

Part One (I): Institutional Support and Commitment to Continuous Improvement

Section 1 –Identity & Self-Assessment

I.1.1 History and Mission

Montana State University-Bozeman is a comprehensive, multi-purpose institution maintaining the land-grant mission in programs of instruction, research/creative activity, and public service/outreach. The University was established on February 16, 1893, as the Agricultural College of the State of Montana at Bozeman by an act of the State Legislature. The first term of instruction began on April 17 of that year. In 1913, the name of the institution was changed to the State College of Agriculture and Mechanic Arts. In 1920, that name was changed to Montana State College and remained the same until July 1, 1965, when the name Montana State University became effective. On July 1, 1994, the [Montana Board of Regents of Higher Education](#) restructured the state's colleges and universities into two umbrella universities, Montana State University and the University of Montana. MSU is the home campus for Montana State University, with the following affiliates: Montana State University-Billings, Montana State University-Northern, and Montana State University Great Falls College of Technology.

As a land-grant institution authorized by the Morrill Act of 1862, Montana State University-Bozeman derives its support from biennial state legislature appropriations, student fees, federal land-grant income, and from private and public grants. The University has created an atmosphere of outstanding research effort and adult education services to complement its regular instructional programs. Undergraduate instruction at Montana State University-Bozeman is administered through ten Colleges: Agriculture; Arts and Architecture; Business; Education & Health and Human Development; Engineering; Letters and Science; Nursing; Gallatin College and University College.

Today the University enrolls over 14,660 students, (76% are full time student) of which 1880 are graduate students, employs a resident academic faculty of 781 full-time faculty and 373 part-time faculty, a staff of 1553 full-time employees and 347 part-time employees, and 616 part-time graduate teaching assistants. Instruction leading to the bachelor's degree is offered in sixty-three fields with many diverse options, the master's degree is offered in forty fields, and at the doctorate level in twenty fields. Programs particularly appropriate for students in applied research or teaching are available. The research programs of the University serve the dual functions of supporting the instructional program and also of contributing to the solutions of important problems of the state and nation. Specialized facilities include the Agricultural Experiment Station Research Centers, Burns Technology Center, the Energy Research Institute, Montana Institute on Ecosystems, Integrated Design Lab, Montana Public Television-KUSM, Montana Space Grant Consortium, Museum of the Rockies, and the Western Transportation Institute. A full listing of Research and Education Centers, Institutes and Programs can be found at http://www.montana.edu/research/ctr_s_program_instit.html

The main campus is located on the southwest edge of a growing rural community with a population of approximately 38,000. The campus includes over 60 major buildings on 1,170 acres. Detailed information about the campus can be found at <http://www.montana.edu/campusmap/> and information on Bozeman can be found at <http://www.montana.edu/about/bozeman/>

On January 4, 2010, Dr. Waded Cruzado took office as Montana State University's 12th President. Since arriving at MSU, President Cruzado has overseen a massive strategic planning effort, record enrollments, increased emphasis on the land-grant mission of the university, greater campus communication, improvements to student facilities, an emphasis on student retention, establishment of the two-year Gallatin College program and a number of major building projects including Cooley Lab and the College of Business building currently under construction. In 2011, Dr. Martha Potvin was selected as the Provost and Vice President of Academic Affairs. Dr. Nancy Cornwell was selected as the new Dean of the College of Arts and Architecture and began this position July 1, 2012.

University Vision and Mission Statement

Mission Statement:

(approved by the Board of Regents 11/2011)

Montana State University, the State's land-grant institution, educates students, creates knowledge and art, and serves communities, by integrating learning, discovery, and engagement.

University Vision Statement:

Montana State University is as remarkable as its setting. Created as a land-grant institution, it is a welcoming, adventurous community of students, faculty and staff distinguished by its commitment to address the world's greatest challenges. The university energizes individuals to discover and pursue their aspirations. It inspires people to engage with the university to improve the human prospect through excellence in education, research, creativity and civic responsibility.

Values

Respect: Value respect for diversity in all its dimensions. Respect and civility foster collaboration and open communication, which in turn create productive local, regional, and global communities.

