a materials-based process of making. The fiber program extends textile boundaries and incorporates new technologies while simultaneously honoring and preserving its rich traditions and practices.

Fiber Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, cultivate effective listening skills, and to participate in intercultural and intersectional discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experience.
- Demonstrate mastery of techniques and skills within the discipline of fiber.

- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline of fiber.

Filmmaking

Film uses moving and still images to express, exchange ideas, and share diverse perspectives while shaping the future of the medium. Expanded views of contemporary narrative and non-fiction work within the filmmaking and audiovisual disciplines are explored through hands-on learning, facilitated group discussions, collaborative productions, visiting artists, exposure to influential work, individual meetings, and traditional lectures.

The sophomore year begins with the question of “how one sees.” Students engage this question through production assignments that include non-fiction and ethnographic approaches and independently driven research. The curriculum then advances to expanded notions of narrative works and challenging dominant approaches to cinematic traditions. In the junior and senior studios, emphasis is on the development of vision through the advancement of self-driven production projects and research in concept development, individualized technical workshops, and management skills. Students work to produce a body of work that demonstrates strong conceptual and technical underpinnings while broadening professional practice skills that include a required professional internship, self-promotion, distribution, grant writing, formulating budgets, public speaking, and exhibition applications. The senior year is dedicated to the development of a year-long thesis project that culminates in an off-campus exhibition and artist talk.

Each student is required to enroll in a professional internship during their junior or senior year.

Filmmaking Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, to cultivate effective listening skills and to participate in intercultural and intersectional discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one’s lived experience.
- Demonstrate mastery of techniques and skills within the discipline.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline.

Graphic Design

Supported by a diverse array of media-fluid skills and methods, graphic design students develop a holistic idea-driven creative practice through critical and exploratory thinking, making, and reflecting. Students learn how to make and shape meaning, and communicate ideas visually, through the manipulation of text, image, and space. Working in multiple orientations in collaborative and self-directed settings, students are encouraged to question and explore how design can impact the world.

The program contributes thinkers who are accustomed to synthesizing and utilizing a diverse array of research methods, ideas, creative processes, tools, and cross-disciplinary subject matter to the wide-ranging field of graphic design and its related sub-disciplines and specializations. Professional positions include creative director, design manager, art director, graphic designer, user experience/product designer, user interface designer, experiential designer, interactive/web designer, information designer, brand/identity architect, and motion graphics designer. Graduates are well equipped for entry-level positions in these areas and can expect to move quickly into visual/thought leadership positions at organizations ranging from large-scale to start-up environments and corporate to non-profit. Taken with an entrepreneurial studies minor or available electives, students will also have the basic skills to freelance or start their own enterprise.

Graphic Design Expected Learning Outcomes

- Demonstrate an ability to present and articulate written and verbal ideas and methods to cultivate effective listening skills, and to participate in intercultural and intersectional discourse.
- Create critical, culturally appropriate, and meaningful digital and analog visual form and craft in response to design problems.
- Conduct independent inquiry and research through critical engagement with diverse multicultural and multidisciplinary information sources, including an understanding of dominant artistic discourses and the relationship to underrepresented groups and ideas.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experience.
- Demonstrate an ability to independently identify a design problem.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize works.
- Demonstrate an understanding of professional design practice requirements including online portfolio development and self-promotional materials.

Illustration

Illustration students work with traditional and digital media to develop the conceptual, technical and aesthetic skills necessary for success in the diverse range of practices in this evolving field. Courses such as Analytical Drawing Systems, Exploring the Narrative and Story-tellers and Myth-Makers are geared toward enabling students to simultaneously express themselves as artists while learning how to communicate substantive visual messages.

Students work on collaborative assignments and are required to participate in an internship or mentorship that provides real-world exposure to creative issues in professional settings. The department features technology to prepare students for diverse areas of professional practice. Work in digital and analog environments is designed to facilitate creativity and interdisciplinary approaches to image-making.

Faculty members are all practicing professionals working in the four corners of the illustration field: corporate, editorial, advertising, and institutional.

Illustration Expected Learning Outcomes

- Demonstrate an ability to effectively communicate and express ideas visually, orally and in writing, to cultivate effective listening skills, and participate in intercultural and intersectional

discourse.

- Apply critical thinking and integrate ideas from multiple approaches and perspectives.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources, including an understanding of dominant artistic discourses and their relationship to underrepresented groups and ideas
- Demonstrate a high level of creativity, inner-directedness, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's own experience.
- Demonstrate mastery of techniques and skills within Illustration.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize works.
- Demonstrate an understanding of professional practice maintained in Illustration including portfolio development and self-promotional materials.

Painting

The painting program develops artists whose bold ideas dictate their materials, rather than creators who are defined by one chosen medium. Experimentation and risk-taking are encouraged, and students participate in a high level of critical discourse.

Students learn essential traditions, materials and methods and have the opportunity to work within a wide range of visual media, from academic figuration to performance, video and installation. Students create their own artistic voice and cultivate a visual language based on style and process – one that is enriched by a wide exploration of ideas, giving more depth and meaning to every stroke.

Painting Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, to cultivate listening skills, and to participate in intercultural discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry through a process of research.
- Conduct independent research through critical engagement with source material.
- Create a critical framework that allows for risk-taking and intellectual curiosity. Apply creative thinking to problem-solving and problem posing.
- Demonstrate mastery of techniques and skills within painting (including the concept of an expanded field).
- Demonstrate an openness to learn about and cultivate an understanding of diverse perspectives. Develop the ability to discuss and analyze works in a productive, critical manner while at the same time honoring and engaging with different perspectives and world views that contextualize various works.
- Maintain a rigorous individual studio practice that reflects thoughtful integration of concept and form and results in the development of a personal visual language.

Photography

The photography curriculum is based on critical inquiry and investigation into the medium, exploring the image as a delivery system for content, ideas, and the associated cultural implications. Students are exposed to all modes of contemporary fine art photography, photographic theory, and practice, including expanded photographic works such as installations, performance, and emerging relationships between the still and the moving image. The program is active in both traditional

materials and digital production and provides a strong grounding in professional camera controls, lighting, and fine-tuning your digital workflow and fine printing skills.

Technical instruction covers the understanding of black and white and color films, the negative, the darkroom printing process, the use of small, medium, and large format cameras, digital cameras, lighting, color workflow, supporting software, fine printing, and presentation techniques. The emphasis is on producing a personal body of work that demonstrates strong conceptual and technical underpinnings while broadening professional practice skills that include a required internship, self-promotion, distribution, grant writing, formulating budgets, public speaking, and exhibition applications. The senior year is dedicated to the development of a year-long thesis project that culminates into an off-campus exhibition and artist talk.

Nearby museums such as the Kemper Museum of Contemporary Art and the Nelson-Atkins Museum of Art, which houses the Hallmark Photography Collection (one of the largest and highest quality photographic collections in the country), make it possible for students to see examples of important historical and contemporary collections and exhibitions, meet with curators and attend gallery talks.

Each student is required to enroll in an internship or practicum during their junior or senior year.

Photography Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, to cultivate effective listening skills, and to participate in intercultural and intersectional discourse.
- Demonstrate a conceptual and critical framework for artistic inquiry.
- Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experience.
- Demonstrate mastery of techniques and skills within the discipline.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline.

Printmaking

The KCAI printmaking program provides students a deep understanding of the processes, creative concepts, and issues that inform contemporary printmaking and art in a global creative environment. Students engage in a dynamic interchange involving individual studio narrative, collaboration, professional practice, and digital media possibilities and concepts. Students work collaboratively and learn to organize graphic work production in a studio setting.

Traditional printmaking processes and concepts — etching, lithography, drawing, collage, silkscreen, letterpress, and book arts; as well as post-modern processes, including mass media, collaboration, simulation, appropriation, and dissemination — are taught concurrently.

Printmaking Expected Learning Outcomes

- Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, to cultivate effective listening skills, and to

participate in intercultural and intersectional discourse.

- Demonstrate a conceptual and critical framework for artistic inquiry.
- Expand upon the ideas presented in critiques and concepts. Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experience.
- Demonstrate mastery of techniques and skills within the discipline of Printmaking.
- Knowledge of diverse world views and perspectives: Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practices maintained in the discipline of printmaking.

Product Design

Product Design is informed by industry and relevant for today's design-conscious world. Students imagine, invent and make objects that creatively respond to global challenges. The program prepares future designers to be agents of change through the objects, systems, and businesses they create. At the core of this program is the incubator hub, which is a launchpad and collaboration space that provides designers with resources to transform ideas into successful products and businesses. Students will learn entrepreneurial skills and business acumen to inform their product ventures and have access to entrepreneurial studies courses taught by faculty from the Regnier Institute for Entrepreneurship and Innovation at the University of Missouri-Kansas City.

Product Design Student Learning Outcomes

- Demonstrate communication skills that include the ability to articulate ideas and methods through oral presentation and writing, to cultivate effective listening skills, and to participate in intercultural and intersectional discourse.
- Demonstrate a conceptual and critical framework for creative inquiry, including identification of bias and appreciation for multiple perspectives.
- Demonstrate the ability to conduct, document, and implement independent inquiry through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- Demonstrate intellectual curiosity beyond one's own lived experience, willingness to take creative risks, and dexterity in creative problem-solving.
- Demonstrate a high level of skills and methodologies required in Product Design.
- Demonstrate an openness to cultivate an understanding of, and the ability to apply, varying perspectives and diverse world views to contemporary design challenges.
- Demonstrate a proficiency in best practices and expectations of professional designers.

Sculpture

The sculpture program develops students' craft and technical skills in a variety of media. The sculpture curriculum embraces an expanded definition of sculptural production that includes object-making, installations, kinetics, performance, multimedia, sound, video, digital design, community art projects and collaborative ventures. In developing their work, sculpture students have access to a digital fabrication studio, bronze and aluminum furnaces, electric and gas welding equipment, a complete metal shop, the Beals Studios for Art and Technology, a central shop for woodworking, and electric kilns for glass and ceramic work.

Sculpture Expected Learning Outcomes

- Demonstrate an ability to present and articulate their ideas and methods through oral presentation and writing.
- Demonstrate a conceptual framework for artistic inquiry.
- Conduct independent research through critical engagement with source material.
- Develop a rigorous individual studio practice that reflects thoughtful integration of concepts and form.
- Demonstrate the ability to refine techniques and skills related to digital and/or analog Sculpture.
- Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize various works.
- Demonstrate an understanding of professional practice maintained in Sculpture with regard to written and verbal skills, contextual awareness, and relevant business practices.

Along with these 13 majors, students can minor in either social practice or entrepreneurial studies, or pursue a certificate in our Asian studies program.

Asian Studies

Students interested in focusing on Asian culture can study the language, art, aesthetics, and creative activities of China and Japan. Requirements include Japanese language courses, a survey-level Asian art history course (Survey of Asian Art, Survey of Chinese Art or Survey of Japanese Art), two liberal arts electives that have an Asian emphasis, and a studio elective where students complete a studio project with an Asian emphasis.

The Asian studies certificate requires 15-credit hours.

Asian Studies Student Learning Outcomes

- Cultivate effective listening skills, communicate and express ideas about art and culture of diverse Asian groups visually, orally and in writing.
- Apply creative and critical thinking and integrate ideas from multiple approaches and perspectives in the pursuit of a global, pan-Asian understanding.
- Possess research skills of independent inquiry, critical engagement with sources and intellectual
- Demonstrate an ability to frame or contextualize Asian art from diverse Asian cultures.
- Demonstrate an understanding of the multiplicity of Asian experiences that gives rise to a diversity of Asian world views and perspectives.
- Demonstrate “Level 1” ability in an Asian language.

Social Practice

KCAI offers a minor in social practice to complement a B.F.A. in any major and is designed to immerse students in the diverse field of socially engaged art. Through studio and liberal arts courses, this multidisciplinary program exposes students to lines of inquiry that address their role in society and will look at the function of art practice to consider the cultural, economic, environmental, political, and social conundrums of today. The program prepares students with the knowledge and skill needed to be ethically in dialogue with global/local considerations. The program encourages students to continue their socially engaged practice and inquiries beyond graduation into their

professional career.

The social practice minor requires 16-credit hours.

Social Practice Student Learning Outcomes

- Demonstrate an ability to articulate ideas and methods of social practice in oral presentation and writing.
- Demonstrate a conceptual and critical framework for socially engaged artistic inquiry.
- Conduct research through critical engagement with information and resources of diverse practices and scales of socially engaged work.
- Demonstrate a high level of creativity, intellectual curiosity, self-reflection, and willingness to take risks.
- Acquire and demonstrate skills required for social practice art including: communication, listening, reflection, collaboration, planning, envisioning multiple outcomes, leadership, and facilitation.
- Demonstrate an openness toward and awareness of diverse cultural practices, epistemologies, and viewpoints.
- Demonstrate an understanding of professionalism pertaining to social practice.

Entrepreneurial Studies

Students who plan to pursue a career as a studio artist, business owner, freelancer, or a creative professional within an existing enterprise may choose to pursue a minor in entrepreneurial studies in art and design. Graduates often go on to start their own businesses, art ventures, and studio practices, and many do it in Kansas City, a community known for its growing start-up community. Students enhance their studio practice with training in marketing, finance, and leadership.

Through an innovative collaboration, classes are taught on the KCAI campus by faculty from The Regnier Institute for Entrepreneurship and Innovation, a program of the Henry W. Bloch School of Management at the University of Missouri-Kansas City.

The entrepreneurial studies minor requires 16-credit hours.

Entrepreneurial Studies Student Learning Outcomes

- **Communication:** Demonstrate an ability to effectively communicate and express ideas visually, orally, and in writing, to cultivate effective listening skills, and constructively engage in conversation.
- **Criticality:** Apply critical thinking and integrate ideas from multiple approaches and perspectives.
Research Skills: Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
- **Risk-Taking, Problem Solving, and Creativity:** Cultivate a curiosity for pursuing opportunities to create and capture value that align with their talents and desires.
- **Techniques and Skills:** Design, test, and execute a business model using a variety of tools and methods.
- **Diversity:** Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views and how they contextualize ideas, beliefs, and events.

- Professional Practice: Understand key management, marketing, financial, and economic principles necessary in an entrepreneurial career and an organization

A link to current academic planning discussions can be found [here](#).

Sources

- 2021-2022CourseCatalogue
- AA_Overview of Current Academic Planning
- AA_Syllabi Guidelines Spring 2020-2021.pdf

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Liberal Arts

The liberal arts department strives to provide classes in which creative and critical conversation develop the student-artists' abilities to cultivate their full potential through: *theoria* — a search for transcendent principles; *poiesis* — an ability to produce and articulate an intellectually-disciplined argument, both orally and in writing, that reflects creative, systemic, fair thinking, and reasoning skills; and *praxis* — the action, practical or aesthetic, the student makes with both *theoria* and *poiesis*. All liberal arts courses are reading-, writing- and research-intensive courses. Please see current [course catalog](#) for the variety of classes we offer.

The study of art history, philosophy, literature, and history is integral to the development of the young artist. The writing and speaking skills emphasized throughout the courses are critical to a well-rounded education. For these reasons, requirements in the liberal arts comprise one-third of the 126 credit hour B.F.A. curriculum. KCAI is unique in its dedication to the humanities and sciences as evidenced by a full-time faculty group in liberal arts.

