

Part One (I) Section 2 – Resources

2.1 Human Resources & Human Resource Development

Institutional Policies for EEO/AA

Montana State University is dedicated to ensuring an environment of non-discrimination and equal opportunity in its education programs and employment opportunities in compliance with state and federal laws. The Office of Institutional Equity, <http://www.montana.edu/equity/> supports the University's goals by promoting an inclusive, diverse and supportive environment for external members of the campus community and our employees and students to excel regardless of their race, color, national origin (ancestry), sex, sexual preference/orientation, marital or parental status, age, creed, religion or political beliefs, mental or physical disability, genetic information or status as a veteran.

The staff of the Office of Institutional Equity is committed to the mission of Montana State University to provide excellence in teaching and learning to students and to provide a working atmosphere for staff and faculty that supports inclusion and embraces recognizing the differences among all individuals in the University community regardless of their status or participation. The Office of Institutional Equity staff supports providing a climate that allows people to find opportunities to reach their full potential through awareness, education and training programs that promotes individual responsibility toward acceptance and recognition of all persons regardless of culture or ethnic backgrounds.

As part of the development of the Office of International Equity, Diane Letendre was appointed as its Director and the School of Architecture administration consults with her on a wide range of issues regarding hiring policies and strategy.

MSU's Statement on Diversity can be found at <http://www.montana.edu/president/prescomm/diversity.html>

As part of the Office of International Equity, MSU's Affirmative Action Plan can be found at http://www.montana.edu/equity/AAPlan/MSU_2013DraftAffirmActionPlan.pdf

When advertising for faculty and staff positions, the following language is included in all job descriptions. An example of this can be seen in one of our current tenure track faculty job descriptions. <http://www.montana.edu/jobs/faculty/13-322>

“Montana State University values diverse perspectives and is committed to building a multicultural work force. We strongly encourage women, racial/ethnic/gender minorities, persons with disabilities, and veterans to apply. MSU is responsive to the needs of dual career couples and is dedicated to work-life integration. “

“Montana State University is an Affirmative Action and Equal Opportunity employer and educational institution. As such, the University does not discriminate in the admission, access to or conduct of its educational programs and activities nor in its employment policies and practices on the basis of race, color, national origin (ancestry), sex, sexual preference/orientation, marital or parental status, age, creed, religion or political belief, mental or physical disability or status as a veteran. In support of the University's mission to be inclusive and diverse, applications from qualified minorities, women, veterans and persons with disabilities are highly encouraged. “

“Montana State University makes accommodation for any known disability that may interfere with an applicant's ability to compete in the hiring process or an employee's ability to perform the duties of the job. In compliance with the Montana Veteran's Employment Preference Act, MSU provides preference in employment to veterans, disabled veterans, and certain eligible relatives of veterans. To claim veteran's preference or request accommodation, contact the Office of Human Resources, PO Box 172520, Montana State University, Bozeman MT 59717-2520; 406-994-3651; hrpp_forms@montana.edu. “

MSU's Affirmative Action Non-Discrimination Policy and Procedures can be located on the MSU Website: www2.montana.edu/policy/affirmative_action/

Diversity—University and School Strategies

As mentioned previously in Part One (I)Section 1.2 Learning Culture and Social Equity, the University received an NSF grant to establish ADVANCE Project TRACS. More information on ADVANCE can be found at www.montana.edu/nsfadvance/. Although, ADVANCE’s primary goal is to transform Montana State University and broaden the participation of women faculty in STEM and underrepresented areas of Social and Behavioral Science (SBS), the faculty team at ADVANCE is committed to assisting non-STEM and non-SBS disciplines to increase the diversity of faculty ranks. Jessi Smith, Director of ADVANCE, has met with all program heads on campus, including Architecture, and reviewed the School’s current status in this area. ADVANCE has a number of resources and strategies that are available to program heads and search committees that can assist with expanding the pool of qualified candidates. A number of these strategies have already been implemented as we prepare for our faculty searches. The Search Committee has met with MSU’s Affirmative Action Office and with Jessi Smith, Director of ADVANCE to assist the committee in attracting a highly qualified and diverse pool of applicants for all three of the positions.

In order to increase the diversity of our student population, the School has attended a number of college recruiting fairs in Chicago, Boston and at the locations of the AIAS Forum event. We have also met with high school counselors from California, Hawaii, Arizona and New Mexico as part of a university-wide effort to reach out to prospective students in states with a more diverse population. In addition, the recently developed strategic plan included an objective for increasing the number of international transfer articulation agreements within the School of Architecture. The effect of these efforts will be discussed in greater detail in Section 3.1 Statistical Reports.

Faculty Workload

The School of Architecture currently has 19 full-time faculty and 3 part-time faculty. In addition there is an average of 25-30 GTA positions each semester. This is a reduction of 2 full-time faculty positions over the last 2 years as a result of decreased student enrollment since 2010. This past year we had a number of full-time faculty accept positions at other institutions as explained later in this document.

Following is a list of the full-time and part-time faculty for AY 2013-14:

Full-time Tenure-track Faculty 2013-14

Full Professors: John Brittingham, Ralph Johnson, Steven Jurosek, Fatih Rifki, Henry Sorenson, Tom Wood

Associate Professors: Michael Everts, Zuzanna Karczewska, Christopher Livingston, Máire O’Neill,

Assistant Professors: Bradford Watson

Full-time Non-tenure Track Faculty, 2013-2014

Teaching Professor: Barry Newton, Jack Smith

Associate Teaching Professor: Chere LeClair, Tom McNab,

Assistant Teaching Professor: Xuemei Li

Instructor: Thomas Allen, Gretchen Miller, Elisa Renouard

Part-time Faculty 2013-2014

Instructors: Sherrill Halbe, Lindsay Schack, Associate Teaching Professor Dan Wise

Of the full-time tenure-track faculty 91% (10 of 11) are tenured. We are conducting tenure track faculty searches in AY13-14 and hope to have three new tenure-track faculty joining our School in Fall 2014. Nine of eleven of our tenure-track faculty and four of eight of our NTT faculty are licensed architects in the United States.