Integrity: Value honesty and professionalism in all work. Each individual is personally accountable for his/her work and behavior.

Student Success: Value all students and believe in creating an environment in which they can be successful and reach their full potential.

Excellence: Belief in challenging the MSU community in the pursuit of the highest quality that can be attained.

Montana State University developed six core areas around which it developed its strategic plan as a means to achieve its vision and mission statement and encompass the shared values identified by MSU. These six areas are:

Learning—Since its inception, MSU has prepared graduates to meet the challenges of tomorrow.

Successful, sought-after graduates are part of our legacy, and preparing students is central to our mission. MSU students learn in the classroom, lab, studio and field, through a hands-on, student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom.

Discovery—Innovative and significant research and creative activities distinguish the 21st century university and are a recognized hallmark of MSU, where faculty, students and staff all participate in the creation of knowledge and art.

Engagement—Engagement is the collaboration between MSU and its local, state, national, and global communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2006). Engagement, a form of scholarship that bridges teaching, research and service, brings the university's intellectual resources to bear on societal needs (Association of Public and Land Grant University's Council on Engagement and Outreach (APLU CEO)).

Integration—Integrating learning, discovery, and engagement is the marquee feature of this MSU strategic plan. Traditionally, land-grant universities have educated students, conducted research and provided outreach to their communities and states. MSU has gone a step further by regularly integrating research and teaching, practicing service-learning, and combining research with outreach. With this plan, MSU now boldly defines the 21st century land-grant university as one where learning, discovery, and engagement merge seamlessly to the benefit of students, faculty, staff, and the wider community.

Access—Land-grant universities were established by Congress in 1862 with the explicit intent to educate the sons and daughters of the industrial classes. MSU continues to fulfill that intent, believing that education serves society as a whole through job creation, stronger civic participation, and a reduction in the societal costs borne by a less educated populace. MSU does not turn away qualified Montanans and will continue to provide access to a quality education for all students to improve the state and the well-being of its citizens.

Stewardship--As a public institution, MSU recognizes and honors its obligation to the many constituents who invest their time, financial resources, energy and support. MSU deeply values the public trust granted to it and is committed to continued good stewardship of its resources.

These core themes were identified in response to the needs and demands of our current society. There is tremendous need for students to intertwine learning, discovery and engagement as a central part of their education. There has been increased emphasis on outreach and engagement at MSU. This has occurred not only to remain true to our land grant mission but also to recognize the need for students to understand the complexities and subtleties of our global

environment. MSU and the School of Architecture have a strong tradition of applying our knowledge and resources to address the issues of communities and society at large.

Program History

A four-year curriculum in Architectural Engineering was established at Montana State College in the fall of 1913, under the Division of Engineering. The engineering building, Roberts Hall, was built in 1922, and the Department of Architectural Engineering moved seventeen students to the fourth floor design studios of this building. In 1924 the name of the department was changed from Architectural Engineering to Architecture. The advanced degree, Master of Science in Architecture, was offered in addition to the Bachelor's degree.

During the Depression, enrollment in all schools dwindled and there was little opportunity for growth and expansion. Consequently the Master of Science in Architecture was no longer offered beginning 1934. In the late 1930's, enrollment steadily grew, and many changes were made to the architecture curriculum. The Dean of Architecture from MIT, representing the Education Committee of the American Institute of Architects, visited the program in 1940 to advise and assist the program. Professor H. C. Cheever, a member of the faculty since 1921, was named Head in 1946, and also Supervising Architect for Montana State College. Autumn of 1946 brought 135 students to the program and a number of new faculty were added. In 1950 there were twenty graduating seniors in Architecture.

In July of 1958, the curriculum in Architecture was given accreditation by the NAAB—offering a five-year Bachelor of Architecture degree. Accreditation has been granted by NAAB on subsequent visits in 1964, 1969, 1974, 1979, 1982, 1987, 1992, 1997, 2002 and 2008.

Programming for an anticipated new building to house the School of Architecture began in 1965, and in 1974 the school moved into the new Cheever Hall, named in honor of the first head of Architecture. In 1975, the School became one of five units in the newly organized College of Arts and Architecture. The other units in the College were the School of Fine Arts, the Department of Music, the Department of Theatre and Performing Arts, and the Department of Film and Television.