The liberal arts department's student learning outcomes are as follows:

Communication. Demonstrate effective communication skills in written communication, in public speaking, and in active listening.

Critical thinking. Demonstrate critical thinking skills, including close reading, logical reasoning, identification of bias. Ability to present multiple points-of-view with fairness and accuracy. Ability to find common ground in opposing perspectives.

Inquiry. Develop investigative skills sufficient to perform a creative and exhaustive search. Ability to

identify and access all relevant sources.

Creative problem-solving. Develop problem-solving skills. Ability to find artistic solutions to intellectual problems and intellectual solutions to artistic problems.

Cultural literacy. Develop a level of cultural literacy necessary to be an informed global citizen through engagement with culture, language, traditions, outside of home culture and language.

Intellectual curiosity. Develop an intellectual curiosity in the pursuit of living an examined life beyond one's lived experience

Students' progress on the expected learning outcomes are assessed annually, and those results are discussed in criteria 4.B. The level of satisfaction as to the quality of liberal arts instruction, course content, and the variety of courses, as well as a self-assessment of student learning outcomes in liberal arts, can be found in the senior survey results 2021 (pages 10-13).

The liberal arts department provides the general studies courses for all students. Students are required to take 42 total credit hours of liberal arts courses and at least one upper-division course (3 credit hours) must be a course in global/comparative studies. Other opportunities available to students for which they may receive credit toward their degree include: study abroad programs, exchange programs, internships, and directed individual study, in which students work one-on-one with one of the professional scholars/artists/writers who make up the liberal arts faculty.

Liberal Arts Department requirements for all students

Lower-division required core courses:

FYS 1001 Writing Seminar — 3 credit hours (to be taken the first semester of the freshman year)

HRT 1001 History of Art I — 3 credit hours (to be taken the first semester of the freshman year)

HRT 1002 History of Art II — 3 credit hours (to be taken the second semester of the freshman year)

HTH 1001 History of Thought I — 3 credit hours (to be taken the second semester of the freshman year)

HTH 1002 History of Thought II — 3 credit hours (to be taken the first semester of the sophomore year)

Upper-division required electives:

At least five of the following courses (15 credit hours) must be taken at the 3000 level or the 4000 level. Also, at least one of the following courses (3 credit hours) must be a course in global/comparative studies.

Art history 9 credit hours (to be taken the sophomore, junior, or senior year)

History 3 credit hours (to be taken the sophomore, junior, or senior year)

Literature 3 credit hours (to be taken the sophomore, junior, or senior year)

Philosophy 3 credit hours (to be taken the sophomore, junior, or senior year)

The sciences 3 credit hours (to be taken the sophomore, junior, or senior year)

Liberal arts 6 credit hours (to be taken the sophomore, junior, or senior year)

42 TOTAL CREDIT HOURS

Writing Seminar

The writing seminar course is required for all first-semester freshmen. These theme-based, reading-, writing-, and research-intensive courses are designed to sharpen student skills in close reading, college-level writing, critical thinking, and reasoning. Students will also hone their research skills, learning to maximize their abilities to access all available information sources, evaluate sources, synthesize information, fairly acknowledge opposing opinions and cite sources properly, using the Chicago Manual of Style. Requirements include three research-based papers, weekly writing exercises, peer evaluations, and one-on-one conferences with their instructor. Readings focus on global/comparative subjects and total 400-500 pages. A minimum of 24 pages (6,000 words) of student writing are required by end of semester. This is a required course with a maximum capacity of 15 students. The required text is “The Little, Brown Handbook.”

The Global/Comparative Requirement

Students are required to take *at least one* elective course in global/comparative studies. Students may choose to satisfy this requirement from any of the five major liberal arts disciplines—art history, history, literature, philosophy, and the sciences. Students may also satisfy this requirement by taking one of the Japanese language and culture courses. Certain courses on faculty-led study abroad programs also satisfy this requirement. Although all five liberal arts required core courses contain a component of global/comparative study, none satisfy the requirement for an elective course.

Global/Comparative Content in the Lower Division Required Liberal Arts Core Courses. All five required, lower-division liberal arts core courses now contain a global component. In fall 2014, the freshman core writing/reading/research course, “First-Year Seminar,” was reconfigured so as to include *at least one* global/comparative reading. In fall 2016, the other four core courses were reconfigured to include a global outlook. Consequently, “Western Art I,” and “Western Art II” became “History of Art I,” and “History of Art II,” to reflect this new, more inclusive perspective. Likewise, “Western Thought I,” and “Western Thought II,” became “History of Thought I,” and “History of Thought II.” In this way, the entire liberal arts core curriculum significantly shifted towards a more global perspective. This change resulted from an academic planning process that emphasized the value of cultural diversity and inclusion.

Global/Comparative Content in the Upper Division Liberal Arts Electives

The department faculty also developed more global/comparative offerings in the upper-division elective classes. Now, 53 of all 218 liberal arts electives satisfy the liberal arts’ global/comparative requirement. This means that close to one-fourth of all liberal arts electives satisfy the global/comparative requirement, giving students a number of choices.

Academic Planning Outcomes for Liberal Arts

As a result of academic planning, the freshman art history and history of thought courses now include a global perspective and non-western topics and we are increasing the number of global studies courses available to upper division students. These will include philosophy, history, literature,

and art history courses.

With approximately 60% of the liberal arts courses being taught by part-time lecturers and the retirement of a senior faculty member following the upcoming academic year, the program plans to specifically search for a new full-time art historian with expertise in non-Western art. In addition, two humanities faculty members were converted from an adjunct status to full-time, both of whom offer a global perspective in their teaching.

In response to the dissatisfaction by both students and faculty with the foundational History of Thought required two semester courses, and taking into consideration assessment results over the last several years the Liberal Arts faculty have decided to replace the History of Thought required sequence with topics classes focused on critical thinking and reasoning skills. Critical Studies I and II will commence in spring semester 2022, and will encompass the following description:

Intended to provide artists with a shared intellectual vocabulary, a broadened awareness of global contexts and issues, and a historical perspective for making sense of them, the Critical Studies sequence develops critical thinking, reading, writing, and discussion skills through study of seminal texts from the dawn of civilization up to present day. Each section features a unique theme and reading list determined by the instructor. Critical Studies I focuses on texts originating prior to 1800. Critical Studies II focuses on later texts.

In the fall of 2022, the two-semester History of Art foundational required classes will be replaced by thematic classes, also breaking around the year 1800. These are intended to be global and comparative in content and will give students choices in the topics they want to explore.

Faculty Contributions

Faculty contribute to scholarship, creative work and the discovery of knowledge by participating in research and scholarly activities. Full-time faculty members are expected to pursue research and scholarship along with their focus on excellence in teaching and service to the college, with scholarship as an expected outcome in faculty evaluation. Our faculty have received numerous prestigious awards from the Fulbright Program, the John Simon Guggenheim Memorial Foundation, the National Endowment for the Arts, and the National Endowment for the Humanities. The vast majority of studio faculty members are practicing artists who show their work in exhibition settings throughout the United States and abroad and/or in published works. Some faculty members, particularly those in illustration and graphic design, have an active freelance practice with ongoing clients. Since the founding of the Charlotte Street Foundation Awards in the visual arts, over 22 current and former KCAI faculty have received an unrestricted cash award of \$10,000.

Our full-time liberal arts faculty are actively involved in the production of scholarly work and in presenting their research and conducting workshops at academic conferences, colleges, and universities both at home and abroad. They have collectively published more than 20 books of history, poetry, fiction, and nonfiction, and well over 200 articles, book chapters, catalog essays, reviews, poems, short stories, and essays for inclusion in over 20 anthologies. Three documentary films have been produced based on one faculty member's award-winning book, most recently on CBS last March.

Anne Boyer's book, *Garments Against Women*, won critical praise on the front page of the New York Times Book Review. She was the Judith E. Wilson Poetry Fellow at Cambridge University for the 2018-19 academic year, and in 2020, her memoir, *The Undying: A Meditation on Modern Illness*,

won a Pulitzer Prize for General Non-Fiction. Other awards and honors for Boyer include: Whiting Foundation Award in Poetry and Non-Fiction, Cy Twombly Award in Poetry from the Foundation for Contemporary Arts, Windham-Campbell Prize for Non-Fiction, and she was a finalist for PEN's Jean Stein Award for Non-Fiction.

Jordan Stempleman has been nationally recognized by the Huffington Post as one the "Top 200 Advocates for American Poetry" for his "A Common Sense Reading Series." Author of eight books of poetry, he co-edits *The Continental Review*, one of the longest running online literary magazines devoted to video poetics. His latest work is published in prestigious *Journals and Literary Reviews* throughout the United States and abroad.

Cyrus Console's *Romanian Notebook* was featured on "Page One: Where New and Noteworthy Books Begin" in *Poets and Writers*," His poem "Lana Del Rey" appeared in the April 2020 issue of *Harper's Magazine*; his work appears frequently in the *Paris Review* and *Critical Quarterly*.

The Miami University Regionals recently presented the inaugural Alumni Masters Award to David Terrill, associate professor of illustration. The award honors alumni of the Miami University who have earned a high level of expertise in their field.

Pauline Verbeek-Cowart, chair of fiber, is a leader in the use of new technologies in hand-weaving and has conducted research using industrial looms in The Netherlands and the U.S. Her industrially woven work crosses boundaries between fine art and applied textiles and is directed toward structurally textured fabrics for apparel and home-furnishings. Her work has been exhibited extensively in both national and international venues, including France, Austria, Germany, Japan, Korea, and Australia.

Jill Downen, associate professor of sculpture, investigates the symbiotic relationship between the human body and architecture and was awarded the MacDowell Colony National Endowment for the Arts Fellowship and was named a John Simon Guggenheim Memorial Foundation fellow.

Diana Heise, professor in photography and filmmaking, won a Fulbright Award in Creative and Performing Arts. The title of her project was "Free Form: Challenging Oppression Through Creativity in Mauritius." She produced performance works that respond to and incorporate the creative traditions of literature, maroonage and dance developed by Mauritians to challenge the oppression of labor diaspora. Her work resulted in positive association between the Creole populations in Mauritius, the United States and the Caribbean and inspired greater mutual understanding of our post-colonial context.

Associate Professor of Filmmaking Cyan Meeks received a \$50,000 National Endowment for the Humanities Our Town grant for her project *Flint Hills Counterpoint* that includes her in-production documentary film project *Reclamation Meridian*, an official selection of the Motion Pictures International Film festival and the Impact Documentary Awards in the Fall of 2020.

Associate Professor of Animation, Christiane Cegavske was awarded a Guggenheim Fellowship in 2019. Assistant Professor of Sculpture Jarrett Mellenbruch was awarded the \$100,000 Creative Capitol Award for his public art project *Redwood Preserve*.

This past year, four members of our Illustration faculty -- David Terrill, Maura Cluthe, John Ferry, and Ill Sung Na -- have all been recognized by one or more of the international associations competitions in the Illustration industry: *American Illustration*, *3 X 3*, and/or

Communication Arts.

Student Contributions

Students at KCAI contribute to the scholarship, creative work, and the discovery of knowledge by exhibiting their artwork, publishing their written work, and participating in creative competitions. Students exhibit their work in galleries and alternative spaces throughout Kansas City. Seniors show their work at the *Annual B.F.A. Exhibition*, held each spring at the H&R Block Artspace and the newly created KCAI Gallery. KCAI allows students to install work throughout the campus, and, at the end of each semester, each department hosts exhibitions. Examples of [student and alumni accomplishments](#) can be found here.

Students in art history and creative writing contribute to two major student publications. The [Compendium](#) is a collaborative publication composed of the works of graduating seniors majoring in art history and creative writing and is composed of poems, short stories, experimental writing, as well as scholarly papers in literature and art history. [Sprung Formal](#) is an award-winning literary magazine open for submissions from writers and artists nationally and internationally, and edited and produced by KCAI students. Liberal arts faculty members advise the students' work, which are shared in a public reading during the spring semester.

Internships

KCAI's [internship program](#) develops students' professional skills and supports their ability to adapt to changing environments. KCAI emphasizes internships as an important element of a student's education. In some departments, an internship is required for graduation, but all departments highly recommend them. Students participate in an internship as an alternative to an elective course and receive academic credit. Rigorous guidelines for internships ensure that the learning outcomes meet expectations similar to those of an academic course on campus.

Internships are available to students who have completed their sophomore studio. Before an internship can begin, the intern's site supervisor, and their faculty advisor must both sign letters of commitment. The site supervisor commits to developing attainable learning goals for the intern, mentoring them, providing regular feedback, and completing mid-term and final evaluations, while the faculty advisor agrees to review the student's learning goals, track the internship's progress, read evaluations, and assign mid-term and final grades. Evaluations consider the student's dependability, diligence, professionalism, flexibility, and efficiency.

Internship sites include small businesses, nonprofit organizations and large corporations, galleries, museums, and artist studios—anywhere artists contribute as makers and thinkers. Students must complete 90 contact hours to earn three credits, averaging a commitment of six hours per week. Students can earn up to 12 credit hours from internships. Through an extraordinary partnership with the Stanley H. Durwood Foundation, 30-40 KCAI students annually receive paid internships at the Nelson-Atkins Museum of Art in departments across the museum. Students also have the opportunity to work as interns or student assistants in our two galleries, the H&R Block Artspace and the KCAI Gallery. Normally, each year approximately 92 - 97 students were involved in internships, but the number went down substantially the last year and a half due to the pandemic.

TOTAL SEMESTER	SUMMER	FALL	SPRING	TOTAL
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2017-2018	8	38	51	97
2018-2019	12	33	47	92
2019-2020	9	33	22	64
2020-2021	5	13	14	32

Sources

- AA_Compndium and Sprung Formal
- AA_REG_senior survey complete
- ADV_Internships_Sept. 7
- ADV_Selected Student and Alumni Awards
- KCAI_Student and Alumni Awards(2)

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

KCAI has sufficient numbers and continuity of [faculty members](#) to carry out both the classroom and non-classroom roles of faculty. For fall 2020, the institution employed 58 full-time faculty (32 male and 26 female), and 58 adjunct faculty, which is a considerably more favorable ratio of full-time to adjunct faculty than all of our sister colleges in the AICAD consortium. The ratio of full-time faculty to adjunct faculty for all of the AICAD institutions is 33% full-time and 67% adjunct; whereas KCAI is 50% in each category.

As the racial diversity of our student body has increased to 35 percent students of color, we have worked to have a faculty and staff group that better reflects that diversity. In 2016 90% of our full and part-time faculty identified as white, and only 10% identified as racially diverse. For the fall semester 2021, KCAI will employ 58 full-time faculty and 56 adjunct faculty for a total of 114 total faculty members, of whom 78% identify as white and 22% identify as being of a diverse background or BIPOC. We have made progress in terms of the racial diversity of our faculty, as well as in the gender balance of the faculty, with 60 male faculty members and 53 female faculty members, and one identified as other.

All full-time faculty are required to teach nine credit hours each semester except chairs have a three-credit-hour course release. In fall 2021, 36 of the full-time faculty are tenured, seven are on tenure-track, and 17 faculty are on non-tenure-track contracts (five are fellows participating in the AICAD fellowship program). All but six of our 60 full-time faculty have terminal degrees. Seven have a Ph.D., 46 have an M.F.A., and one has an M.A. degree. Each of the [six faculty](#) without terminal degrees has significant professional experience in their respective fields and has met [test of](#)

[qualifications.](#)

All upcoming faculty searches require a terminal degree in the field.