Most tenure-track faculty teach three required courses and one elective each academic year—required courses may include a design studio or an architectural required course (i.e. history, structures, graphics, etc.). Full-time adjunct faculty typically teach five courses over a twelve month period. With the advent of our new 168-credit curriculum in Fall 2014, an independent master’s studio project will be re-established in our program and faculty will be assigned as committee members to 6 graduate students each semester. Three of the full-time non-tenure track faculty teach in Fall, Spring and Summer semesters as part of their contract. The ratio of first year students to faculty and GTAs is capped at 15:1 in ARCH 151RA Design Fundamentals I and ARCH 152 Design Fundamentals II. The

student:faculty ratio in undergraduate design studios is capped at 13:1 while the student:faculty ratio in graduate studios is capped at 12:1

The design studio remains the central component of the Architecture program and the studio structure remains one with a strong tutorial exchange between faculty and students. Small group crits and individual desk crits are utilized by each faculty member to maintain a high level of contact with each student. In the first year design studio, one faculty member and three to four Graduate Teaching Assistants are assigned to each ARCH 151RA and ARCH 152 design studio section to maintain a high degree of contact between the instructors and students. Graduate Teaching Assistants are used extensively in the lab sessions of ARCH 261, 262 and 363 Architectural Graphics I, II and III. In addition, GTAs are used in ARCH 121 Intro to Design, ARCH 241 Building Construction I, ARCH 340 Building Construction II, ARCH 322IA World Architecture I ARCH 323IA World Architecture II, ARCH 331 and ARCH 332 Environmental Controls I and II as well as in ARCH 243 Architectural Structures I and ARCH 244 Architectural Structures II, and ARCH 313 Professional Practice.

Administrative and Service Obligations

Faculty have been relieved of most student academic advising. An initial advising session takes place in a group setting within each design studio each semester. Students can then sign up for individual advising sessions with either Rachael Ortego, Director of Student Advising Services, Steve Juroszek, Interim Director, Christopher Livingston, Graduate Program Coordinator or Chere LeClair, Undergraduate Program Coordinator. All full time faculty members serve on a variety of School, College and University Committees. Courses taught by full-time faculty are listed in their resumes in part Four (IV) Section 4.3. An abbreviated list of typical non-instructional assignments for the last few years is listed below. Faculty fill out a committee preference survey each year and every effort is made to assign faculty to their preferred committees. We designate some committees as high effort, others as medium effort and others as low effort and try to distribute the assignments as evenly as possible.

Tenure-track Faculty Non-Teaching Responsibilities

Professors

| | |
|-------------------|--|
| Brittingham, John | Lecture Committee, Graduate Admissions Committee, College Promotion and Tenure Committee, Second Year Admissions |
| Johnson, Ralph | Curriculum Committee, Promotion and Tenure Committee, Faculty Appointment Advisory Committee, College Symposium Planning Committee, Faculty Appointment Advisory Committee |
| Juroszek, Steven | Interim Director, Strategic Planning Committee, Associate Provost Search Committee, Faculty Activity Database Taskforce, Student Advising Taskforce, Facilities Advisory Committee |
| Sorenson, Henry | President, Design Communication Association, Board member, ASAI, Promotion, & Tenure Committee, Second Year Admissions |
| Wood, Thomas | Director, Integrated Design Lab, Promotion & Tenure Committee, Second Year Admissions Committee, Curriculum Committee |

Associate Professors

| | |
|---------------------|---|
| Everts, Michael | Curriculum Committee, Strategic Planning Committee, University Planning Council, University Facilities Planning Board, CIO Search Committee, Core 2.0 Committee, Graduate Admission Committee, Second Year Admissions Committee, Faculty Search Committee |
| Livingston, Chris | Graduate Program Coordinator, IDP Coordinator, Curriculum Committee, Strategic Planning Committee, School of Film and Photography Faculty Search Committee, Graduate Council, Faculty Appointment Advisory Committee |
| Karczewska, Zuzanna | Faculty Search Committee, Faculty Senate Alternate, Curriculum Committee, Graduate Admissions Committee, College Symposium Planning Committee, Faculty Appointment Advisory Committee |
| O'Neill, Máire | Faculty Search Committee, Exhibits Committee, Undergraduate Studies Committee, Berkeley Undergraduate Prize Committee, Faculty Senate, Promotion and Tenure Committee |

Assistant Professors

Watson, Bradford College Symposium Planning Committee, Lecture Committee, Facilities Committee, Faculty Appointment Advisory Committee

NTT Faculty Non-Instructional Responsibilities

Teaching Professors

Newton, Barry College Symposium Planning Committee, Lecture Committee, Exhibit Committee, Faculty Appointment Advisory Committee

Smith, Jack Library Representative, Lecture Committee, Graduate Admissions Committee, Second Year Admissions Committee

Associate Teaching Professors

LeClair, Chere Undergraduate Program Coordinator, Faculty Search Committee, Scholarship Committee, Strategic Planning Committee, Second Year Admissions Committee, Celebration of Arch Committee, AIAS Faculty co-advisor,

McNab, Tom Director of Community Design Center, AIAS Faculty co-advisor, Computer/Equipment Committee, Facilities Committee, Exhibit Committee

Associate Teaching Professors

Xuemei Li Studio Culture Committee, Computer/Equipment Committee

Instructor

Thomas Allen Accreditation preparation

Gretchen Miller Studio Culture Committee

Elisa Renouard Historic Preservation Certificate Development, Studio Culture Committee, Assessment Committee

Faculty Positions since the Last Accreditation Visit

Over the last five years the School has seen a large amount of turnover in its tenured track faculty through a combination of retirements and faculty accepting positions at other institutions. In 2008, Professor Peter Kommers retired and taught our Rome Studio, ARCH 414 on a post-retirement contract until 2012. Emeritus Professor Ferdinand Johns completed a post-retirement contract in 2011. This past year, Assistant Professor David Fortin accepted a tenure-track position in a new architecture program at Laurentian University in Ontario, Canada. Assistant Professor Bruce Wrightsman accepted a tenure-track position at Kansas State University and Assistant Professor Pravin Bhiwapurkar accepted a tenure-track position at Kent State. As a Canadian citizen, David Fortin's move allowed him to return to his native country and help startup a new program with a focus on community-based projects and First Nations. Bruce Wrightsman is an alumnus of Kansas State and although he was going through the tenure review process at MSU, Kansas State made him an offer which he accepted. Pravin Bhiwapurkar returned to Kent State in Ohio in order to be closer to his wife and family. The School had worked with MSU to try and obtain a tenure-track position for his wife in another department on campus but we were unsuccessful in these efforts.