Faced with a budget crisis in December of 1986, the president of the University announced the phase-out of the School of Architecture along with several other programs. A three-month concerted effort on the parts of the students, faculty, architectural professionals, community partners, and legislators reversed this decision. Although a "super-tuition" was levied on architecture students to address the conditions under which the School would continue to exist, this "super-tuition" was completely phased out beginning the 1994-95 academic year. A re-organization of the academic units in 1987 defined the College's composition as the School of Architecture, the School of Art, the Department of Music, and the Department of Media and Theatre Arts. This organization was changed since the last accreditation visit to the School of Architecture, the School of Art, the School of Music, and the School of Film & Photography and continues to be in effect.

In May of 1997 the School of Architecture was authorized to grant a Bachelor of Arts in Environmental Design and the professional degree, Master of Architecture. The Bachelor of Arts in Environmental Design was established and the Master of Architecture was accredited for five years by the National Architectural Accrediting Board in July 1997. The Bachelor of Architecture degree was phased out by December 31, 2001 and is no longer granted.

In Spring 2001, the School of Architecture was authorized by the Board of Regents to replace its individual course fees with a single Program Fee. In Fall 2004, in response to the changing NAAB requirements, the School of Architecture began increasing the number of credits in its program from 150 credits for the Master of Architecture program to 162 credits for the Master of Architecture degree.

Also in the Fall of 2004, the School was faced with a high number of qualified students applying for admission into the second year of the program. This increase in the number of qualified applicants had happened in previous years and was causing a large number of qualified students to be denied admission and reapply in the following year. The University provided additional funding to increase enrollment in the second year of our program from 65 students to 79. This was a test case to determine if demand would continue to grow. As such, funding was provided for this class as they moved through the program. In Fall 2005, the School did not receive additional funding and accepted only 65 students into the second year of the program.

Demand for admission into second year continued to grow and in the Summer 2006, the University approved a permanent expansion of the School of Architecture beginning Fall 2006. This expansion required us to accept 91 students into the second year of our program. Subsequently our enrollment in the third and fourth year of our program will also increase to 91 with an enrollment of 72 students in the graduate program. Additional faculty, staff, and operations resources were provided to accommodate this expansion. These resources were added to our base budget each year. These resources include additional full-time adjunct faculty lines (5.5 FTE) as well as funding for a year round Associate Director position and a year round Graduate Coordinator position. To accommodate the increased number of students, the School adopted a year round design studio curriculum that occurred during the graduate year of each student's education. All students accepted into the program were required to take one graduate design studio during the summer. This shift to a year round graduate realigned the overall curriculum to create a 1 ½ year 42 credit graduate program leading to the Master of Architecture degree.

From 2006 through 2009, the School continued to accept 91+ students into our undergraduate program and 72+ students into our graduate program. The School expanded its course offerings abroad and has developed study abroad semesters in Europe, South America, Asia and Australia on a regular basis. Additional service learning courses of a shorter duration have taken place in Morocco, Kenya, England, Scotland and Nepal. The School expanded its emphasis on design-build studio opportunities and offered a number of visiting professor studios in the summer semester.

The effects of the 2008-09 recession began to be seen in dramatically lower student enrollment numbers in the first year design studios beginning in 2009. Enrollment remained low but has stabilized and begun to slowly climb. However, overall student numbers are down dramatically from the peak in 2009. As a result of these lower enrollment numbers, there has been a redistribution of a portion of the School of Architecture budget to other units within the college. This redistribution process will be discussed further in Part One (I) Section 2.4 Financial Resources

From 2010-2013, The School of Architecture conducted an extensive review of its program and developed a proposed curriculum that consist of 126 credits in the Bachelor of Arts in Environmental Design degree program and 42 credits in its Master of Architecture degree program. This combined curriculum, requiring 168 total credits, has been presented to the Montana University System Board of Regents (BOR) at their July 2013 meeting. Final approval of this curriculum/credit change is expected to take place at the September 2013 BOR meeting and the new curriculum, including the 168 combined credit requirement, will be implemented in Fall Semester 2014 to coincide with the 2014-16 undergraduate and graduate catalogs. The new program requirements are included in Part Two (II) Section 2.2 Professional degree and Curriculum.