With a student-faculty ratio of 9 to 1, KCAI is well-positioned to offer a highly individualized, concentrated education in both studio and general education. All full-time faculty keep two regular office hours each week and make themselves available to assist students outside of class time.

Tenure track and non-tenure-track full-time faculty are evaluated annually using a comprehensive [Faculty Evaluation Form](#) that rates their performance according to three criteria: excellence in teaching, scholarship, and service to the college. Since we are primarily a teaching institution, 50% of the evaluation is for excellence in teaching, 30% for productive creative activities and scholarship, and 20% for responsibility to the institute. Those faculty members on tenure track are evaluated annually according to these three criteria during their seven-year probationary period.

They apply for tenure and promotion to associate professor in their seventh year. The third year of the probationary period requires an in-depth and comprehensive review of the faculty member's progress by their department chair.

All full-time faculty members are evaluated by their department chairs, with student feedback considered as part of the faculty evaluation. Student feedback is provided via the student course evaluations. Chairs also review adjunct instructors, taking student course evaluation results into consideration when determining future part-time contracts.

Sabbatical Leaves

[Sabbatical leaves](#) are a time for professional development and renewal and are awarded to tenured faculty only. Newly tenured faculty become eligible to apply in their eighth year of service. Tenured faculty are eligible to apply every fifth year of service at KCAI. The leave is provided at full pay for one semester or half pay for two semesters.

Faculty Development Grants

All full-time faculty are eligible to apply annually for [Faculty Development Grants](#) administered by the academic affairs office. Grant recipients are selected by a faculty committee and grants can be used for travel, research, courses, workshops, or equipment necessary for their creative work or scholarship. On average, 21 to 25 grants are funded annually. The amount available to award has ranged from \$15,000 to \$35,000 over the past five years and has been dependent on budget considerations.

Support Staff

Recognizing the importance of maintaining competency in [staff members'](#) areas of expertise, KCAI supports the continuing education of its staff and provides funding for professional development. Staff members are encouraged to utilize the educational opportunities available to them. These include tuition remission grants, degree program classes, national tuition exchange, staff development grants, conferences, certification courses, and in-service training on campus.

All members of the staff providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. KCAI considers support services to be a key component of a student's overall success. Whether providing advising, learning assistance, technical guidance,

financial aid assistance, or disabilities coordination and counseling, each position has a unique job description that clearly details the scope of responsibility, essential functions, minimum requirements for knowledge, skills, relevant experience, education and physical requirements to fulfill each position. Qualifications for each position in student support services are unique and based upon the type of work performed in the position and type of support being provided.

All new hires receive introductory training by the human resources department while ongoing training is provided during Development Day held at the beginning of the academic year. The 2020 Development Day included training on diversity and inclusion, engaging modern learners, a Title IX review, and teaching controversial issues. The 2021 Development Day will focus on diversity, equity, and inclusion.

Sources

- AA_FACULTY HANDBOOK_2-18-21.pdf
- AA_FACULTY HANDBOOK_2-18-21.pdf (page number 94)
- AA_FACULTY HANDBOOK_2-18-21.pdf (page number 95)
- AA_FacultyEvaluation_2019.pdf
- AA_Full and Part Time Faculty 2021-22.pdf
- HLC Guidelines for Tested Experience as a basis for determining minimally qualified faculty (2)
- KCAI Faculty_BFA degrees
- PRES_Organizational Chart (Current)_06-02-21

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

KCAI prioritizes support for student learning and effective teaching. Our learning support services are provided by highly qualified and compassionate student affairs staff members. Areas of support include advising, counseling, disability services, academic tutoring, and writing assistance. In addition, our campus technology and library resources are well-formulated and provided by highly qualified professionals.

Disability support services for students

Disability Services assists students with physical, psychological, and learning disabilities who are eligible for reasonable accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. These include chronic illness/medical conditions, attendance/absence accommodations due to a disability/illness/medical condition, and pregnancy or related conditions. Accommodations allow those students equal access to the educational environment. Students must request accommodations and provide appropriate documentation to support accommodations. Accommodations are made on a case-by-case basis upon review of documentation and after conversations with the student.

Students are advised to disclose the nature of their disability upon acceptance to KCAI. In addition to providing services for students registered with disability services, students may also submit documentation for absences in situations where an exam, critique, or deadline was missed. The information may also be used in consideration for receiving an incomplete grade in a course.

The school's [Disclosure of Disability and Student Accommodation](#) process outlines the protocol for submitting documentation in support of a request for accommodations, including attendance accommodations and grievance procedures if there are concerns about the implementation of accommodations or denied accommodations. The [Emotional Support Animals](#) and [Service Animals](#) policies outline the definition of an Emotional Support Animal and Service Animal, the students' responsibilities and requirements, and the procedure, application and documentation required for review and approval. Additionally, the school has a [Seizure Disorder Protocol](#) outlining the basic response procedures and recommendations.

All policies are included in the campus [Policy Library](#) available online and in the [student handbook](#). In addition, students may be made aware of these policies or information of services via email, new student orientation, class syllabi, or other presentations/individual meetings. Information for disability services is also located in the Student Resources section of MyKCAI.

The institution has a designated ADA/504 coordinator of disability services and academic support- the assistant director of student support is responsible for disabilities compliance and for investigating any related student complaints. They have a working knowledge of the ADA and other laws addressing the rights of people with disabilities, including Section 504 of the Rehabilitation Act, and knowledge of various alternative formats and assistive technologies that enable people with disabilities to participate equally in an academic setting. The office and contact information for this position is located on the school's website, student handbook, within Student Resources in MyKCAI, the academic catalog, and is provided during orientation and listed in all course syllabi.

Academic Support Services

[Academic support services](#) are available to all KCAI students to assist them in developing learning skills and strategies. Academic support consists of individualized guidance with a student support/academic advisor and the Language & Learning Lab. Academic support services provide support such as peer tutoring, study and writing assistance, organization and time management skills, and also accessing campus resources, ESL, and disability services support.

Academic support services provide outreach and support to students currently on academic probation, students who are on scholarship appeal, students who receive low mid-term grades, students admitted with academic support contingencies, and those who have been readmitted to the college following dismissal. Support includes one-on-one meetings and direct outreach. All students can seek out assistance by contacting their major academic advisor.

More than 200 students annually meet with academic support staff. Information for academic support is in the academic catalog, on the website, and located under the Student Resources section of MyKCAI, which also includes additional academic support resources for students.

Writing Labs (recently renamed the Language & Learning Lab)

Through academic support services, KCAI offers a walk-in writing lab, staffed by students who are trained to provide peer tutoring, study assistance, writing assistance, studio support sessions, and an online option for submitting requests in which students may receive feedback or assistance virtually.

The Language & Learning Lab is also used for testing. Students who qualify for exam accommodations use the Exam Center. Exam proctoring is also available for students who miss an exam due to documented medical/mental health issues.

This information is also listed in the academic catalog and in the Student Resources section of MyKCAI.

Academic Advising and Career Services

The [Academic Advising and Career Services](#) area of the college was recently restructured. In order to better serve students, as of spring 2021, Career Services are no longer managed by Student Affairs. Instead, KCAI has a new Professional Practice Center within the Advancement department. Advancement now oversees career services and has added a full-time staff member, the Career

Readiness Coordinator. Within Student Affairs, Student Support is now housed in the new Ronald Cattelino Center for Student Services in DeBruce Hall and now includes academic advising, academic support, and disability services. Student Support is currently collaborating with the new Career Readiness Coordinator to provide academic and career planning services.

In attending career advising sessions, students receive assistance in developing a plan for achieving their professional goals. In addition to individualized career advising, career services provides all-student programming, departmental presentations, and workshops. There is programming specific to seniors in the fall (Life After KCAI), which is tailored to professional development and the transition to life after graduation, programming for all students covering a range of topics from personal finances and taxes to copyright law and preparing for graduate school. Presentations were also requested by faculty to be presented in their professional practice courses. In the spring of 2020, our first internship and career fair was held on campus. There were 32 organizations represented at the fair. Student participation was estimated to be around 275. Similar and new programming will continue to be offered by the Professional Practice Center.

Support staff feel that it is necessary to provide updated degree audits to students each semester and have developed a schedule that provides these critical updates. In the fall semesters, advisors visit sophomore studios and provide information about registration and degree requirements. In the fall, juniors are emailed this information with their individual audit. In the spring semesters, juniors receive the in-studio visit and presentation, while sophomores are emailed the information. During the presentations and in email communication, students are encouraged to meet with their academic advisor. Moving forward (2021-2022), Student Support, in partnership with the registrar, will provide a general academic advising/registration presentation virtually for all students.

Each semester, student support staff present to Foundation students. This presentation provides registration information and instruction on registering for classes, declaring a major/minor, an overview of support services, and a review of degree requirements. First-year students register for specific courses - Foundation studio in fall and major studio in spring, and specific lower-level liberal arts courses. Transfer Foundation students are provided a liberal arts audit to guide them with registration, as it may be impacted by transfer credits. In the spring semester, a full registration packet is shared in the shared Foundation Google drive with a registration guide, providing the information that is shared during the presentation. The presentation is also recorded and shared for ease of reference.

Students can also consult with an advisor each semester about progress in their academic degree program. In turn, academic advisors will provide guidance in choosing classes to fulfill degree requirements, as well as classes and programming that will help move students closer to their individual academic goals. Each student support staff member assists students in achieving their academic and career goals through individualized guidance including one-on-one sessions, presentations, and programming.

For the past four years, KCAI student support staff and the registrar have worked extensively with one another, campus technology, and Jenzabar (student information/registration system) to develop and share online degree audits with students. Beginning in the fall of 2021, sophomore and junior students will have access to their individual degree audit within the portal in MyKCAI. By fall of 2022, sophomores, juniors and seniors will have this access.

Information for academic advising and career services is provided on the website, in the academic catalog, in the student handbook, and located in MyKCAI under Student Resources. Recorded

programs and presentations are also posted within each area under Student Resources.

During the last few years, services provided through academic advising have increased in terms of individual meetings and presentation offerings. Individual meeting numbers increased from 2018-2019 to 2019-2020 by nearly 80%.

Student Outreach

Increased retention and graduation rates of KCAI students are institutional goals. Consequently, Student Support strives each year to increase student outreach. Student Support staff outreach includes meeting requests and communication with the following groups of students: new transfers, students on academic probation, students with midterm downgrades, and students admitted with academic support contingencies, and faculty referrals and Early Intervention Committee (EIC) referrals. Students in these groups are contacted multiple times to request a meeting. If EIC determines that there is a need, students will be called or contacted in person on campus to ensure that the student meets with staff. Student support staff will visit Foundation seminars and encourage students to take advantage of support services. Additionally, student support staff attend fall and spring new student orientations. Beginning in 2020-2021, the staff will be more visible to students, as the new offices are located in the same building as liberal arts, DeBruce Hall. Also, staff will be present in the Foundation department throughout the year to aid the first-year transition to college.

On Campus Counseling Services

KCAI students receive access to free and confidential counseling on campus during the academic year. [Counseling](#) may be on an ongoing weekly schedule, based on needs and availability. For students who prefer to seek off-campus counseling or are in need of a psychiatrist, counseling staff and student support staff may assist with referrals. Students may also use the WellConnect, which provides students with access to off-campus counseling resources, as well as 24-hour assistance.

Jannes Library and Learning Center

[Jannes Library](#) is a full-service library. The mission of the library is to be a forum for information, ideas, and instruction that will inform and enhance learning in the classroom and the studio for KCAI students and faculty; to foster development of students' skills for self-directed learning, and to support community participation in the arts and design through access to library collections and services. Greater detail on the following points is found in the documents Jannes Library- Description of Services and Operations and the [Library Annual Report](#).

Jannes Library is staffed by two MLS-prepared librarians—the director and the cataloging and digital services librarian, two paraprofessionals, and several student assistants. Groups served by the library include KCAI students, faculty, staff, alumni, and people interested in the literature of art and design both locally and worldwide.

The library's eBook collection is leased through Ebsco, and includes more than 259,000 eBooks, with the majority being scholarly and academic titles. The library houses 30,000 print volumes and subscribes to approximately 50 periodicals in print, concentrating on studio arts, art criticism, art history, and the contemporary art market. The library's web-based content enables 24-7 anywhere access to an array of scholarly and popular literature, eBooks, collections of high-quality images, reference resources, and streaming videos. KCAI also belongs to the thriving [Mobius library consortium](#), which provides access to over 27 million items from any member library for delivery by

courier within two to five days. In-person checkout from other member libraries, such as that of the nearby University of Missouri- Kansas City, is also an option.

Librarians deliver an orientation to Jannes Library for each section of the first-year writing seminar that introduces students to library resources and how to access them. Advanced research instruction with customized learning objectives is available for any upper-level course upon the instructor's request. Additionally, library staff create and maintain web-based [Library Guides](#) bringing together links to Jannes Library's print and online collections and customized to our curriculum.

Campus Technology

The mission of campus technology is to create an innovative and collaborative environment that supports and enhances teaching, learning, and productivity across the spectrum of programs and people that make up the KCAI curriculum and community. KCAI is a community of artists whose talents and work require specialized materials, spaces, equipment, and software. Campus technology provides access to the software and equipment necessary to compete effectively for students and to ensure the success of major studio programs. Further, KCAI's digital resources prepare students for work beyond KCAI, giving them exposure and expertise necessary for successful careers.

KCAI licenses the Adobe Creative Cloud for faculty, staff, and students. This resource is critical to the curriculum of many majors and provides a universally available suite of software to the campus community. KCAI also licenses Moodle, an education software that helps instructors create and deliver effective online learning environments.

In terms of equipment, the library houses a computer lab available to students and faculty. Beginning in fall 2020, foundation students were asked to bring a laptop. Campus Technology provided loaner machines to those students facing financial hardship. Also, full-time faculty receive a computer to enable lecture preparation, communication, and presentation.

Finally, some equipment and software is beyond the financial means of students and yet these tools are important to their educational development. As such, KCAI provides access to high-end digital cameras, powerful computer workstations, large presentation screens, digital looms, computer-controlled kilns, specialized software, and more. The on-campus Media Center provides students with access to a range of equipment to aid their artistic practice.

The following resources enable KCAI to offer reliable, efficient digital access to the campus community:

Network upgrade

In March 2021, KCAI Campus Technology KCAI completed a two-year full rebuild of the network infrastructure, including new 40Gb capable fiber between all of the buildings on campus as well as those immediately adjacent to the main campus. This replaced the almost 25-year-old 1Gb fiber, the original network backbone at KCAI. In addition, CT deployed all new 10Gb capable switches, including a new core switch in order to take advantage of the new fiber's speed capabilities. We also restructured the IP schemes across campus in order to provide more stability and security. Each building is on a separate subnet, and the network inside the buildings is segmented into separate subnets as well: e.g. faculty/staff wireless, student wireless, wireless-IoT, wired, wired-IoT, etc. This design creates a very secure and fast network so that only the connections deemed necessary can communicate across subnets. For example, if a student's laptop were to be infected with malware, it

could not spread outside of the Student Wireless subnet in that particular building. Most importantly, the infection would not be able to reach our servers or other KCAI-owned computers.