Two other long-term non-tenure track faculty also did not return this year. Assistant Teaching Professor Heath "Tad" Bradley accepted a non-tenure track position in the new architecture program at South Dakota State University. Teaching Professor Bill Rea had previously taught design studio and structures at MSU for over a dozen years. As part of the collective bargaining agreement, all NTT faculty have to resubmit an application at the end of their one-year or multi-year contract. Regrettably, the School and Bill Rea were unable to reach a mutually agreeable contract for the coming year.

While we have experienced a large number of faculty departures over the past five years, the school has also experienced an influx of new faculty in both the tenure-track and adjunct ranks. David Fortin was hired in 2008 as a result of a tenure-track search to teach History and Studio—but left in 2013 as mentioned above. Bradford Watson was hired in a tenure-track search in 2012 to teach Building Construction and design. Pravin Bhiwapurkar was hired in 2012 to teach Environmental Controls System and design but left in 2013 as mentioned above. The School has hired Elisa Renouard Gretchen Miller and Thomas Allen to teach in the History, ECS and design studio areas. Xuemei Li will be teaching structures and design in the coming year. The School is conducting national tenure track faculty searches for three positions this year—History/Theory, Structures and Environmental/Building Systems. We hope to have these positions filled for Fall 2014. The School is planning a national search for a director in AY 14-15.

While the school went through an enrollment expansion in 2006—with a 40% increase in student numbers and 5.5 additional fiscal year non-tenure-track faculty lines. The School's enrollment is down a significant amount and the School has not filled two of those FY NTT faculty lines. At the start of AY12-3 the school had a ratio of 14 TT faculty to 6 NTT faculty (70% : 30%) which was a positive mix compared to our last accreditation visit when the ratio was 50%:50%. However, with the departure of David Fortin, Bruce Wrightsman and Pravin Bhiwapurkar our ratio is once again shifted—resulting in only 57% of the current faculty being tenure-track. We hope this will be remedied by the upcoming TT faculty searches. Faculty salaries continue to be of primary concern in filling future positions. We also hope that our recruiting efforts and the strengthening economy will result in a steady increase in student numbers.

Professor Nancy Cornwell was selected as Dean of the College of Arts and Architecture and began this position in 2012.

Administration and Staff

The School of Architecture is administered by a Director who maintains a twelve-month full-time appointment. In 2008, a Graduate Program Coordinator position was funded by the expansion budget to provide one month of summer salary and release time for the faculty member. In addition, the school also sustains an Undergraduate Program Coordinator who receives release time, and an administrative stipend during the academic year.

Interim Director—Steven Juroszek

The Director is responsible for fiscal management, personnel management, faculty development, fund raising, long range planning, curriculum development, outreach, faculty development and academic teaching and teaching support.

Graduate Program Coordinator—Associate Professor Christopher Livingston

The person in this position is responsible for overseeing the School of Architecture Graduate Program and the graduate admissions process. The Graduate Program Coordinator reports to the Director and works with the Director of Student Services to administer the graduate program. This position is filled by a tenured, academic year faculty member.

Undergraduate Program Coordinator—Associate Teaching Professor Chere LeClair

The person in this position is responsible for coordinating the undergraduate curriculum in the School of Architecture pre-Environmental Design and Environmental Design undergraduate programs. The Undergraduate Program Coordinator reports to the Director and works with the Director of Student Services, faculty members and staff to coordinate the undergraduate program/activities. This position is filled by a NTT track, fiscal year faculty member.

Staff

The non-academic staff in the School of Architecture is comprised of the following positions:

- Director of Student Services (12 month appointment); Rachael Ortego
- Furniture Construction Specialist & Facilities Resource Manager (12 month appointment); William Clinton
- Information System Support Specialist II (12 month appointment); Chris Deshazo
- Administrative Associate III (12 month appointment); Jean Koelzer
- Administrative Associate II (12 month appointment); Sharon Matney
- Administrative Associate I (12 month appointment), Anne Barnaby
- Equipment/Facility Manager (0.5 FTE, 12 month appointment) Bob Clemens
- Fixed Term Classified, Copy Services Supervisor (0.75 FTE, semester appointment) unfilled at this time
- Student Labor/Temporary Hourly/ Work Study Positions (9-12 month part-time/full-time, 10-15 hires per year)
 - Wood Lab (Craft Shop) Assistance, Laser Cutter/3D Modeling, Plotter Printing, Facilities Maintenance, Administrative Assistance, Program Assistance

The following are job descriptions and responsibilities for each position:

Director of Academic Advising—Rachael Ortego

12-month appointment

Under supervision of the Director and Associate Director, the incumbent provides administrative leadership in the areas of advising, program development and implementation. Other major responsibilities include: development and implementation of the advising center policies and procedures, student advising, program administration, and a variety of high level administrative assignments in support of the office.

Furniture Construction Specialist & Facilities Resource Manager—William Clinton

12-month appointment

Under supervision of the Director, the incumbent will provide instruction in Advanced Applied Design and Construction-Materials and Furniture; safety training for faculty, staff and students in the use of equipment housed in the Cheever Wood Lab facility, CNC, 3D Modeler and Laser Cutting equipment, Manage and provide direction for the use/improvement of the School of Architecture facility. This position will act as curator for the School of Architecture galleries and archives.

Equipment & Facility Manager—Robert Clemens

12-month appointment half-time .50 FTE

Under supervision of the Furniture Construction Specialist and Facilities Resource Manager, the incumbent provides training and supervision of craft shop users. Major responsibilities include: assist craft shop users enforcing all policies as stated in the Architecture Safety Manual also enforcing written and verbal policies as communicated by the supervisor; perform routine maintenance, housekeeping and equipment troubleshooting; purchase equipment, supplies and materials; assist with gallery and archive duties. The incumbent communicates student, staff and faculty needs in relationship to the craft shop and confers with his supervisor to meet their needs.

Information System Support Specialist II—Chris Deshazo

12-month appointment

Under the supervision of the Administrative Associate III and the Director, the incumbent's role is to provide a well functioning information technology system for 400 students, seven staff and 20-25 faculty members by maintaining and updating the network operating environment and computer operating system within the School of Architecture. The incumbent is responsible for providing software and hardware solutions to address academic, research and administrative needs within the School of Architecture.