On July 1, 2007, after 12 years as the Director of the MSU School of Architecture, Clark Llewellyn accepted a position as the Dean of the College of Architecture at the University of Hawaii. With his departure, Steve Juroszek was appointed as interim Director for 2007-09 with an emphasis on internal issues. John Brittingham was named as interim Associate Director for 2007-2009 and assigned the external duties of the Director's role. In 2009 Dr. Fatih Rifki was selected as part of a national search to be the Director of the School of Architecture. In 2011, Dr. Rifki returned to the faculty and Steve Juroszek was appointed as Interim Director. A search for the Director of the School is anticipated to take place in AY14-15.

Program Vision and Mission

The School of Architecture reviewed and revised its Vision, Mission Statement and Core Values. These changes were approved by the School in Spring 2013

Vision

Recognizing that architecture is a basic human need, we strive to play an essential and innovative role in enhancing the human condition.

Mission Statement

The School of Architecture empowers students to critically engage the complexities of society and the natural environment by instilling the fundamental principles of design and inspiring a spirit of exploration and creative experimentation in shaping the built environment.

As a School Community we have identified the following Values that guide us in achieving our vision and mission:

Citizen: We value our role and responsibility as citizens and recognize the need to approach our profession in a humanistic manner as stewards of our built and natural environment.

Passion: We value a steady and unrelenting passion and excitement for design, creativity, innovation and engagement with the issues of the built and natural environments.

Design: We value the design process as an essential process in all aspects of a student's academic and professional life. Design becomes the fundamental means for actively, creatively and critically engaging the issues of the world.

Agility: We value the ability to transform and innovate in response to the shifting conditions and opportunities in society.

Experimentation: We value an education that embraces experimentation and risk taking that leads to innovation and discovery in order to influence the role and impact of design on society and the future.

School of Architecture Philosophy

The School seeks to prepare students for a lifelong critical engagement in the arts and science of architecture. Located in "the last best place" of the Northern Rockies we are in an extraordinary position to engage questions regarding the relationship between the natural and built environments. To that end, we teach and practice a moral, ethical and aesthetic responsibility to society and the natural world in the design of the built environment. It is in our design studios, that this philosophy is most clearly demonstrated. Each studio is conceived to build upon the previous studio in a manner that develops a student's mastery of the science of architecture while at the same time exposing the students to the rich diversity of our faculty's philosophical beliefs. Within a structured sequence of increasingly complex problems emphasis is placed on teaching both an iterative design process and the analysis and visualization skills necessary to investigate the issues and to test and communicate the resultant design proposals.

The science of architecture is continuously evolving and will do so over the life of every architect. We are committed to preparing our students to enter the profession with both the contemporary knowledge and emerging technical expertise to further this evolution while at the same time ensuring that our graduates are grounded in the fundamental design processes, composition and drawing skills that have been central to architecture throughout its history. In addition to the science of architecture we are equally committed to ensuring that our graduates acquire a critical philosophy with which they can engage the design of the built environment.

Knowing how to build is a matter of science and technology but knowing what to build is a question of morality, ethics, and aesthetic responsibility. In this regard the faculty shares a commitment to the stewardship of our environment. This is particularly important in the Northern Rockies where our historic fabric of cities, rural communities and the natural landscape coexist in a tenuous balance. Focusing on the broad principles of creating a sustainable social, cultural, economic and physical environment we utilize the region, from its major cities to its national parks, as the canvas for our teaching, research and creative activities. Recognizing that the world and profession is interconnected on a global scale, the school actively provides educational opportunities for students and faculty to engage in travel and study throughout the United States as well as throughout the world. In addition, the school is committed to bringing new and diverse ideas to our students from around the world as visiting scholars, faculty and lecturers. Building upon the base of knowledge and experimentation within our own region, students are prepared to engage with the larger issues and context of our world.