Access to Technology

Campus Technology supplies all full-time employees, both faculty and staff, with an adequately equipped computer with which they are able to perform their duties as needed.

KCAI Campus Technology licenses and manages many software platforms for all full-time students, faculty and staff including, but not limited to Google Workspace (formerly GSuite for Education), Adobe Creative Suite, and Microsoft Office 365. CT also provides departmentally focussed software as needed, such as DragonFrame, Maxon Cinema 4D, PointCarre, Rhino, etc.

Campus Technology provides and manages the computers in the campus labs, both the main lab in the Jannes Library and the satellite labs in the academic departments. In addition, CT provides and manages the computers for the Beals Fabrication Lab, the Print Center, and the Media Center all of which serve the entire KCAI academic community. All computers are currently refreshed at least every five years in order to keep up with the demands of new software and operating systems.

Single Sign-On

In 2021, Campus Technology began the process of implementing a new single sign-on and password management portal, QuickLaunch. This provides all end-users with full control over their accounts: once they have set up their profile in the web portal, they can regain access to their accounts if they lose their password at any time, without the need to contact the CT helpdesk. QuickLaunch provides multiple recovery options, including email, text message, security questions, and Google multi-factor authentication. In addition, this portal provides access to many password-protected campus resources, with resource access defined by user status. We plan to add more applications to this portal very soon. This system provides convenience and greatly increases security of user accounts.

New Phone System

In 2019, CT replaced the aging phone system with a cloud-based solution providing a means for faculty to communicate with students via both texting and calling from their KCAI phone number from anywhere.

Intranet

Campus Technology, in partnership with Communications, has developed MyKCAI, an internal web portal with information and resources for all KCAI users which is part of the Jenzabar Student Information System in use at KCAI. MyKCAI is a very useful way for CT to communicate KCAI related news and resources available to all end users. This was especially important during the last year or so with hybrid and remote learning.

The Media Center

The Media Center plays an integral role in the day-to-day operations of the school. It has four core functions: 1) To oversee the proper use and maintenance of the audio-visual technology across campus; 2) To provide students, faculty, and staff with a centralized check-out facility for audio-visual equipment; 3) To train and educate members of KCAI's community in the use of equipment, software, and other A/V technology-related matter; and, 4) To complement the Beals Studios by

providing additional resources.

As a service and support department, the Media Center's primary role is to provide audiovisual technology and instruction that is relevant, reliable, and readily available. Audiovisual technology is an essential asset that can help enhance education and creativity. It is a key component of daily academic activities and the Media Center's mission is to ensure that faculty, students, and staff have access to the audio-visual tools needed to achieve their goals.

In the past couple of years, the school has made significant strides in upgrading the technology available in our classrooms. We currently have advanced AV equipment installed in all relevant rooms on campus. In the past decade, KCAI has gone from a campus where technology was a mere footnote, to one where technology plays an integral role in the formation of our students. This equipment greatly enhances the educational experience and is in constant use by KCAI's students, faculty, and staff.

The David T. Beals III Studios for Art & Technology

The David T. Beals III Studios for Art & Technology aids the student body in the conception, design, and realization of their ideas through the utilization of emerging technologies. This is done by providing expertise, equipment, curriculum, and mentorship to KCAI as a whole. Beals Studios is used to host regularly scheduled classes, individual class sessions, groups, and individuals. We strive to provide alumni with a robust knowledge set upon graduation and KCAI as a hub for these emerging artistic technologies.

Beals Studios houses a wide array of digital fabrication tools, expertise, and a workspace that encourages interdisciplinary collaboration. This includes eight 3D top-end FDM printers, two Epilog laser systems, two CNC mills, a desktop waterjet cutter, a Jacquard digital loom, a desktop vacuum former, and a tinkerspace for working with electronics. Additionally, there are various collaboration work areas, as well as a teaching space with high-end computers, an array of software, and an 84" interactive screen. This is all laid out in one space, allowing for work to flow seamlessly from ideation, to design, to iteration, to re-iteration.

Beals Studios hosts an assortment of workshops, events, and competitions throughout the year. This includes our Sunday Workshop Series that offers workshops dialed into specific processes, seasonal events such as the 3D Printed Egg Hunt and the Mask Making Workshop, and competitions and awards such as the Beals Studios Award of Excellence and Innovation.

The Central Shop

The Central Shop is an interdepartmental support facility that serves students, faculty, and staff and provides a place to work, the tools to create, and the technical assistance needed for student safety and efficiency. The facility is primarily a woodworking shop, combining hand, machine, and digital technologies. Besides standard woodshop machines, such as table saws, bandsaws, drill presses, etc., the shop houses a three-axis CNC router with a 4' x 8' capacity and an arsenal of power tools, such as drills, sanders, jigsaws, etc., for check out.

Every student and employee is required to attend a safety orientation before being allowed access to the Central Shop. For transfer students and new faculty and staff, this is accomplished through an intensive 2 1/2 hour lecture/demonstration held the week before the start of each semester. For

foundation students, the orientation takes on an extended, “hands-on” approach. Each foundation student is required to attend classes in the shop and to satisfactorily complete a project. Faculty may also request demos for their classes; past demos include frame building, stretcher/strainer building, and a CNC overview.

The Art Store

The Art Store’s mission is to provide quality art materials at discount prices exclusively for our campus community. The Art Store now also oversees an online bookstore that sells new and used textbooks, as well as course books for rent and e-textbooks. It provides immediate access to traditional and nontraditional materials through relationships with regional and national sources. Recently, the Art Store began offering art supplies and branded goods for purchase online. It is in a remodeled space on the lower level of the Tony Jones Studios for Illustration and Animation and adjacent to the Print Center.

The Print Center

The Print Center opened in 2012 in response to the student need for immediate access to affordable, high-quality, large-format, color printing. It relocated to be adjacent to the art store in the remodeled Tony Jones Studios for Illustration and Animation in 2020. The center’s printed output ranges from postcards and booklets to banner-size prints. Through the additional automated equipment for cutting and slicing, the center now takes on a high volume of jobs and serves faculty, staff, and students. Staffed by a graphic design alumna, the center offers expertise and advice as well as printing services.

Museums

KCAI is located between two major museums: the Nelson Atkins Museum of Art and the Kemper Museum of Contemporary Art. Students and faculty use these resources to support effective learning and teaching. In addition, they have daily access to the on-campus galleries: Artspace and the KCAI Gallery.

Sources

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

KCAI's degree programs are appropriate to higher education, and the courses and programs are current and require the levels of performance by students appropriate to the degree or certificate awarded. Each program has clearly articulated learning goals with qualified faculty delivering course content. Students may choose from 13 majors leading to the Bachelor of Fine Arts degree, requiring 126 credit hours. The program combines studio art practice in the major discipline with a liberal arts education. The general education program, delivered by our liberal arts department, is appropriate to the mission of KCAI. Academic planning is ongoing, and recent changes as a result of planning include an improved professional practice curricular component and a new product design major.

As evidenced in the expected learning outcomes for each major, students are engaged in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. The importance of the liberal arts education for the artist and designer is understood and highly valued. The liberal arts curriculum has been enhanced to prioritize a global perspective and to provide students an expanded world view. KCAI faculty and students contribute to their fields through their own scholarship and creative work, and they have been recognized with awards for their accomplishments.

KCAI provides learning support and academic advising to meet the needs of our students. KCAI also has the technology infrastructure and resources necessary to support effective teaching and learning. Students have access to disability services, personal counseling, tutoring, and academic and career advising, all provided by highly qualified professional staff members. The instructional resources provided by unique facilities such as the central shop, library, media center, the Beals Studios for Art & Technology, and the print center enhance the educational experience of our students.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Kansas City Art Institute demonstrates responsibility for the quality of its educational programs through extensive program reviews, credits it accepts for transfer, the rigor of courses and expectations for student learning, specialized accreditation, and the success of its graduates.

Specialized Accreditation

All B.F.A. major curricula have been developed and approved according to the standards set forth by the National Association of Schools of Art and Design (NASAD), of which KCAI was a founding member in 1948. KCAI's last comprehensive review by NASAD was in 2011, resulting in a ten-year reaccreditation. Our next comprehensive review will be in April 2022. KCAI is also a member of the Association of Independent Colleges of Art and Design, a consortium of private colleges of art and design in the U.S. and Canada.

Program Reviews

KCAI has a comprehensive [program review process](#) that has resulted in each of our thirteen

academic programs undergoing at least one review since 2013. In addition to the foundation and liberal arts program, programs are scheduled for a formal program review approximately once every six years. [Art History](#), [Photography/Filmmaking](#), [Painting](#), [Printmaking](#), [Fiber](#), and [Liberal Arts - General Education](#) have undergone program reviews since 2018. [Illustration](#), [Animation](#), [Creative Writing](#), [Sculpture](#), [Ceramics](#), [Graphic Design](#), and [Foundation](#) have been reviewed in the last six years, and along with our newest major, Product Design, will be reviewed again during the next three years. The program review process includes an extensive self-study following the [self-study format guidelines](#). An external reviewer who is a specialist in the field is chosen by the department chair in consultation with the EVPAA, and works in collaboration with an internal reviewer to conduct an on-site evaluation. Each program under review provides a self-study that is sent to both the external and internal reviewers at least two weeks prior to the site visit. During the two-day site visit, the review team meets with faculty, students, and members of the administration in order to assess the quality of the academic program.

In collaboration with the internal reviewer, the external reviewer submits a comprehensive program review written report of their findings (including strengths, weaknesses, challenges, and recommendations for improvements) to the department chair or program head, and the executive vice president for academic affairs, within six weeks of the site visit. Upon receipt of the reviewer's written report, the department chair or program head discusses it with their colleagues and then within two weeks, prepares a written program review response to the review findings and recommendations for improved student learning. This response is forwarded to the executive vice president for academic affairs and vice president for academic affairs/dean of faculty. The department chair, executive vice president for academic affairs, and vice president for academic affairs/dean of faculty discuss the findings and recommendations for implementation to determine how this information affects planning.

Program reviews for all majors provide useful direction for both the faculty and administration in implementing additional resources and/or improvements in the educational quality of the academic program. For example, the [foundation program's review](#) in spring 2016 revealed that increased involvement of the upper-division faculty in the foundation curriculum could strengthen the program. Upper-division faculty could provide input about how freshmen transition from foundation to the sophomore discipline-specific curriculum. The foundation program's review response submitted by the chair clearly indicated that the increased fluidity of these interactions would now be considered in numerous forms, including the following:

- The foundation department would design a rotating schedule that incorporates tenured/tenure-track upper-division faculty into the spring semester foundation workshops.
- The Foundation Seminar for the fall foundation curriculum is an opportunity for upper-division faculty to connect with foundation faculty and students.

There are also several examples of curricular/programmatic changes based on the ceramics program review conducted in fall 2017. Several strategies for addressing the review team's recommendations were implemented in 2017-18 and assessed at the end of the spring semester. The primary concerns of the report were within the areas of instruction for digital technology, environmental sustainability, entrepreneurship, and core curriculum courses. Details of the outcomes are as follows:

Due to the intense rigor, steep learning curve, and time-consuming nature of the sophomore curriculum in the "Innovation in the Multiple" course, particularly with learning to center and throw on the wheel and to make multi-piece molds, there has been a decision to continue to focus on these techniques in the sophomore year and to introduce the production of digital prototypes in the early

part of the junior year. Juniors participate in a Beals Studio workshop, learning a program for the design and subsequent production of tile cutters for a tessellation project associated with the tile section of the junior curriculum. In addition, in the second-semester vessel curriculum, students have the choice to design and create prototypes, on the plaster wheel or via the Rhino program with digital production in the Beals Studios.

In fall 2018, Casey Whittier conducted an in-depth Reclaim Clay and Glaze Information research project, with the assistance of a work-study student. The project moved well beyond the already instituted practice of clay reclaim in the studio, to investigate and present a wide array of ceramics materials, where they are sourced, and the environmental and economic impacts of extracting and globally transporting materials. As well, Casey and the work-study student prepared informational documents and signage to better instruct reclaim and recycling practices in the studio. They made a presentation of their research to the students and faculty. Since then, the knowledge has been integrated into the sophomore curriculum through the studio and technical (“Materials and Process”) course offerings. To further encourage individual recycling of clay materials, each student is now issued a plaster slab for the purpose of reclaiming their own clays.

The department has offered three elective courses that are centered within or promote awareness of ceramics materials and sustainable practices. 1) “Clay, Fire, and the Practice of the Wild” was taught in fall 2019 by an adjunct instructor, Gabriel Reed. Issues of human relationship to clay and nature were investigated by digging local clay bodies, making bioregional slips, and firing with organic combustible materials, such as waste sawdust from power wood cutting tools. The course sourced clay from a construction project on campus. 2) The elective course “Ceramics, Entrepreneurship & the Market Place,” taught in the fall semester for several years by Paul Donnelly, engages issues of sustainability by coming to understand issues associated with the production of ceramics wares. The students compare the environmental impact by either the designer’s production of wares or by the commissioning of wares in small-scale factories, often in China and other countries. The class studies the carbon footprint associated with the forming, firing, packing, and transporting of wares. Several local and national companies are used as examples, including the Kansas City Urban Potters, a local collective of which Paul is a co-founding member. 3) This fall semester 2021, Casey Whittier will teach “From the Ground Up: Art in a Changing Ecosphere”, which will explore the questions and issues facing visual artists in the era of climate change. Through individual and collaborative studio projects, readings and discussions, students will develop strategies for discussing, analyzing, and working with topics of sustainability, ecology, climate science, citizen science, activism, urban agriculture, and social justice.

The ceramics faculty has compiled resources to teach students best practices in documenting their work. This was especially useful during lockdown in spring 2020. We also continue to invite a team of professional photographers to document student work at the end of each semester. The photographers discuss with students their knowledge of the best way to achieve these visions, and through this practice, the students gather much useful knowledge of documentation. They also learn by observing and working with the photographer as they place and light works for documentation.

Reviewers believe that it would benefit the upper-level majors to have more access to all ceramics faculty. The ceramics faculty responded to this by instituting group critiques that include all levels of faculty and majors – sophomores, juniors, and seniors.

Scheduling conflicts have not allowed opportunities for many of these fully cross-level critiques that involve all sophomores, juniors, and seniors, however, the ceramics faculty has made a particular effort to be available to all students through office hours, often scheduling times outside of regular

office hours when the students have a class or employment conflict. As well, students may schedule times to discuss their work, in the studio areas, with faculty who are not their primary instructors for the semester. The three full-time ceramics faculty—Paul Donnelly, Casey Whittier, and Cary Esser—continue to schedule 20 to 30-minute critiques with each ceramics major at both mid-and end of the semester.

The review team suggested a reevaluation of the tile/relief sequence that is offered to the students in the sculpture section at the beginning of the junior year. While the ceramics faculty is committed to the timing of this sequence and the value of the subject matter, they have decided to offer it to all juniors during the first part of the fall semester in CERM 300. Vessel students will thus have access to developing a contemporary inquiry to the architectural application of ceramics, an important tradition, and form in the field.

The development of tile making, and the resulting emphasis on surface treatment, mark-making, and imagery, has successfully been integrated into both sections of the junior course. In the sculpture section, the curriculum proceeds, within the first part of the semester, to relief and greater sculptural applications of students' ideas that developed in tile forming and surfacing.