Copy Services Supervisor—Matthew Muir (9 mos. May 2012-January 2013)

Wesley Bilodeau (Spring and Summer Semester 2013) currently filled by student workers

Variable appointment time; three-quarter-time .75 FTE

Under supervision of the Administrative Associate III, the incumbent supervises print room operations and personnel (student employees). Major responsibilities include: determining methods, procedures and priorities for the print room operations in consultation with supervisor; scheduling service center hours; training new employees and participates in hiring/firing of student employees; enforcing all policies and procedures; operating large format plotter printers and performing routine maintenance, housekeeping and equipment troubleshooting; purchasing supplies and materials. The incumbent is also responsible for WEB site and plasma screen maintenance. The incumbent communicates student, staff and faculty needs in relationship to the print room and confers with his supervisor to meet their needs.

Administrative Associate III—Jean Koelzer

12-month appointment

Under supervision of the Director, the incumbent serves as financial manager, manager of the main office, supervisor of four classified staff, provides administrative leadership and services in the School of Architecture. The incumbent performs a variety of high level administrative tasks, budget development and reporting, personnel administration and public relations duties in support of the School of Architecture

Administrative Associate II—Sharon Matney

12-month appointment

Under supervision of the Administrative Associate III, the incumbent performs a variety of accounting/bookkeeping and complex administrative duties in support of the Architecture Office and academic programs. Duties include accounting/bookkeeping, faculty, staff and student travel arrangements, special events, public relations, community design center administrative support, and general clerical support. Arrange for site visits, museum visits, tours etc.

Administrative Associate I—Anne Barnaby

12-month appointment

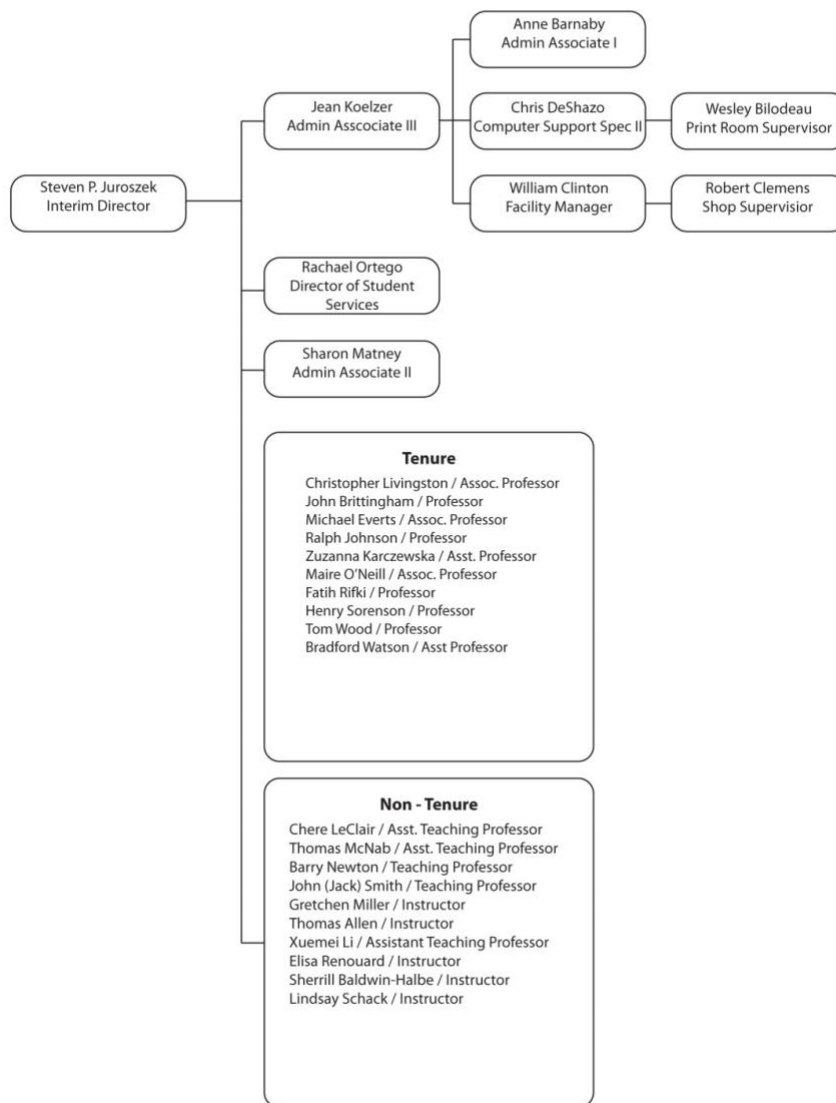
Under the supervision of the Administrative Associate III, the incumbent performs a variety of ‘receptionist’ and first level administrative duties in support of the main School of Architecture office, seven staff, 20-25 faculty members, 400 students and the general public. First contact person for the majority of telephone calls and visitors. Represents the School and facilitates efforts to expand student population and communicate our commitment to excellence in design education. Acts as liaison and representative of the School of Architecture with professional architects, exhibitors, vendors, alumni and the general public, as well as on-campus administrators, department heads, students and staff in a professional and responsible manner.

Student Labor/ Work Study Positions

Variable appointment time, variable hours, part-time

Students in these positions will perform a variety of tasks: clerical assignments, print room staffing, laser cutter and 3D modeler staffing, Cheever Wood Lab (Craft Shop) staffing, facility staffing, equipment check out, computer support.

Montana State University School of Architecture Organization Chart



Program's Policy for Human Resource Development Opportunities

Professional Development—Faculty and Staff

The School of Architecture has continued to pursue a number of strategies to enhance the development opportunities for faculty and staff. Since the last accreditation visit each full-time faculty member has received a minimum travel budget of \$1700 to be used for travel to conferences and seminars to support their teaching and research/creative activities. This includes full-time adjunct faculty as well as tenured and tenure-track faculty. In addition, faculty are given release time to pursue research/creative activities as outlined in greater detail later in this section. This funding has been made possible by the 2006 expansion funding the School received for increasing enrollment by 40%. During this time, the School has also supported faculty attendance at the AIA Montana State Conference—held in Bozeman every other year—the Billings Architectural Association's Meeting in the Mountains as well as occasional attendance at Regional and National AIA Conferences. The School was fortunate for many years to have a high level of funding to support faculty and staff professional development.