As a faculty we are committed to emphasizing the architect's responsibility to create and maintain a sustainable environment formulated from a belief system of moral, ethical and aesthetic theories, but our philosophical beliefs with regard to how this is to be achieved are diverse. This is by intent. Each student, as she or he matriculates through the design studio sequence, is expected to develop an understanding of the various critical approaches

advocated by their professors and ultimately reaches a position of their own. Thus our graduates become empowered to assume a leadership role in the synthesis of the natural environment, human activity and the built environment from a critical, responsible and mature perspective. In doing so, our students discover the commitment of our faculty to both the future of our environment and the future of their students. Because of this an extraordinary sense of community emerges within the School of Architecture at Montana State University. Students develop a sense of responsibility not only to the environment and architecture but also to their peers where all share a passion for design.

Learning

To implement this philosophy the School of Architecture has adopted an eleven-semester curriculum: focusing on conceptualization, use & context, building technologies, professional responsibilities and outreach/engagement and the development of a critical position with regard to the environment and architecture. The curriculum has been structured in such a way to allow students to complete the majority of their university core courses during their first two years of our program in order to allow for a broader and more holistic exploration of topics both in architecture and in other fields. The middle portion of our curriculum emphasizes the technical knowledge that students require in order to develop a mastery of their discipline which is an important aspect of the university and school missions. During the final year of a student's undergraduate program and throughout their graduate studies, students have a broad array of educational experiences that allow them to engage with broader social, cultural and global issues.

Discovery/Research

One of the university core requirements is that all students complete a core course that has a research or creative activity component. Because of the nature of our program we have designated the initial design studio, ARCH 151RA Design Fundamentals I as a Research/Creative Activity core course. This helps to establish creative activity and research as an essential and constant part of our curriculum. The School has established a Faculty-Student Research Day in which classes are released to attend these presentations and the School has developed/hosted numerous symposiums, conference, charrettes and workshops. Many of our students participate in the Undergraduate Scholars Program to work on faculty-led research. In addition, the Integrated Design Lab hires senior level or graduate level students to work on this lab each year. Students undertake numerous directed research/creative activity courses, ARCH 471, each semester. This course is available to all students and requires a student directed proposal to undertake research and creative activities.

Outreach/Engagement

Travel opportunities increase in scope and complexity as a student moves through our program. Student travel progresses from day trips at significant historical and environmental sites within our local ecosystem to week-long field trips to urban centers in the Pacific Northwest. At these sites, students explore cultural, social, political and economically diverse areas. Graduate field trips of a similar duration will vary by location but typically explore different regions of the country and have ranged from immersion into a range of urban centers to an exploration of modern day nomadic towns and centers. A majority of students take advantage of our study abroad opportunities ranging in duration from 2 -12 weeks and have included courses in Europe, Asia, Africa, South America and Australia.

The program's curriculum is structured to allow students to participate in a number of design-build courses as well as internship opportunities. Design-build studios are offered in both the undergraduate fourth year curriculum and throughout the graduate design studio sequence. These studios are typically collaborative in nature and some have spanned more than a single semester or year. In addition, there are a number of courses that result in full-scale design build outcomes as explorations of details, structural components or installations. The most recent example of this was a camera obscura installation that resulted from the efforts of architecture, art and photo students and faculty. Similarly, students can take an internship semester during their fourth year. The School has an internship coordinator to oversee this program and to maintain connections between the school and the professional community. In addition to this internship opportunity, the Community Design Center (CDC) offers a studio in the fourth year of our program—both Spring and Summer semester—and undertakes design, planning, programming and research analysis projects for non-profits and government agencies throughout the state and region. The CDC is currently entering its 38th year as a part of the School of Architecture.

The School has been one of the original schools involved in the development of the AIA Northwest & Pacific Region Student Leadership Institute. Now entering its fifth year, the Leadership Institute (LI) has brought together a small group of students from each of the 7 accredited architecture programs in the Northwest & Pacific Region

(NWPR) to attend the regional AIA meetings and undertake leadership projects. Last year the NWPR expanded the Leadership Institute to include the Western Mountain Region schools and this year the NWPR will be collaborating with schools in British Columbia to further expand the Leadership Institute. All of the above opportunities are an important part of our curriculum and consistently receive strong support from faculty and students.