The sophomore curriculum now offers a project using commercially produced bricks, which is in part an introduction to architectural applications of clay in the departmental curriculum, along with tile and relief in the junior year. Architectural applications of ceramics are an integral and important aspect of ceramics history and the contemporary discipline, complementing practices related to both the vessel and sculpture, design, and fine art.

More recently, the program review completed for the [painting program](#) yielded a number of recommendations to strengthen an already outstanding program. Responding to the reviewer's recommendations, as well as current assessment results from its graduating seniors, the department faculty decided to focus on its guiding principles and revise them with a renewed emphasis on inclusion, diversity, and equity.

1. Simplify. Get back to fundamentals. Our established pedagogy should guide us to emphasize the individual development of each student with independent faculty.
2. Return to a full year with each instructor in the Junior year. This change will help fortify diversity of intent within the student population.
3. Reinforce the importance of the individual studio.
4. Let the physical clusters of individual studios do the work of establishing a sense of community for students, with organized prompts and group discussions. Allow and nurture individual formations of value systems around student's studio practice.
5. Emphasize progress-based development. Continue the process, from sophomore to senior studio, of increasing progress-driven development over outcome-driven development.
6. Work to increase the digital and virtual capacities of our students by engaging them more directly in this area. We have begun a broader use of online platforms for digital research, and are allowing students to use these platforms in portfolio presentation, as well as studio research and documentation.
7. Faculty commitment to a greater emphasis on understanding and appreciation of the contributions

of diverse cultures to the medium. Work with students to develop the ability to discuss and analyze works in a productive, critical manner, while at the same time honoring and engaging with different perspectives and world views that contextualize various works.

Transfer Credit

We value students who choose to transfer into our undergraduate programs and bring their unique educational perspectives. In order for a new transfer student to receive a B.F.A degree from KCAI, they must complete our minimum requirement of four, full-time semesters. Transfer students who wish to pursue a B.F.A. degree at KCAI may enter at the freshman, sophomore, or junior level. Entering acceptance and placement levels are determined through the transfer admissions process, which includes specific departmental portfolio reviews by the department chair and a transcript evaluation.

The [Transfer Credit Policy](#) states specifics for transfer credits (maximum number transferrable credits allowed, grade requirements, accreditation requirements), as well as information on liberal arts and studio requirements, plus College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and Assessment of Prior Experiential Learning (APEL) requirements and processes. The [Transfer Credit Guide](#), which is also in the policy library and on the website, includes detailed information on provisions and policies.

All transfer credit is evaluated twice. The Senior Academic Affairs Specialist completes an initial review of the transcript during the admissions process. The Director of Student Support completes a second review and the transfer credit evaluation document, and a copy is provided to the student via email and placed in the student's educational file. Academic advisors receive copies of the transfer evaluations for their advisees. A student's department chair must approve studio transfer credit hours as applicable to requirements for entrance at the freshman, sophomore, or junior level. Credits earned at non-accredited institutions will not be accepted. College preparatory, remedial (usually below level 100 courses at most institutions), and physical education courses are also not accepted.

The maximum transferable credit hours awarded to a student is 63 out of the 126 credit hours required for the B.F.A. degree. After matriculation, students who transferred in 12 or more liberal arts credits must complete all remaining liberal arts credits at KCAI. The last 30 credit hours of degree requirements must be completed at KCAI. Grades for transferred credit will not be calculated into the KCAI cumulative GPA.

Advanced Placement (AP) Program Examination

Students who earn AP credit during high school may apply the credits to KCAI degree requirements within the following guidelines. KCAI must have the official AP transcript before transfer credit can be granted. For art history, students must obtain a minimum score of a 4 to receive credit, to be applied to a liberal arts elective requirement or the open elective requirement—not the lower-level art history courses. For liberal arts, students must obtain a minimum score of a 4 to receive credit, which will be applied to a liberal arts elective requirement or the open elective requirement—not the “First-Year Seminar / Writing Seminar” “History of Thought I / Critical Studies I” or “History of Thought II / Critical Studies II.” In studio art, students must receive a minimum score of a 4 to receive credit, which will be applied to the open elective requirement or a studio elective requirement, with permission from the student's departmental chair.

College-Level Examination Program (CLEP)

Students who earn CLEP credit prior to attending KCAI may apply the credits to KCAI degree

requirements within the following guidelines. KCAI must have the official CLEP transcript before transfer credit can be granted. A maximum of 15 CLEP credit hours can be applied to KCAI degree requirements. Application of credit is based upon a minimum score of 50 on each subject exam, except French 2 (minimum score-62), German 2 (minimum score-63), and Spanish 2 (minimum score-66). Students will earn three semester credit hours for each exam that they received an acceptable score. KCAI accepts credit by examination awarded by other colleges to transfer students provided they meet the above standards.

International Baccalaureate (IB) Diploma Program

Students who earn IB credit during high school may apply the credits to KCAI degree requirements within the following guidelines. KCAI must have the official IB transcript before transfer credit can be granted. The first three IB credit hours will always be applied to the open elective requirement. For liberal arts, students must obtain a minimum score of a 4 to receive credit, which will be applied to a liberal arts elective requirement or the open elective requirement—not the “First-Year Seminar / Writing Seminar” “History of Thought I / Critical Studies I” or “History of Thought II / Critical Studies II.” In studio art, students must receive a minimum score of a 4 to receive credit, which will be applied to the open elective requirement or a studio elective requirement, with permission from the student’s departmental chair.

Experiential Learning

A student wanting credit for unaccredited coursework may petition for credit through the Assessment of Prior Experiential Learning (APEL) credit process. APEL is a method used to evaluate knowledge that a student has gained through life experience or through taking courses at a non-accredited college or university. Students must provide compelling reasons and documentation that they have mastered the skills and achieved the goals of a student normally enrolled in a studio course. A student may petition for their gained knowledge and skills to be applied to studio courses.

Learning Resources

A description of learning resources is published in the course catalog. KCAI offers a broad range of learning support services, including academic advising and career services, academic support, and disability services, as detailed in core component 3.D. Institutional authority over these resources is maintained through the leadership of the Vice President and Dean of Students.

Course syllabi include a statement on [disability services, disclosing of disabilities, and confidentiality](#). In addition, the student support and learning resources information is all available to students in MyKCAI under Student Resources, Creative Resources, and Campus Technology.

KCAI's Jannes Library is a comprehensive resource for students. The library's website provides online access to the library catalog, the launch page which aggregates all available online databases, and to curriculum-specific research guides. The most recent AICAD [Library Data Report](#) allows comparison on several parameters: expenditures on information resources, size of collections, hours of service, circulation statistics, statistics detailing the use of online resources, and more. This information provides a useful benchmark with which to evaluate the quality of services provided by the library.

The central shop, media center, print center, and the Beals Studios for Art and Technology are other learning resources.

Qualifications and Rigor

KCAI values rigor in the educational experience and the developmental process of the artist. Students are expected to meet high standards in both liberal arts and studio courses. As such, KCAI does not offer dual credit opportunities for high school students. The rigor of studio coursework is defined, in part, by the instructional contact hour requirement. All studio courses require two instructional contact hours for every one credit hour per week. Six-credit-hour major studio courses require 12 clock hours of contact time with the instructor. A three-credit-hour liberal arts course is expected to require nine hours of out-of-class student work per week.

The executive vice president for academic affairs maintains authority over ensuring the qualifications of current faculty and the rigor of courses and programs. The rigor of the academic programs is monitored through the program review process. The executive vice president for academic affairs oversees hiring, tenure, promotion, and faculty evaluation processes.

The authority for determining the qualifications for faculty positions is maintained by the executive vice president for academic affairs, the vice president for academic affairs/dean of faculty, and the department chair of the program conducting the search. Each new faculty search includes a position announcement, which lists the minimum qualifications for the position. [Section 2.1.3](#) of the faculty handbook clearly delineates the required qualifications associated with each faculty rank.

Qualifications of current faculty are found in their bios under each major on the KCAI website.

Senior Surveys

Each May, the registrar's office conducts the [senior survey](#), which requires graduating seniors to rate their degree of satisfaction regarding a wide range of topics on their educational experience at KCAI, including their academic degree programs and co-curricular activities. We enjoy a very high survey completion rate, averaging 97% participation over the past five years. The survey results indicate that over half of our students complete internships and almost 60% said their internship helped them gain the experience to obtain a paid position. Over 50% of students plan to attend graduate school within the next five years.

Prerequisites

KCAI clearly defines prerequisite requirements in the course catalog. Additionally, academic advisors make students aware of their degree progress during the advising process. In terms of the liberal arts program, the "Writing Seminar" course (previously "First-Year Seminar") is a prerequisite for "Critical Studies I" (previously "History of Thought I"), and "Critical Studies I" and "Critical Studies II" (previously History of Thought II) are prerequisites for upper-division liberal arts courses. "History of Art I" and "History of Art II" are prerequisites for upper-division art history courses. Most students complete these lower-level liberal arts courses in the order of: first-year fall - Writing Seminar and History of Art I, first-year spring – History of Art II and Critical Studies I, second-year fall – Critical Studies II. But, in some cases, with permission, students are allowed to take them in reverse order, if for example, they enter KCAI in a spring semester or transfer in equivalent courses.

On the studio side, Foundation is a prerequisite for any first-semester sophomore studio. In studio areas, the nature of our block curriculum requires students to take their studio courses in a progression with prescribed courses in fall and spring semesters. Any exception to this sequence must be approved by the department chair. All course syllabi list the expected student learning outcomes. Each department chair reviews the syllabi for all courses each semester and forwards them to the office of academic affairs.

Alumni Relations

KCAI demonstrates responsibility for the quality of its educational programs by recording feedback from alumni. Through contact with the [alumni relations manager](#) and faculty, KCAI closely tracks the success of its alumni, which it documents in the departmental program review and shares both internally and externally through the communications department. We work with alumni across the spectrum of class years to help them connect with each other, access resources on the campus and within their respective communities, and to recognize and celebrate their career achievements and life milestones. Alumni relations strives to make continual progress in building and sustaining relationships with alumni to learn more about their professional lives once they leave the institution.

SNAAP Participation

Our participation in the Strategic National Arts Alumni Project (SNAAP) survey in 2017 rendered valuable information on the success of our graduates and how they are using their KCAI education in their respective professional fields. The [KCAI 2017 SNAAP Report](#) yielded alumni information from a cross-section of 745 anonymous alumni respondents. The information received from this survey helped inform the creation of KCAI's Minor in Entrepreneurial Studies program. The college intends to participate in the 2022 SNAAP survey.

Alumni Achievements

KCAI alumni routinely win prestigious residencies and awards, which reflects the educational quality and rigor provided by our curriculum. To view a list of alumni achievements and awards, please see [here](#).

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

KCAI engages its faculty and students on course-level, program-level, and institutional-level assessments of student learning. We have created a climate of assessment in student learning that both the faculty and administration have invested in, culminating in improved student learning within each discipline. We believe that this assessment process is not only understood by the faculty but appreciated as a vehicle for strengthening the programs and enhancing student learning.

The faculty chairs are responsible for defining discipline-specific student learning outcomes and for determining the criteria, context and method of data collection. In addition, chairs and department faculty analyze the aggregate data and discuss curricular changes needed based on the data before submitting a report to the academic affairs office. The document "[Creating an Assessment Plan for KCAI](#)," helped faculty understand what an assessment plan is, how to develop one, what kind of evidence is needed to determine how well students are achieving the outcomes, and how the results should be used to improve the program. The document "[Overview of Assessment](#)" provided a visual of how the cycle works and explains the feedback loop. Faculty understand that it starts with identifying the goals of their programs, outcomes that students must achieve, and practices in place to achieve those outcomes. Faculty gather evidence, review and interpret the results, and make recommendations for changes.

The "[Departmental Assessment Plan/Report Form Template](#)" provided a consistent way for departments to plan and report on their assessment activities. This form indicates the specific student learning outcomes for each major, the source of the data, who would collect the data, when the collection would occur, criteria used to measure progress on the student learning outcomes, and results, recommendations, and planning and budget implications. In addition, each department developed an assessment rubric to consistently and objectively measure how well students achieved the various student learning outcomes. Assessment rubrics and departmental assessment plan/reports were completed for the academic programs: [Animation](#), [Art History](#), [Asian Studies](#), [Ceramics](#), [Entrepreneurial Studies](#), [Fiber](#), [Filmmaking](#), [Foundation](#), [Graphic Design](#), [Illustration](#), [Liberal Arts](#), [Painting](#), [Photography](#), [Printmaking](#), [Product Design](#), [Sculpture](#), and [Social Practice](#).

College-wide Student Learning Outcomes

Six college-wide student learning outcomes (SLOs) were developed that focused on what KCAI graduates should know and be able to do upon graduation. It was determined that student progress on

the following six college-wide student learning outcomes would be assessed by the liberal arts department faculty.

1. Effectively communicate and express ideas visually, orally, and in writing.
2. Apply critical thinking and integrate ideas from multiple approaches and perspectives.
3. Conduct independent inquiry and research through critical engagement with information sources.
4. Apply creative thinking to problem-solving.
5. Demonstrate a level of global understanding necessary to be an informed citizen of the world.
6. Demonstrate intellectual curiosity in the pursuit of living an examined life.

Furthermore, it was agreed that all studio faculty would assess their graduating seniors on what came to be identified as common student learning outcomes, which include:

1. Demonstrate an ability to present and articulate their ideas and methods through oral presentation and writing.
2. Demonstrate a conceptual framework for artistic inquiry.
3. Demonstrate the ability to integrate ideas through research and problem-solving.
4. Demonstrate mastery of techniques and skills within one's chosen discipline.
5. Demonstrate a high level of creativity, inner-directedness, and willingness to take risks.
6. Demonstrate an understanding of professional practice maintained in one's field(s).

The student's level of mastery of SLOs is assessed by their respective faculty on a 4 point scale: 4=Excellent, 3=Good, 2= Fair, 1=Unsatisfactory. This rubric to analyze student work was developed in consultation with faculty. The data were then aggregated on excel spreadsheets and given to each department chair so that they could meet with their respective faculty to analyze, discuss the results and determine how to use the information to enhance the curriculum and to improve student learning. In order to have comparative data across all the academic disciplines, the office of academic affairs created excel spreadsheets labeled [Common SLO Averages](#) and [Common SLO Averages: Liberal Arts/Art History/Asian Studies](#). These documents are helpful in analyzing how each of our academic programs were assessing their graduating seniors compared to others in each of the six common student learning outcomes.

Refining the Assessment Process

From the beginning, we understood that our assessment process was multilayered and would need to be continually assessed, and refined along the way. As we proceeded to do this, it was determined that a number of improvements needed to be made to the initial review process to improve its efficacy. The changes resulted in aligning the timing of our assessment results with the budget planning process and revised student learning outcomes and the criteria by which they are measured. Since refining the assessment process, faculty chairs have shared their realization of how this process has helped them understand and track the impact of their curriculum and how it affects educational quality and student learning. KCAI continues to refine the assessment process by not only articulating the changes made in response to the annual assessment results but also the impact of these changes on student learning.

Each academic program engages in the assessment process in a comprehensive way, with faculty and chairs embracing the process. All academic departments across the college have now gathered assessment data, while all non-academic areas have used the institutional effectiveness tool. The results have strengthened student learning and improved the educational experience of students.