Unfortunately, with the decrease in enrollment, the School's budget is being reduced in AY13-14. With the decrease in the School's budget the amount available to full-time TT and NTT faculty will be reduced to approximately \$800 per year. Supplemental funding from the College will be available to faculty who are going up for promotion and/or tenure in the year prior to that review. Supplemental funding will also be available for travel to international conferences when a faculty member is presenting a peer reviewed paper. This will place the School's funding in line with what the other Schools in the College are able to provide for their faculty. This change is going to require that faculty pursue other funding sources such as College Block Grants or Scholarship & Creativity Grants in the future. There is some concern that it will take some time for the School faculty and administration to adjust to this decreased level of funding although professional development funding prior to the 2006 expansion was \$1000 for each faculty.

Each faculty member can teach one elective each year which provides faculty with an excellent opportunity to pursue additional research/creative activity while integrating these efforts into their teaching. The School supports faculty who wish to become University Honor Fellows and teach in the University Honors Program—Assistant Professor Bruce Wrightsman and Associate Professor Chris Livingston both have taught in the Honors Program since the last accreditation visit. A number of faculty, Ralph Johnson and Pravin Bhiwapurkar have also mentored a number of students in the Undergraduate Scholars Program as a means for students to work on faculty research projects. The School also encourages faculty applications for funding from external sources to support their research/creative activity interests.

Since the last accreditation visit, Architecture staff received some funding for development activities each year. Typically these funds are used for travel to seminars and workshops that support their activities at school. These funds come from a non-university source (i.e. outside fundraising) but are considered an essential component to maintaining a high quality staff in the School. Bill Clinton who fills both a professional position and a teaching role in the school has attended a number of training sessions on 3DRhinoceros and MasterCam to support his teaching expertise as well as attending a national conference for wood shops all of which enhance his oversight of the Cheever Lab. Rachael Ortego, Director of Students Services, has enrolled in a Master of Science in Student Advising program at MSU. Tuition is waived because she is an MSU employee. The University has increased its effort to provide professional development for staff through the MSU Human Resources monthly series. Betsy Webb is the Professional Development & Training Manager for MSU Office of Human Resources. Staff in the main office have been able to attend workshops on various software programs and other workshops (Sharon Matney, Excel; Anne Barnaby, Event planning workshops; Jean Koelzer, conflict management, budget, Chris Deshazo, IT and security workshops).

Policies, Procedures and Criteria for Faculty Appointment, Promotion and Tenure

In 2010, the tenure-track (TT) and non-tenure track (NTT) faculty established a union on campus. MSU was the last campus in the MUS system to have a union. In 2013, the TT faculty union was decertified. Because of this, the university is in the process of developing a new set of policies, procedures and criteria that will be based in large part upon the prior Collective Bargaining Agreement (CBA). This new set of TT faculty policies is not yet available online but Section 9 of the CBA, which these policies will be based upon-can be found at:

<http://www.montana.edu/wwwprov/agreements/tenure/art9.html>

The NTT Faculty Union remains in effect and the Collective Bargaining Agreement for the NTT Faculty is in the process of being renegotiated as part of the CBA process. Section 8 of the NTT CBA covers the Non-Tenure Track [NTT] Bargaining Unit Appointments, Evaluation and Promotion and can be found at <http://www.montana.edu/wwwprov/agreements/nontenure/art8.html>

List of Guest Lecturers and Visiting Critics

Following is a list of the guest lecturers and visiting critics that have been brought to the program since the previous accreditation visit.

| <i>2008-2009</i> | <i>2009-2010</i> | <i>2010-2011</i> |
|-------------------|------------------|-----------------------------------|
| James Gurney | David Fortin | Coleman Coker |
| Ferdinand Johns | Peter Jahnke | Ulrich Dangel |
| Reed Kroloff | Fatih Rifki | Paul Bertelli |
| M. Scott Lockard | Lori Ryker | Henry Sorenson |
| James R. McDonald | Henry Sorenson | Patricia Patkau |
| Barry Newton | Peter Pfeiffer | Derek Porter |
| Antoine Predock | Teddy Cruz | Will Bruder |
| Derek Strahn | Sarah Sabiston | Mary Ellen Carroll |
| Ronald Omyonga | Kristan Murray | Klaus Mayer |
| Daniel R. Stube | Wendell Burnette | Lance Walters |
| Peter Testa | Charles Ross | Monika Wittig and Shane Salisbury |
| Branko Kolarevic | | Brian Brush and Yong Ju Lee |
| Guy Nordenson | | |

| <i>2011-2012</i> | <i>2012-2013</i> | <i>2013-2014 (Fall Semester Schedule)</i> |
|----------------------|------------------|---|
| Dick Sneary | Elizabeth Day | Byoung Soo Cho |
| Marlon Blackwell | Stanley Sitowitz | Vincent Canizaro |
| Martin Summers | Joseph Biondo | Rick Joy |
| Sam Douglas | Don MacArthur | Henry Sorenson |
| Julie Eizenberg | David Salmela | |
| Peter Stutchbury | Craig Dykers | |
| Jeff Kovel | Thomas Bitnar | |
| (Mary) Keiran Murphy | Sean Burkholder | |
| Andrea Graziano | | |
| Donald MacDonald | | |
| Ron Shvartsman | | |
| Brian Brush | | |

List of Public Exhibitions

Following is a list of public exhibitions brought to the program since the previous accreditation visit.

2008-09

Washington Headlines Exhibit

Architectural Illustration: Work by M. Scott Lockard

Graduate Student Work

Architecture Portfolio Exhibit

Foreign Studies: Student Drawings

Personal Vision – Juried Undergraduate Photography (School of Film and Photography)

2009-10

Washington Headlines Exhibit

USGBC What is Green?

Graduate Student Work

Atlas Cultural Foundation: Sustainable Communities in Morocco

“Taking Stock: A Morphology”

Foreign Studies: Student Drawings

Personal Vision – Juried Undergraduate Photography (School of Film and Photography)

2010-2011

Washington Headlines Exhibit

USGBC What is Green?