This past year has been challenging, not only due to the difficulties of educating students in a new way due to the pandemic, but also answering the salient question as to how the college would respond to student demands for more emphasis on inclusion, diversity, equity, access, sustainability, and racial justice. We began to critically reassess our student learning outcomes with several meetings between the academic administration and the department chairs at the beginning of the fall 2020 semester. After lengthy discussions, we came to a consensus that each department would streamline their SLOs into no more than seven, and that one of these would focus specifically on inclusion, diversity, and equity. Furthermore, we all agreed to implement these initiatives throughout all curricula, and each department proceeded to articulate their implementation plans by the conclusion of spring 2021. The academic diversity plans for [ceramics](#), [painting](#), [liberal arts](#), [product design](#), [animation](#), [sculpture](#), [printmaking](#), [illustration](#), [foundation](#), [photography/film](#), [fiber](#), [social practice](#), [art history](#), and [graphic design](#) were then forwarded to the IDEAS Council for their consideration.

As a result of this year-long assessment process, both the studio departments and Liberal Arts revised and refined their SLOs to include the following:

Common SLOs for the Studio Disciplines:

1. COMMUNICATION: Demonstrate communication skills that include the abilities to present and articulate ideas and methods through oral presentation and writing, cultivate effective listening skills, and participate in intercultural and intersectional discourse.
2. CRITICALITY: Demonstrate a conceptual and critical framework for artistic inquiry.
3. RESEARCH: Conduct independent inquiry and research through critical engagement with diverse, multicultural, and multidisciplinary information sources.
4. RISK-TAKING: Demonstrate a high level of creativity, a willingness to take creative risks, and an intellectual curiosity that probes beyond one's lived experiences.
5. TECHNICAL/SKILLS: Demonstrate a master of techniques and skills within the discipline.
6. DIVERSITY: Demonstrate an openness to learn about and cultivate an understanding and appreciation of different perspectives and diverse world views, and how they contextualize various works.
7. PROFESSIONAL PRACTICE; Demonstrate an understanding of professional practices maintained in the discipline.

Liberal Arts also refined and expanded its SLOs to be more inclusive of diverse cultures:

1. COMMUNICATION: Demonstrate effective communication skills in written communication, public speaking, and in active listening.
2. CRITICAL THINKING: Demonstrate critical thinking skills, including close reading, logical reasoning, identification of bias. Ability to present multiple points of view with fairness and accuracy. Ability to find common ground in opposing perspectives.
3. RESEARCH/INQUIRY: Develop investigative skills sufficient to perform a creative and exhaustive search. Ability to identify and access all relevant sources.

4. **CREATIVE PROBLEM SOLVING:** Develop problem-solving skills. Ability to find artistic solutions to intellectual problems and intellectual solutions to artistic problems.
5. **CULTURAL LITERACY:** Develop a level of cultural literacy necessary to be an informed global citizen through engagement with culture, language, traditions, outside of home culture and language.
6. **INTELLECTUAL CURIOSITY:** Develop an intellectual curiosity in the pursuit of living an examined life beyond one's lived experience.

New Professional Practice Course

In response to the results of the annual [senior student survey](#) and the [2017 SNAAP report](#) that indicated that students needed more professional practice preparation, a new required course was designed by each major and introduced in fall 2017. In this course, students explore post-graduate opportunities and prepare professional materials for life after graduation. Faculty put greater emphasis than they had in the past on the importance of students applying for exhibition, grant, and other professional opportunities. Students directly apply and integrate the skills they are acquiring in presenting themselves verbally through critiques and writing cover letters, resumes, and artist statements. The improvement in learning outcomes resulting from the ceramics professional practice course is notable. In 2019-2020, KCAI ceramics majors won the top two prizes for the NCECA Student Juried Exhibition, and two of the three competitive NCECA Regina Brown Undergraduate Fellowships were awarded to our students. Ceramics majors were accepted for residencies at the Archie Bray Foundation, Ox-Bow, Red Lodge, and Haystack through highly competitive national applications. Two graduating seniors moved into teaching positions, and two others were accepted for post-baccalaureate programs. Recent graduates have been accepted into prestigious MFA programs at Yale and elsewhere throughout the United States.

Sample Curricular Updates from the Ceramics Assessment Report

The sophomore curriculum has recently increased its research component by requiring students to create a presentation on historical ceramics from diverse international sites and cultures. There will also be increased source research experience and knowledge concentrated on the upper-level classes, especially the first semester seniors in relationship to their Elsewhere projects. We will also emphasize source research at the first semester junior level in the presentations they prepare toward the end of term, utilizing the research-oriented studio visits as described in the Conceptual and critical skills section below.

To increase students' learning next year in the areas of conceptual and critical skills, self-motivation and risk-taking, we will especially utilize the contact hours set aside for virtual learning. During the remote classes of the pandemic, we experimented with various structures such as studio visits and chain critiques between small groups of students, as well as the establishment of writing and research opportunities like weekly online journal entries. These activities can be expanded to complement the larger cross-level group critiques and the research and writing assignments students have participated in during recent years. Virtual studio visits during the mentorship activities of the fall semester and visits to online sites of museums and organizations across the country and internationally can further support these mentorship exchanges between students.

In terms of technical skills, we are emphasizing the relationship of material and method to concept. This successful approach will be continued next year, with additional input from students as to the best feedback structure to use. The collaboration between the sophomore studio and Materials and

Processes course, in which the materials and methods introduced in the studio are supported by labs and lectures in Mat/Pro, has continued to be fruitful.

Sample Curricular Updates from the Printmaking Assessment Report

The junior year curriculum in printmaking was previously devoted to self-exploration and experimentation with nontraditional print media. However, student learning assessment results identified that students needed a more guided educational experience. To remedy this deficiency, printmaking students in their junior year now receive instruction from faculty on the use of CNC routers, a vinyl cutter, and a 3-D printer. This equipment allows students to learn digital skills and apply them to the physicality of the final traditional print object. Students who embrace the digital processes appear more capable of applying creative thinking and problem solving to their practice alternating between traditional output printing and computer-generated images. This drive to incorporate newer technology in printmaking redefined the curriculum's instruction in the contemporary field of printmaking.

Sample Curricular Updates from the Fiber Assessment Report

To improve student outcomes in developing a conceptual and critical framework for artistic inquiry, the faculty modified the junior curriculum and introduced a workshop that asks students to identify the recurring elements in their work and to analyze these elements for their material or conceptual significance. Students also research artists who utilize similar elements in their work and are asked to draw parallels with their own work.

Senior Survey

We require students to complete a [survey](#) in the final semester of their senior year. Students are asked to assess both their performance on the nine college-wide learning outcomes as well as their experience within their major and liberal arts departments and, if applicable, their minor, certificate program, and internship. These results are shared with the administration, academic department chairs, and directors of academic support units. In 2020, 73% of students indicate they would choose to attend KCAI again, 85% would choose the same degree program again and 88% rank their overall experience at KCAI as good or excellent.

675 students participated in the 2017- 2021 senior surveys, with an average of 97% of graduates completing the survey. Over the past five years, graduates overall rank themselves as “excellent or good” in the majority of learning outcomes. The two areas students consistently rank themselves the lowest are “demonstrate an understanding of professional practice maintained in your field(s) of study” and “demonstrate a level of global understanding necessary to be an informed citizen of the world”. In addition to the new required professional practice introduced in 2017, we recently launched the new Professional Practice Center and hired a career readiness coordinator to aid student preparation. To improve the level of students' global understanding, we have made changes to diversify and decolonize the liberal arts and studio curricula and learning outcomes.

Strategic National Arts Alumni Project (SNAAP)

KCAI further enhanced its institutional-level assessment process by participating in the Strategic National Arts Alumni Project ([SNAAP survey](#)) during 2017. This survey provided valuable data from KCAI alumni, who graduated in 2017 or earlier, on the college's efficacy and areas for improvement. For example, KCAI alumni stated that their experience at the college greatly helped them develop

creative thinking, problem-solving, and critical thinking skills. Results also underscored shortcomings in our business and entrepreneurial curriculum which led to the creation of the minor in Entrepreneurial Studies in Art & Design. The survey also informed new departmental structures, as career services was moved from student affairs to advancement to form the Center for Professional Practice. In this new structure, the senior director for corporate and community programs will oversee both the alumni manager and career readiness coordinator to better meet the career and professional needs of current students and alumni. More information on this survey is provided in core component 4.A.

College Assessment Committee

The College Assessment Committee (CAC) oversees the process of evaluation and improvement for the academic support areas. The committee is composed of faculty and staff from various units within the college. The committee serves the college community in formulating and implementing the institutional effectiveness report process; ensuring integration with the mission of the college and goals/purpose of departments; providing feedback for improvement purposes within and outside the assessment process; and approving unit assessment plans. The CAC Co-Chairs provide an annual report to the Nerman Family President, executive vice presidents, and vice presidents that reviews the overall effort and results of the institutional effectiveness reports from non-academic areas. In addition, the academic program assessment reports are shared with the CAC.

In 2019, the committee reviewed and made the following changes to the previous institutional effectiveness report (IER) process for administrative departments:

1. The process changed from a one-year to a two-year assessment cycle; this change was made with the goal of helping department heads view assessment as a continual process rather than something that had to be accomplished at a fixed date in time. Many improvements take longer than one year to implement and assess.
2. The previous IER process required departments to report each year on what they had accomplished the previous year. One of the significant changes to the process is for department heads now to submit their goals and measurables at the beginning of the two-year cycle and then report on the goal progress at the end of the cycle. The objective is for department heads to be more strategic rather than reactionary.
3. The new process requires departments to articulate how they plan to measure their goals and to provide evidence to substantiate their assessment. The CAC meets with department heads one on one to help them establish their measurables.
4. One of the main critiques of the previous process was that there was no feedback loop. Reports were submitted, but many department heads did not know if their supervisors even saw or read their reports. The new process requires that supervisors provide feedback on each of the goals. The supervisor comments should comment on the review and provide additional detail regarding the specific goal and how the outcomes may influence the department's future operations or objectives.

Institutional effectiveness reports have been submitted for the following units of the college: Academic Advising and Career Services/Student Support, [Admissions](#), [Advancement & Alumni Relations](#), [H&R Block Artspace](#), [Auxiliary Services](#), [Business Office](#), [Student Life](#) (Campus Activities, Housing, Dining), [Campus Technology](#), [Communications](#), [David T. Beals Studio for Creative Technology](#), [Disability Services](#) and [Academic Support](#), [Financial Aid](#), [Human Resources](#), [Library](#), [Media Center](#), [Plant Services](#), [Print Center](#), [Registrar](#), [Security](#), and [Student Affairs](#).

The two-year assessment cycle from 2019-2021 showed much promise based on the changes to the IER process that were detailed above. Despite this enthusiasm for the updated process, administrative units struggled to maintain focus on assessment goals and data collection in the face of the Covid-19 pandemic. In addition, this was the first review where departments had to design measurable goals and the CAC recognizes that additional education and training is needed in this area. Despite these challenges, the College Assessment Committee remained steadfast in their approach to the process and worked with report preparers to continue their participation in the assessment process, while providing flexibility as needed. The result was a robust self-assessment effort by departments that saw twenty-one departments participate and complete the IER process over the two-year cycle. Of note, there were several departments that collaborated on goals that provide a broader impact to the college.

Program Reviews

An important component of our assessment plan is a comprehensive program review of the academic areas. The board's Academic Affairs Committee was initially briefed on this process in 2013 and receives continuous updates on its progress and outcomes. The schedule for the program reviews was as follows: four programs completed the process in spring 2013—painting, photography/digital film, and art history. Creative writing, printmaking, and fiber underwent a comprehensive program review during 2013-14; illustration and liberal arts were assessed in 2014-15; sculpture, animation, and foundation in 2015-16; and ceramics and graphic design in fall 2016. Since our last accreditation visit by the HLC in 2017, art history, photo/film, painting, printmaking, fiber, and liberal arts have completed their second comprehensive program reviews, with illustration, animation, creative writing, sculpture, ceramics, graphic design, and foundation scheduled for their second program review over the next three years. Our newest major, product design, will undergo their first program review during the 2023-24 academic year. More information on program reviews is provided in core component 4.A.

Sources

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- CAC_Disability Services and Academic Support IER_June 21.pdf
- CAC_Financial Aid IER_June 21.pdf
- CAC_Human Resources IER_June 21.pdf
- CAC_Library IER_June 21.pdf
- CAC_Media Center IER_June 21.pdf
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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Retention, persistence, and completion are a priority at KCAI. As listed below and in the [Retention and Other Significant Data report](#), KCAI gathers and analyzes data in order to track success related to retention, persistence, and completion. Our approach to retention, persistence and completion is a comprehensive and direct service approach. Some targeted milestones include: upgraded classroom and student living space; the addition of academic programs; increased scholarship endowment levels; increased student diversity and inclusion initiatives; and increased student satisfaction related to student resources.

KCAI Retention Data

Historically, the overall (all degree-seeking students) retention rates are:

Fall to spring: 92% (7-year average), each year reaching 91% or above

Spring to fall: 86% (8-year average), each year reaching 82% or above

Fall to fall: 81% (6-year average), each year reaching 77% or above

Historically, the overall retention rates for first-time freshmen are:

Fall to spring: 89% (6-year average), each year reaching 86% or above

Fall to fall: 76% (6-year average)

Bachelor's Degree Graduation Rates (IPEDS)

Bachelor's degree graduation rates measure the percentage of full-time, first-time bachelor's degree-seeking students who enter in a specific year (cohort) and who complete their degree program within a specified amount of time:

6-year bachelor's degree graduation rates:

Fall 2014 cohort: 57%

5-year average 58.2%

Six-year Graduation Rate by Gender for Students Pursuing Bachelor's Degrees (IPEDS):

Female: 65%

Male: 43%

Withdrawals

Of the 138 students who [withdrew](#) from KCAI over the past year (fall census date 2019 to fall census date 2020), 78% indicate they plan to return to KCAI in the future. Likely, this is a direct correlation to our higher than average attrition numbers due to the pandemic (the previous 5-year overall spring to fall semester attrition was 10.9% while spring 2020 to fall 2020 attrition rate was 17.2% and the previous overall 5-year fall to fall semester attrition rate was 17.8%, fall 2019 to fall 2020 attrition rate was 22.6%). We continue to see a trend in which students are more likely to leave KCAI because of personal issues (medical, mental health, family issues, etc.) and financial issues (lack of funding to support continuous enrollment, the necessity to work outside of the classroom to afford college, etc.) than dissatisfaction of the college and/or a change in educational goals. Also, a consistent challenge for specialized colleges like KCAI is our focus on one degree, which limits our adaptability if a student determines that an art and design education is no longer their focus.

Retention Initiatives

The Early Intervention Committee was formed in the 2013-14 academic year and continues to meet weekly during the academic year. Student Support staff members determined that students were dropping out to address significant life events and stressors and that a plan was needed to identify at-risk students and provide them with the necessary support to stay enrolled. Thus, the purpose of the Early Intervention Committee is to help students succeed by using a referral process before the student reaches a crisis situation or fails a course. Examples of at-risk student behavior requiring a referral may include absences, social/emotional difficulties, finances, and homesickness. The committee meets weekly to discuss referrals and to assign staff to reach out to individual students who have been referred. The EIC then provides the necessary resources for academic and/or emotional support, help to navigate college processes/procedures, financial assistance/guidance, and advocacy. On average approximately 140 students are referred to the committee each year and according to historical data, the committee has retained on average 86% of the students referred each year.

The data collected through the [EIC](#), including that from the Academic Support and Writing Lab, is used to inform the development of new student support services, to change existing services, and to strengthen services designed to help students matriculate and succeed. The Disabilities and Academic Support Services Retention and Outreach Initiatives, the Academic Support Initiatives,

Scholarship Review Initiatives, and the Early Intervention Committee are three examples of the kinds of analysis we use to determine how to strengthen our retention, persistence, and completion efforts.

In the past four years, the average increase in GPAs for the groups of students utilizing academic support initiatives while on academic probation was +0.62 GPA points. Additionally, in the past four years, the group of students utilizing academic support after the scholarship review process averaged an increase in +0.27 GPA points per year.

Retention Initiatives -- Campus Retention Committee

With representation from faculty, staff and administration, a campus Retention Committee was developed to review and discuss retention/attrition trends. The committee reviewed retention data and determined the freshmen class to be the most likely to withdraw and therefore developed a five-year Retention Plan for Foundation Students. The plan was implemented in the 2018-19 academic year and includes five priorities: implementing a First-Year Experience program, extending new student orientation, strengthening the holistic integrity of the first-year program, increasing financial support for students, and increasing support for first-generation and independent college students. The plan is reviewed on an annual basis and changes are made in response to data and budgets.

Ronald Cattelino Center for Student Services - One-Stop Shop

The Ronald Cattelino Center for Student Services (RCCSS) is included in the new DeBruce Hall and will serve as a one-stop shop for student services. Prior to Fall 2020, many services offered to students were housed in different departments across campus, making it inconvenient for students to complete routine tasks or to get assistance quickly. DeBruce Hall houses liberal arts courses, which all students are required to take. By moving the registrar, financial aid, student life, counseling services, academic advising, and disability services into this convenient location, the various offices who serve students can better meet student needs and improve cross-departmental communication, collaboration, and cross-training.

Sources

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

KCAI has a comprehensive program review process that evaluates all programs every six years and includes an extensive self-study led by the department chair with their faculty. In addition, an external reviewer, who is a specialist in the field, is chosen by the department chair and works in collaboration with an internal reviewer to conduct an on-site evaluation. KCAI has appropriate policies for the validation and application of transfer credit and experiential learning.

The success of alumni is critical to our self-evaluation. A senior survey reveals senior self-perceptions of their progress. KCAI alumni routinely win prestigious residencies and awards. They work as studio artists, educators, designers, animators, writers, entrepreneurs, and thought leaders. Some have very successful careers in fields unrelated to the arts, but the critical thinking, individual problem-solving skills, and collaboration nurtured by KCAI are valuable assets in their fields.

We have clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. A system for assessment of student learning exists, and the information gained from assessment is used to improve student learning. All full-time faculty participate in the assessment of student learning, and the college assessment committee (CAC) serves the college community in developing and reviewing an institutional effectiveness reporting process.

At KCAI, we value student retention, persistence, and completion data. The early intervention committee has been a successful initiative in terms of identifying at-risk students earlier so that targeted interventions can be offered. The implementation of the Retention Plan for Foundation Students helps us to achieve specific retention goals. We believe the Ronald Cattelino Center for Student Services, serving as a one-stop shop for students, will also support improved retention, persistence, and completion rates.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

KCAI's [board of trustees](#) currently consists of 30 members whose backgrounds reflect diverse professional and philanthropic experiences. In addition to business people, the board includes artists, community leaders, and an ex-officio faculty representative. The board members serve an average of 7 years, with a tenure ranging from 1 to over 50 years. The president and executive leadership team also participate in all board meetings. Board meetings are based on an agenda that is provided in advance of the meeting along with [minutes](#) from the prior meeting and all briefing documents and materials necessary for the meeting. Board meetings follow a format that includes reports from all committees (see 2.C. for a listing of all committees and their functions) and an update from the president.

The board provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities through adherence to the organization's bylaws and regular meetings of the board and board committees. The board's responsibilities require the annual approval of tuition and an operating budget, the [Independent Auditor's Report](#), and [monthly financial statements](#). The board complies with the bylaws' requirements to appoint or remove the president and annually evaluate the president's job performance, approve degrees, approve the education programs, authorize construction of new buildings and major renovations, and authorize the incurrence of debt, among other powers and duties described in the bylaws.

Internal Communication

KCAI employs continual communication processes to engage its internal constituencies. The board meets at least five times annually, and the committees meet prior to the board meetings. The president and board chair meet on a biweekly basis, with the president providing email

communications to the chair and executive council as needed. The president has a highly qualified and experienced [Executive Leadership team](#) with whom he meets weekly.

The president's cabinet meets monthly so that information may flow between the leadership levels and be taken back to all employees. The president also provides an annual [State of the College](#) address to all employees and trustees. The structure reflected in the [organizational chart](#), while traditional in nature, does not show the communication flows that occur across all divisional areas and levels. Faculty and staff communicate freely across the organization, without the requirement that communications be channeled up and then back down the hierarchy.

Decision-Making

The administrative team uses data in decision-making. For example, the [strategic plan of 2013-18](#) identified fortifying faculty and staff sustainability as one of the goals, and a market comparison of peer salary and benefits was used as a data set for consideration. The school completed a faculty compensation study and implemented the salary increases recommended from the study in January 2016. In fall 2016, the school completed a staff compensation study and implemented the salary levels recommended from that study in January 2017. The expenditures required to implement the compensation study results were carefully evaluated by the organization and were reviewed and approved by the trustees.

When planning for the new construction of the Barbara Marshall Residence Hall, Wylie Dining, and Cafe Nerman during the master planning process, the team used multiple methods of data collection and used data to make informed decisions regarding the size of the building, layout of rooms, amenities and, type of fitness equipment. First, staff members visited our competitors' housing facilities. Second, Brailsford and Dunlavey completed a comprehensive study that included focus groups with students and employees, as well as competitive market, survey, demand, and financial analysis. Additionally, the architects hosted outings to view other campus construction and information gathering sessions (color and finish selections). Finally, Envision Strategies was hired as a consultant to gather information regarding proposed meal plan options and types of foods most desired by the KCAI community.

Part of the initiative to build a new residence hall was to have first-class facilities to attract high-quality international students. Initially it was thought that the college would plan a recruitment initiative in Korea, China, Singapore, Taiwan and other countries. However, data began to emerge that enrollment for these "sending states" was declining. Competition for students from those countries with the larger colleges that have substantial overseas enrollment was increasing, and costs of attendance was increasing, eventually led KCAI to defer this initiative. Data convinced the college that the desire for great facilities by US-based students, especially first-year and Midwest students, should derive the initiative inward for home-based students, not outward (international). The success of the Barbara Marshall Residence Hall has confirmed the rightness of that new strategy.

In 2020, KCAI conducted an audit of our website in response to the pandemic and our growing dependence on digital assets. The current [kcai.edu](#) site launched in 2016, well before advances in SEO (search engine optimization) and other marketing benefits of websites. We used analytics and data about our current site to understand how students in 2021 use technology and how we can build a site for social media savvy students. Website traffic increased from FY19 to FY 21 by 40,000 users. In FY19, 35% of [kcai.edu](#) traffic was on mobile devices and that percent has increased to 50% in

FY21. Our current site is not mobile optimized, and yet half of our visitors are accessing the website on a mobile device. This is exactly the type of data that helped inform the administration's decision to invest in a new website that is being built and will launch in early 2022.

Faculty Role in Governance

Full-time faculty participate in governance at the college. The Faculty Assembly provides the formal avenue for faculty participation in governance, namely through the Governance Committee, whose purpose is to ensure that working relationships between faculty, administration, and the board of trustees are conducted in a collegial manner, following best professional practices of shared governance. The committee consists of five full-time faculty, one being the faculty representative to the board of trustees, and the other four are elected by the Faculty Assembly. Although non-tenured faculty are eligible to serve on this committee, the chair of the committee must be tenured. Each member serves a term of two years, with no more than three members replaced in each academic year.

As stated in the [faculty handbook](#), the president, as delegated by the board of trustees and in concert with the executive vice president for academic affairs and the faculty, has the primary responsibility for formulating and implementing the educational programs and policies of the Institute. All governance actions of the executive vice president for academic affairs and the faculty are advisory recommendations to the president. The responsibility of the executive vice president for academic affairs and the faculty in such matters is based upon the fact that its judgment has a fundamental role in creating educational policy. Recommendations in these matters may be by faculty action through established procedures and then reviewed by the executive vice president for academic affairs and the president, with the final approval of the board of trustees; or, may be initiated from the board of trustees, the president or the executive vice president for academic affairs with appropriate faculty consultation.

Staff Advisory Council

The [Staff Advisory Council](#) (SAC) was formed in July 2017 as an advisory group. It is composed of 12 staff members with a focus on representing all administrative areas of the college, and at least one (non-voting) HR representative. It meets once every two months.

Accomplishments include:

- Hosting/co-hosting KCAI social events in order to support the KCAI community spirit, including an ice cream social and a faculty/staff picnic.
- Worked with HR to change the timing of the staff development grants in order to better coincide with conferences.
- Created an online Kudos board for KCAI employees: https://mykcai.kcai.edu/ICS/Employee_Resources/Kudos.jnz
- Solicited feedback from staff members via open forums, email, and direct input on a continuous basis.
- The SAC also wrote a statement in support of the Black Student Union and KCAI Solidarity which was included with KCAI's response to student demands.

Student Leadership Council (SLC)

The Student Leadership Council serves as the student government for the KCAI student body. The

organization includes a Junior and Senior Student Representative who are responsible for oversight of the organization, and they work directly with three campus advisors (executive vice president for academic affairs, vice president and dean of students, and the assistant dean of students). In addition to these student leaders, SLC includes representatives from each academic department (the Committee). The student leaders and academic representatives are selected annually through a nomination and election process. The Junior and Senior Representatives meet weekly with campus advisors and other guests as needed, and the leaders/committee meets monthly with the advisors and others as needed. Additionally, SLC will host Town Hall meetings monthly and the Junior/Senior Representatives will meet on a regular basis with the academic and student affairs committee of the board of trustees.

Student leadership groups, or [student government](#), have had a long history at KCAI and have evolved over time in response to student needs. In 2006-2018, a leadership group (Student Leadership Team) served as the voice of the student body and liaison between the student body and the faculty, staff, administration, and board of trustees (refer to the [Student Leadership Team Constitution](#)). Detailed minutes were taken and made available online at all times to the campus community via MyKCAI.

This model worked for many years, but over time, student interest waned and surveys done by student life staff indicated that a new model that prioritized campus activities would be favored by students. Based on this data, the KCAI [Student Guild](#) started in 2019. This experiment lasted two years, and in that time it became clear that the opportunity for students to connect directly with administrators needed to be reinstated. To this end, a committee of students, faculty, and staff collaborated to develop the KCAI Student Leadership Council in January of 2021, and this new structure will be formally tested with the beginning of the fall 2021 semester when all faculty, staff and students will be on campus.

Sources

- EVPADM_Audit Report_Financial Statement_6-30-2020 and 2019
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- KCAI SAC Bylaws
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- PRES_Approved Board Minutes for 2019-Present.pdf
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- PRES_First Amended and Restated Bylaws (Current)_05-24-17.pdf
- PRES_KCAI Nerman Family President_s Update_05-2020.pdf
- PRES_Organizational Chart (Current)_06-02-21.pdf
- Strategic Plan KCAI 2013-2018
- STUAFF_History of Student Government
- STUAFF_Student Guild Bylaws_June 2021
- STUAFF_Student Leadership Council Constitution_June 2021

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

KCAI is dedicated to maintaining and strengthening the quality of its current educational programs through effective utilization of its resource base. All planning and deployment of resources, from fiscal needs, employment of qualified personnel, facilities maintenance and technological infrastructure, are prioritized to support the school's mission and the effectiveness of its educational programs.

Fiscal Resources

The [FY20 Auditors' Report and Financial Statements](#) is included in the evidence files, as are the internally-prepared financial reports with budget comparisons for the same period. The school has grown its net assets by 110% or \$67.9 million over the last ten years, and the endowment base has grown by 135% and \$48.7 million over the same time period. The school has not experienced an operating deficit in the last ten years. These financial results demonstrate the institution's strong financial base and its ability to invest in existing and future educational programs. KCAI's only debt is a bond obligation of \$24.3 million, due in 2049, used to build the new Barbara Marshall Residence Hall. This new building greatly increases our available on-campus student housing. The funds from the additional housing will be used to pay down and pay off the bond obligation. Due to the ongoing COVID pandemic and its potential impact on enrollment, the Board of Trustees has approved a "same as last year" budget for FY22 through 9/30/21. The campus will follow the more conservative [FY21 budget](#) for the first three months of the new budget year. This will allow us to monitor student enrollment through the add/drop date and use a more accurate tuition revenue number for the actual FY22 budget that will be implemented on 10/1/21. Multiple budget scenarios are being created to detail impact of enrollment increases and decreases.

The school's revenue is driven by tuition, which comprises a significant portion of our total revenue. The remaining revenue is derived from contributions, grants, endowment draws, and ancillary services. KCAI is committed to keeping its tuition rate as affordable as possible through the use of institutional aid to increase accessibility and affordability as nearly 40% of KCAI students are pell-eligible. The average tuition discount rate is just over 50% each year. KCAI's endowment continues to provide long-term financial security for the college, as well as contributing to its annual operational budget. An [Endowment Analysis](#) shows the year-over-year performance of the endowment.

Human Resources

KCAI employs 227 people, including 114 full and part-time faculty members. The office of human resources (HR) is dedicated to helping KCAI achieve organizational results through its employees. In fall 2020, 152 (60%) of the three-credit hour classes were taught by full-time faculty, and 102 (40%) classes were taught by part-time faculty. The current faculty-to-student ratio is 9:1. All faculty members are qualified artists, designers, or scholars in their fields.

In addition to our stellar faculty resources, the college provides well-qualified staff in relevant areas to enhance student learning and support, particularly in the areas of admissions, financial aid, advising, career services, alumni relations, technology, library services, and disability services. All professional staff members are appropriately qualified for their roles and have access to an onboarding process with HR and ongoing training through conferences and other professional development opportunities. Funding for professional staff development, staff training, and faculty development is budgeted each year for all full-time employees. The annual staff performance evaluation process is currently being redesigned to include more frequent quarterly feedback sessions.

Physical Infrastructure

The college transferred all of its facilities management and services to a professional property management company in May 2016. The department is headed by an experienced facilities director, with skilled technicians reporting to her. The director reports to the executive vice president for administration/CFO, who oversees the day-to-day operations and facilities management. Large-scale renovations, deferred maintenance projects, and construction projects are managed by a third-party project manager who works closely with the leadership team. The facilities committee of the board meets regularly to manage all physical infrastructure matters of the institution. [Agendas and minutes](#) of that committee reflect the depth of their review and care in overseeing KCAI's physical structures.