Graduate Student Work

Craft of Fused Glass

Personal Vision – Juried Undergraduate Photography (School of Film and Photography)

Finding the Grain IX, Annual Furniture Design Exhibition

2011-2012

Fentress Architecture/Projects

Graduate Student Work

Architectural Illustrators: Dick Sneary & Al Forster

Outreach Projects: Khumbu Climbing School, Bozeman Ice Climbing Tower, Community Design Center

Re-Envisioning the Knot: Lessons from the Work of Neil Astle

Seat Yourself: Architecture Student Designed and Built Furniture

Rome Studio 2011 – Student Work

X-Ray: Student Explorations in Film and Architecture

Local and Regional Outreach

Identity/Representation; School of Film and Photography Faculty and Student Work

International Undergraduate Research: Two Projects Surfaces of Auschwitz, by Kali Jirasko

Stav Kirke [Norwegian Stave Churches], by Ben Larson

National and International Outreach

“The Work of Dan Kiley/Walker and Peter Ker Walker”

Finding the Grain X, Annual Furniture Design Exhibition

2012-2013

Washington AIA Headliners

Contemplating Place – Landscape Observations: Student Work

Rome Studio

Merge/Emerge – South America Student Projects

Straw, Mud and Ping Pong-Summer Programs in Kenya, Morocco, London

Personal Vision – Juried Undergraduate Photography (School of Film and Photography)

AIA Montana Awards

Design Charrettes

Since the last accreditation visit there have been two design/master plan charrettes organized by Professor John Brittingham for Yellowstone National Park. They took place in 2008 and 2010. These charrettes involved faculty and students from the School of Architecture as well as practitioners from around the region. Additional information on these design charrettes can be found at

- Old Faithful: <http://www.montana.edu/news/6772/msu-students-look-to-past-for-new-ideas-for-old-faithful>
- Mammoth: <http://www.montana.edu/mountainsandminds/article.php?article=9658>

2008 Yellowstone National Park: *Re-choreographing Old Faithful*

Invited Guest Professionals

Smith Group, Phoenix AZ

Fentress Architects, Denver CO

LDA Architects, Cambridge, MA

Olin Group, Philadelphia, PA

Intrinsic Architects with Henry Sorenson and John Brittingham, Bozeman, MT

2008 Yellowstone National Park: *Re-choreographing Mammoth*

Invited Guest Professionals

Eldorado Inc. & Derek Porter Studio, Kansas City MO & New York City

Ferd Johns, Architect, Bozeman MT

Product Architects,

Hennebery Eddy & Walker Macy + John + Sorenson + Brittingham, Portland OR & Bozeman MT

Faculty Opportunities

Policies, Procedures and Criteria for Accessing Faculty Development Opportunities

Sabbaticals

Sabbaticals provided by the University are available to all tenured faculty with seven or more years of service. However, sabbaticals are subject to existing budget limitations. Eligible faculty must submit a proposal for their sabbatical, which is then reviewed by a University committee. *Not all proposals are accepted each year.* Service while on sabbatical assignment shall be creditable for all purposes to the same extent as a person's service while on regular assignment. Satisfactory programs or projects include research, travel, related work in other institutions or private or business organizations, or other activities in which the president agrees will improve the staff member professionally, or which directly or indirectly benefit the institution and the state. All sabbaticals assignments are normally for a period of not less than one semester, nor more than one academic year. Faculty who are on sabbatical for one semester receive 100% of their salary while on sabbatical. Faculty who are on sabbatical for one year receive 75% percent of their salary for that sabbatical period. A recipient of a sabbatical assignment is expected to return to her or his university unit for a period equal to the length of the sabbatical assignment, or to repay the money received from the university while on leave.

Since the last accreditation visit in 2008, Professors John Brittingham Henry Sorenson and Associate Professor Maire O'Neill received sabbaticals. Each sabbatical was for one semester. John Brittingham continued his work on Yellowstone National Park and the design charrette process. Henry Sorenson worked on his book *Architectural Field Sketching*. Maire O'Neill worked on chapters of her book on agricultural vernacular buildings in the Gallatin Valley of Montana. Faculty are encouraged at all startup meetings in the fall to apply for sabbaticals at the time they become eligible to apply.

Release Time

To allow faculty to pursue research/creative activities and other development opportunities, the School has provided many faculty with reduced teaching and/or service responsibilities. Release time may include teaching one less course each semester, release from academic advising or teaching an overload of courses one semester and a reduced load the next semester. Faculty may also elect to teach an overload in return for additional compensation that can be used for travel or research/creative activities. Recent instances of release time have allowed the following faculty to pursue the following research/creative activities and/or administrative assignments:

- Bruce Wrightsman Received a course release to work on pre-fab research resulting from a graduate design studio.
 Received additional compensation to teach a University Honors Course
- Chere LeClair Reduced teaching load to assume the role of Undergraduate Program Coordinator.
- Chris Livingston Reduced teaching load to assume the role of Graduate Program Curriculum Coordinator.
 Received additional compensation to co-teach a University Honors Course
- Máire O'Neill received a course release grant to work on research related to her study of vernacular agricultural buildings in Gallatin Valley.
- Mike Everts received a reduced teaching load to work on a new series of teaching modules for the first year design curriculum

Elective Offerings

The curriculum is structured to allow each faculty member to offer one elective a year. These electives are developed by each faculty member and typically focus on their area of research/creative activity This has provided faculty with an opportunity to integrate their research into their teaching. Some examples of these elective course offerings include:

- Heath 'Tad' Bradley Fused glass in one course and the development of a book publication documenting the School of Architecture at MSU in another course
- John Brittingham Innovation in Preservation and Design charrettes done in conjunction with Yellowstone National Park.
- Mike Everts Submissions to eVolo international design competition
- Ralph Johnson Contemporary architectural theory

- Barry Newton Study of the architectural theory and typology.
- Chere LeClair Study of the ideas behind a sense of place in architecture.
- Chris Livingston Study of game theory and its relation to architecture curriculums.
- Dr. Máire O’Neill Inventory and analysis of vernacular agricultural buildings in Gallatin County and preparation of HABS/HAER drawings
- Dr. Fatih Rifki Studies in urban design and planning
- Dr. Jack Smith Japanese Architecture and theory in one course, detailing and advanced building systems in another elective

The development of ARCH 551 Advanced Architectural Studio provides faculty with the opportunity to design a special fifth year design studio that addresses specific design, theoretical or social issues. Over the past six years the following faculty have utilized this studio to incorporate their areas of Research/Creative activities.

- John Brittingham Redevelopment of Grand Canyon visitors area as part of the Drylands Competition
- Maire O’Neill Pre-fabricated housing proposals for Sea Ranch, California
- Chris Livingston The nomad studio, an exploration of transitory architecture.
- Ralph Johnson Smart growth community design and planning in Gallatin Valley
- David Fortin Migrant worker housing in the Yakima Valley of Washington state.