In January 2017, the college received a \$10 million anonymous gift to build a new student residence hall on campus. This donation launched the *Space to Create* capital campaign, which encompassed the new Barbara Marshall Student Residence Hall, Wylie Dining Center, Cafe Nerman, Paul and Linda DeBruce Hall, and Tony Jones Studios for Illustration and Animation and KCAI Gallery. The fundraising goal of \$25 million was met in spring 2021 and all buildings were opened on time and on budget. In addition, the college raised a \$1 million endowment for maintenance of buildings and grounds.

Technology Resources

The mission of campus technology is to create an innovative and collaborative environment that supports and enhances teaching, learning, and productivity across the spectrum of programs and people that make up the KCAI curriculum and community. To accomplish this mission, the office of campus technology provides capabilities for communication, productivity, compliance, security, and creative work. Campus infrastructure supports all aspects of technology, uniting departments and offices via the campus network and providing vital links to the internet. Budgets take into account needs as identified by assessment, and planning incorporates renewing technology in an ongoing fashion. Infrastructure and services meet growing needs for access and connectivity, enabling emerging teaching strategies, research, productivity, data integration, reporting, support, and innovation.

KCAI recognizes the importance of being connected for the modern generation of students and focuses resources and adopts policies to serve campus needs in the studios, classrooms, and offices. The importance of technology continues to grow as programs seek to keep pace with businesses whose operations depend on the creation, capture, and communication of content via constantly evolving platforms and devices.

Teaching has evolved to include technology as a powerful tool for planning, process, and presentation, especially during the pandemic. These factors have set the stage for increased emphasis on technology and the resulting challenges, including funding, staffing, security, and user satisfaction.

KCAI must also operate in the online environment for business purposes, where needs range from secure transactions, involving confidential or sensitive information, to rapid and convenient access to data and reporting. KCAI must also take account of concerns for disaster recovery and business continuity in order to ensure that business integrity is maintained in the event of disruptive or even catastrophic possibilities.

Beyond the general needs identified above, artists require specialized materials and equipment for a wide range of processes. As such, KCAI strives to provide students with access to reasonably priced materials and leading-edge equipment, such as that available in the print center, media center and the Beals Studios for Art and Technology, and computer labs. Providing these more specialized needs is necessary to compete effectively for talented students and to insure the success of major studio programs. Finally, these specialized resources prepare students for work beyond KCAI, giving them the exposure and expertise required in the 21st-century marketplace.

Monitoring Finances

KCAI undergoes an annual independent financial audit, with the report and findings presented to the finance committee of the board and the full board of trustees. As the [FY2020 Auditors Report](#) reflects, KCAI spent 36% of its operational budget on instruction and academic support. This allocation of resources demonstrates the school's strong commitment to providing a premier undergraduate education in fine art and design.

The budgeting process is driven by the projected enrollment level, and requisite faculty needed to support that enrollment level across academic programs. Each academic department has an operational expense budget managed by the department chair. This approach helps ensure that KCAI's educational purposes are not adversely affected by elective resource allocations to other areas.

The formal budget process begins early in the second half of the year prior to the budget year. Budget managers are provided with year-to-date activity, prior full-year budget reports, and templates for the budget requests. All budget line items require justification/substantiation of the amounts requested, and the requests must be submitted through an approval process, with all budget requests reviewed and approved by cabinet-level staff before submission to the CFO. The budget is then generated, with feedback and input from the executive vice presidents and cabinet, and submitted to the finance committee of the board. After the finance committee approval, the budget is presented to the full board of trustees for review and approval. The budget process for FY22 was modified due to the ongoing COVID pandemic. The board of trustees approved a "same as last year" budget for FY22 through 9/30/21. The campus will follow the more conservative FY21 budget for the first three months of the new budget year. This will allow us to monitor student enrollment through the

add/drop date and use a more accurate tuition revenue number for the actual FY22 budget that will be implemented on 10/1/21. During the year, budget change requests may be submitted; they must be budget neutral and require approval of the budget director, area vice president, and the CFO.

Financial reports, with comparisons to budget, are prepared and distributed monthly to all budget managers, the president's cabinet, the executive council and finance committee of the board of trustees and the institution's bank. The CFO provides a budget review during monthly cabinet meetings. The CFO addresses significant variations from the budget with the responsible budget director and reports on areas of concern to the president and executive leadership team. All budget directors have full access to their reports on the school's accounting system software.

Sources

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- EVPADM_Budget_FY 2016
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- EVPADM_Facilities Committee Agendas and Minutes 8_27_19 through 5_24_21
- EVPADM_Financial Reports with Budget Comparison_FY 2016
- EVPADM_Student Housing Market & Financial Analysis_Fall 2015
- Strategic Plan KCAI 2013-2018
- Student Affairs Staff Development Webinars and Conferences

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

All areas of the college participate in planning to determine the appropriate alignment of resources with priorities. Each department's planning is reflective of the mission. KCAI's mission "To prepare gifted students to transform the world creatively through art and design" is evident through its allocation of resources. The budget process focuses on the resources needed to deliver the academic programs and curriculum at the anticipated enrollment level. The largest expenditures in the budget relate to personnel: salaries, wages, taxes, and benefits. Allocating financial resources so that the school can recruit competent faculty and staff to deliver its programs is a requirement for KCAI to fulfill its mission and priorities.

The budget includes a contingency amount that allows for some variance in enrollment. This contingency, reported in both a dollar amount and number of full-time students it represents, provides a safety net for the annual operating budget. Should the enrollment fall below the projected student level, the budget is revised and reduced to reflect the lower enrollment. These budget revisions are conducted with input from all departments. If budget reductions are necessary, they are determined by the leadership team. The school determines its student-level capacity based on physical plant and uses that estimate to determine the program offerings. The program offerings, in turn, form the basis for specific facilities improvements, capital expenditures, and additions to physical plant. While there are limited resources, the recognition that the physical plant is integral to the school's programs is foremost in all facilities discussions. The completion of the [master plan](#) in fall 2020 resulted in the opening of the Barbara Marshall Residence Hall, the Tony Jones Studios for Illustration and Animation and KCAI Gallery, and Paul and Linda DeBruce Hall. With the introduction of the new product design program in fall 2020, studios in the Irving Building were remodeled to accommodate program needs. To better serve the Foundation program, when illustration moved from the J&G building to the Tony Jones Studios, the former J&G building was remodeled to house foundation studios and faculty offices. These plans were made based on a sound understanding of capacity and to systematically improve the program operations and student learning.

As discussed in 4.B, the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Annually, each major faculty group assesses student progress according to the expected student learning outcomes. Recommendations for changes to curriculum, equipment, and technology are based on assessment results, and these recommendations determine planning and budgeting in each academic department. These recommendations are documented in the annual assessment results report completed by each department chair.

A significant academic planning process resulted in the introduction of the product design major and the minor in entrepreneurial studies. A faculty working group was led by the executive vice president for academic affairs and the vice president for academic affairs/dean of faculty. The working group recommended a new professional practice course in each major, a new major in product design, and a collaborative program in entrepreneurial studies with the Bloch School of Management at the University of Missouri-Kansas City. The financial and facilities resources required for each program were identified and included in the annual budget planning process once these program proposals and curricula were approved by the faculty assembly and administration. The product design chair drafted a multi-year budget that included necessary space modifications, FFE, and staffing. The executive vice president for academic affairs collaborated with the Bloch School faculty to understand and plan for the costs associated with offering business and entrepreneurship courses taught by Bloch School faculty on the KCAI campus. Many of the entrepreneurial studies program costs were built into the budget, but also the advancement area was successful in securing donor support for the program.

Emerging Factors

Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. We work with an enrollment management consultant who assists with financial aid leveraging and recruitment strategy. We are aware and concerned about the predicted decline in the number of high school graduates in 2025 and our recruitment planning responds to this concern. The admissions team plans to continue visiting 400 high schools and community colleges each year, and we will continue to encourage on-campus visits by prospective students and their families. In addition to in-person recruitment, however, we will continue to offer virtual engagement opportunities because of the development in that area during the pandemic. Affordability and accessibility of higher education will continue to be a concern, and our planning for the future includes recognition of these concerns. In response, the advancement area of the college works to identify new endowed scholarships. We continue to expand work-study opportunities across campus and develop sponsored studios and internships that allow students to earn scholarships and income.

IDEAS Planning

Since the Diversity Working Group formed in faculty assembly three years ago, the college has become more focused on planning related to diversity, equity, assess, and sustainability. The IDEAS council was formed in summer 2020 in an effort to centralize planning related to the student demands presented by the Black Student Union and Student Solidarity Network. The IDEAS council is a group made up of faculty, staff and students, and they met weekly throughout academic year 2020-21. The comprehensive [IDEAS Council report](#) can be found here. The recommendations for change were shared with the President's Action Council in spring 2021 and with the board of trustees in [June 2021](#). Budget resources have been assigned to some key recommendations, including hiring more faculty members of diverse backgrounds. As a result, KCAI has five AICAD fellows teaching full-time in 2021-22. The faculty group adopted an additional learning outcome related to

diversifying and decolonizing the curriculum, and this is now included in all course planning. In planning for more awareness of inclusiveness in the hiring process, the director of diverse talent and inclusion and some faculty members participated in search advocacy training through Oregon State University. The IDEAS Council recommendations will continue to guide our planning and resource allocation in an effort to improve the student experience.

Technology Planning

KCAI Campus Technology strives to understand and anticipate the needs of our end-users, especially the students as technology and culture evolve. As more and more services move to the cloud, the need for fast, reliable network bandwidth is one of the keys to the success of our constituents (faculty, staff, and students). Cybersecurity of internal systems as well as end-user technology is also a top planning priority and led to upgrading, securing, and strengthening the network infrastructure.

Most of the more digitally-oriented departments have student technology requirements in place. As of the fall 2021 semester, foundation students will also be required to have a laptop. Planning for the implementation of this requirement has taken place over the past year and has resulted in department chairs developing technology standards. Campus technology staff members have worked with a vendor to provide discounted technology for students and their parents. As we learned in the past year, a laptop requirement will be vital for remote learning, if it becomes necessary. It will also provide students with access to the digital tools that they need.

Campus Technology has also helped departments to plan for more efficient processes and are currently modernizing many internal processes and forms using a digital signature platform. This will increase the flexibility and speed with which many departments are able to process forms that require signatures, from faculty and staff contracts to work-study timesheets.

KCAI has been using Google Workplace (formerly known as GSuite for Education) for over ten years. At the beginning of last year, we licensed the Enterprise version of the suite in order to provide critical functionality for faculty to be able to conduct classes remotely using Google Meet. It was a relatively easy transition for Campus Technology, as the tools were already in place; it was more a matter of providing training and support. Since all faculty have KCAI provided laptops, they were able to make use of these tools from wherever they were conducting their classes, home or in the classroom. Although the planning window was short for this change, the implementation was quick and resulted in improved operations and student outcomes.

Plans to Systematically Improve Operations and Student Learning

All faculty and staff are working to continuously improve the performance of KCAI as a private college of art and design focused on undergraduate education. KCAI end user's data is stored either on the individual's computer or in the cloud via Google Drive, meaning that all resources that faculty, staff, and students need are available to them from anywhere as long as they have some kind of network connection and the technology with which to access it. Many departments, both academic and administrative, have taken advantage of Google's Shared Drives to make information and resources available to the individuals that need it. This accessibility of information assists in the improvement of operations and student learning.

Faculty performance and recommendations for improvement in performance are documented through an annual faculty evaluation process and through the promotion and tenure process. Student course evaluations also provide information about faculty performance and areas for improvement. Ongoing

assessment of student learning identifies areas of concern and informs plans for curricular change. Staff participate in an [annual performance review](#) process with their direct supervisor and led by the human resources staff.

Surveys given to seniors and alumni provide important information about their perceptions of the student experience at KCAI. A required [survey](#) sent to graduating seniors asks them about their perception of their progress on the expected learning outcomes, their plans following graduation, and their view of the effectiveness of their academic program. These results are reviewed by the academic affairs staff and help inform changes aimed at improving institutional effectiveness. Also, participation in the [SNAAP survey](#) provides important feedback from alumni that is used to identify areas for improvement across the college.

Department-Level Review of Performance

As discussed in core component 4.B, the College Assessment Committee (CAC) is an inter-departmental committee composed of faculty and staff members who examine and report on self-assessment practices at the college. In short, they analyze the evaluation processes but not specific conclusions drawn by them. The committee evaluates, discusses, and generates annual reports on the culture of self-assessment. They use the institutional effectiveness report to help staff collect and focus their self-assessment practices in a legible and exportable format. The office of academic affairs analyzes departments' self-assessment practices and shares these results with the committee. Using these reports, the CAC discusses the efficacy of the various departments' assessment practices. The committee then provides feedback to each department about their assessment process and report.

Institution-Level Review of Performance

Each area of the college will continue its efforts to seek improvement in pursuit of fulfilling the mission. For academic affairs, the attention will continue to focus on student learning and how the curriculum and instruction may need to change to better prepare the 21st-century artist, designer, or scholar. For student support, the focus will continue to be on providing premier support to aid student success, retention, and persistence. The president and the advancement team will continue to work to raise funding to support the programs, and the administration will ensure financial accountability and appropriate allocation of resources.

Sources

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- KCAI_MasterPlan_v2
- PRES_KCAI strategic plan 2013-2018_0
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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

KCAI is committed to continuously improving the quality of its educational programs through effective use of resources. Planning efforts are prioritized to support the school's mission and the effectiveness of its educational programs. The budgeting process is driven by the projected enrollment level and the projected success of the annual fund.

KCAI faculty and staff in all areas are appropriately qualified and trained, and shared governance is a priority. The board of trustees is knowledgeable about KCAI and provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. As indicated in the faculty handbook, the president, as delegated by the board of trustees and in concert with the executive vice president for academic affairs and the faculty, has the primary responsibility for formulating and implementing the educational programs and policies. However, KCAI is a collaborative institution with faculty, staff, students and administration communicating as appropriate in regards to policy. An active faculty assembly takes its role in the development of the educational program seriously.

The school understands its capacity based on physical plant, and the program offerings form the basis for specific facilities improvements, capital expenditures, and additions to physical plant. The completion of the master plan demonstrated the connection between student learning, planning, and budgeting. Students now enjoy an outstanding new living and learning environment in the Barbara Marshall Residence Hall, comprehensive student support services and smart liberal arts classrooms in DeBruce Hall, and refurbished studio spaces for multiple academic programs in the Tony Jones Studios, Irving Building, and Foundation and Foundation North (formerly called J&G). The institution connects assessment of student learning and evaluation of operations with planning and budgeting. Recommendations for changes to curriculum, equipment, and technology are based on assessment results, and these recommendations determine planning and budgeting in each academic department.

KCAI works systematically to improve its performance and to learn from its daily operations. Assessment of student learning provides ongoing feedback about how the curriculum is meeting expectations, and this information is reviewed annually by the department chair and program faculty. Collaborative planning involving faculty from many departments resulted in the introduction of the product design major and the entrepreneurial studies program.

The College Assessment Committee (CAC) is an inter-departmental committee that examines the assessment practices at the college. Their work enhances the campus culture of evaluation and improvement. Using institutional effectiveness reports, the CAC discusses the efficacy of college-wide assessment practices. The committee then provides feedback to each department, in addition to the president's cabinet, about their assessment process and report.

Over the past year, the IDEAS Council has provided recommendations that inform department-level

and college-wide planning in the areas of diversity, equity and inclusion. Planning informs the annual budgeting process.

Sources

There are no sources.