Beginning in 2002 the School instituted a new type of ARCH 551 Advanced Architectural Studio—called the Visiting Scholars Studio as faculty and architects from around the world are invited to teach. Listed below is a listing of some of the visiting scholars who have participated in this graduate level design studio:

Fall 2007:

Mark McInturff, Bethesda, Maryland
 Holly Porter, Sky to Air, London
 Tom Porter, Oxford Brookes University

Fall 2008

Luis Ferrada, Live Architecture Network (LAN)
 Monika Wittig, Live Architecture Network (LAN)
 Shane Salisbury, Live Architecture Network (LAN)

Fall 2010

Coleman Coker, buildingstudio

Summer 2011

Monika Wittig and Shane Salisbury, Live Architecture Network (LAN)
 Brian Brush and Yong Ju Lee, EB Studio, New York
 Lance Walters, University of Hawaii

Summer 2012

Brian Brush and Carson Smuts, EB Studio, New York
 Ron Shvartsman

Summer 2013

Sean Burkholder, Assistant Professor of Landscape Architecture, Pennsylvania State University

Research and Creativity Grants

The University provides funding for Scholarship and Creativity Block Grants in most years. The purpose of the grants is to encourage faculty to participate in research and/or creative activities that will enhance continuing professional growth and development in their respective disciplines. Funding is provided for projects in the initial, intermediate, or concluding stages of development. Funding for a selected project may function as ‘seed money’ in preparation for soliciting broader, more extensive support from another source. Tenured and tenure-track faculty on instructional appointments within the College, including school directors and department heads, regardless of FTE, are eligible and are encouraged to apply for these grants. In addition the University has provided Faculty Development Awards (formerly called Short Term Professional Development Grants) which provides faculty with an opportunity to be

bought out of a class or receive funding to complete an on-going research/creative activity project. Finally, the College of Arts and Architecture (CAA) provides the CAA Block Grants for faculty in our College.

Recent recipients of the MSU Scholarship and Creativity Grant for the Arts in the School of Architecture are:

| | | |
|------|--------------------|---|
| 2008 | Zuzanna Karczewska | Architectural Drawings |
| 2009 | Bruce Wrightsman | A Critical Investigation of the Wood Scantling Technique |
| 2009 | Maire O'Neill | Raising Stock and Breaking Ground: A Morphology of Agricultural Buildings in the Gallatin Valley, Montana, 1862-1930s |
| 2010 | Zuzanna Karczewska | Relationship Between Body, Landscape and Built Artifact; Study Through Representation |
| 2012 | Ralph Johnson | Building from the Best of the Northern Rockies: Evaluating Success and Planning for a Sustainable Future |

Recent recipients of the Provost Faculty Development Grant in the School of Architecture are:

| | | |
|------|----------------|---|
| 2009 | Henry Sorenson | Digital Sketching |
| 2010 | Steve Juroszek | Advanced Building Information Modeling Workshop |
| 2012 | David Fortin | Straw bale construction: an alternative strategy for housing in Kenya |

Recent recipients of the Office of International Programs Service Learning Grant

| | | |
|------|------------------|--|
| 2012 | Chris Livingston | MSU – Oxford Brookes University Design-build Collaboration |
| 2012 | Henry Sorenson | iPad 3 Architectural Imaging |

Recent recipients of external funding for research/creative activities:

| | | |
|------|-------------------------------------|--|
| 2012 | <i>Mary Edsall McLaughlin Award</i> | |
| | Ralph Johnson | Envisioning Tomorrow (planning simulation software) |
| 2012 | Ralph Johnson | Smart Growth Planning in Gallatin Valley (funding from the Sonoran Institute and the Land Trust) |

Evidence of How Faculty Remain Current in their Knowledge of the Changing Demands of Practice and Licensure

Since the last accreditation visit, faculty have been provided with support to attend a wide range of conferences and training sessions related to both practice and their area of teaching and research/creative activity. Nearly all of the faculty requests for software related to their teaching have been met. In addition, support for publication of work, exhibitions, and membership and leadership in national organizations is strongly encouraged with funding support from the School. The faculty has been active in attending and presenting papers at local, regional, national and international conferences. Nearly all requests by faculty to attend conferences and present papers have been funded by the School. We have been able to support these efforts due to the increased budget we received as part of the 2006 expansion. However, with the reduction in budget the School and faculty will need to find additional funding sources to fund similar levels of conference attendance. Examples of these conferences are listed below.

In addition, faculty attend the MSU Architecture Lecture Series on a regular basis and participate in continuing education seminars. The School of Architecture has paid the National AIA dues for any faculty members so that they may remain active within the AIA. In addition, the School provides lodging for faculty to attend the Fall AIA Montana meeting and the Spring AIA Meeting in the Mountains conference. However, at the current time with the reduced budget we may not be able to continue this practice. Faculty members have held positions on the Bozeman Design Review Board, Historic Preservation Board and are officers in national organizations, providing them with extramural funding to attend conferences, meetings, and seminars. In the past the School had established a policy that it will pay membership dues for any faculty member that becomes an active national officer in organizations such as ACSA, ACADIA, ASAI, etc. We will be revisiting this policy as we adjust to the new budget conditions but will work to provide as much support to faculty as we can. The new budget structure provides the Director of the School with \$15,000 for strategic innovation proposals from the faculty. The College has also developed a \$30,000 faculty innovation fund which our faculty will be eligible to submit applications. In addition, the College has developed a fund of \$20,000 for supplemental professional development for faculty. A similar College fund is being developed for student development activities.

Faculty can also participate in our Study Abroad Program—ARCH 414 Architectural Study Abroad and ARCH 428 Foreign Study History—where salary is continued and expenses are paid. The TT and NTT faculty members selected to conduct the program are responsible for the academic content. The staff within the school make travel and lodging arrangements for this program. With the expansion of the study abroad program to two semesters and the use of multiple faculty members each semester, a greater number of faculty are now able to benefit from and contribute to this program. Beginning Summer 2007, Peter Kommers initiated the Rome Studio located in a studio space in Rome. This program has now been expanded to include other faculty participation. In addition to the Rome Studio the School has offered a study abroad semester in Asia (2009 and 2013) and South America (2008 and 2010).

The University also encourages outside consulting. Faculty members can provide consultation services provided the Board of Regents Policy for Consulting is met. This policy includes guidelines relative to conflict of interest, compensation, university indemnification and liability, use of university facilities and personnel, previous approval, assignment of university rights, circumvention of grants and contracts, prohibition against affecting the rights of other university personnel, and appeals. While the amount of consulting a faculty member can do will have limitations, architectural practice is considered research and creative activities and has no such limitation. Practice as related to research, creative activities, and service is strongly encouraged by the School and the University. Current and recent research and academic endeavors by the full-time faculty include:

Sean Anderson (2010-12)

- 2011 Invited Lecturer at University of Western Australia
- 2011 Workshop at University of Cape Verde School of Architecture

Tad Bradley (2008-13)

- Pilchuck Glass School Workshop, Seattle, Washington, 2012

Pravin Bhiwapurkar (2012-13)

- Architectural Research Centers Consortium (ARCC 2013 Conference): The Visibility of Research URBANISM: Technology, Connectedness and the Urban Environment

John Brittingham

- 2011 Livable Communities Annual Conference, Jackson, Wyoming
- "Yellowstone Charrette" article published in Fall/Winter issue of Western Arts and Architecture, 2011
- Book *Re-Choreographing Old Faithful* published for Yellowstone National Park, 2010
- "Preserving Yellowstone" article published in Arts 2009 issue of the Big Sky Journal, 2009

Michael Everts

- NCARB (National Council for Architectural Registration Boards) Honorable Mention for the integration of Practice and education in the academy – The Next Generation of Mountain Architecture, 2011.
- 2011 ACSA Regional Conference Paper Presentation, Houston, Texas
- AIA Seattle "What is Green" design award, one of three honorable mentions (with Professor Emeritus Ferdinand Johns), 2008

David Fortin (2008-13)

- 2013 Building Dynamics Symposium, Calgary, Alberta
- 2012 World Urban Forum 6, Roundtable speaker, Naples, Italy
- 2011 African Perspectives Conference, Casablanca, Morocco
- 2011 Guest Speaker at Namerind Conference on Sustainable Housing, Regina, Saskatchewan

Ralph Johnson

- 2013 Lincoln Institute for Land Policy Leaders, Atlanta
- Building from the Best of the Northern Rockies, Ralph Johnson, published by Sonoran Institute 2007 Case Studies in Sustainable Urbanism

Steven Juroszek

- Ching, Francis D.K. with Steven P. Juroszek and Michel L. Saint-Pierre. Dessin de design architectural. 2nd edition. Mont-royal, Quebec: Group Modulo, 2011. (French translation of Design Drawing).
- Winkle, Steven R, David S. Collins and Steven P. Juroszek. Residential Building Codes Illustrated: A Guide to Understanding the 2009 International Residential Code. New York: John Wiley & Sons, Inc. 2010.
- Ching, Francis D.K. with Steven P. Juroszek. Design Drawing. 2nd edition, New York: John Wiley & Sons, Inc., 2010.

Zuzanna Karczewska

- “The Pedagogy of Slow Drawing”; presented at 2012 NBDSC Penn State University, State College, Pennsylvania, published in the proceedings
- “Tangibility and Duration of Drawing and Building”; presented at 2011 European Architectural Envisioning Association International Conference, Delft, Netherlands, “Research into drawing and building”, presented at ARCC 2011 Research Conference in Detroit, Michigan, Lawrence Technological University, published in the proceedings
- “Representation of Time”; published in the “Opportunities”, Design Communication Association peer-reviewed journal

Chere LeClair

- Mandes Residence, 2009
- Harvey Residence, 2008

Chris Livingston

- MSU-Oxford Brookes University Design-Build Collaboration, Oxford, England, 2012
- Live Project Symposium, Oxford Brookes University, Oxford, England, 2012
- European Architecture Envisioning Association Conference paper presentation, Delft, Netherlands, 2012
- “Advancing the Dialogue on Collaborative Models for Green Building Design” included in *AIA Report on University Research, Volume 5*, Keith Hedges, Drury University, Christopher Livingston, Montana State University, 2011.
- ‘Construction Documents in a Digital Future’, included in *The Oxford Conference, A re-evaluation of education in architecture*, edited by S. Roaf & A. Bairstow, (Southampton and Boston, WIT Press, 2008) pp. 329-332

Tom McNab

- Nominated: President's Excellence In Teaching Award Montana 2012
- Montana State University President's Award for Excellence in Service Learning, 2011
- Tau Sigma Delta, Montana State University Beta Theta Chapter, Silver Metal for distinction in design in the field of Architecture, 2011
- Northwest Energy Efficiency Alliance Better-Bricks Advocate Award, 2011

Barry Newton

- Chapter in “Vitruvius on the Plains”, 2011
- Kansas AIA Award of Excellence, Spooner Hall Renovation [with Sabatini Architects] 2009

Máire O'Neill

- Provost's Award For Undergraduate Research & Creativity Mentoring, MSU, 2012.
- “Drawn from the Region: Transitory Constructs of Rural Building” Typological studies of agricultural building practices. School of Architecture, MSU, Bozeman. 22 Oct. – 7 Nov. 2013.
- “Transitory constructs of rural building in the Gallatin Valley, Montana” in *Architectural Research Centers Consortium (ARCC) Newsletter* (Spring 2012).

Bill Rea (1999-2013)

- President's Nomination for Excellence in Service Learning, Montana State University, 2012
- “Left Turn.” 2009. Photograph. *Architecture 2012 Calendar*. Jury, Dean Carmon Colangelo, Gyo Obata, FAIA and Erica Stoller, Esto. New York: Rizzoli, 2012. July 2012
- “360.” 2009. Photograph. *Architecture 2012 Calendar*. Jury, Dean Carmon Colangelo, Gyo Obata, FAIA and Erica Stoller, Esto. New York: Rizzoli, 2012. December 2012
- 2011 Canadian Society for the Study of Higher Education (CSSHE): Higher Education, Globalization, and Social Justice Conference, “Intersections Between Higher Education, Service Learning, and International Development: A Case Study”

Fatih Rifki

- A Critique of Futurists Predictions of Urbanism in the 21st Century and Beyond, Proceedings of the 2012 AESOP 26th Annual Congress, July 2012
- Dubai's Vision as Manifested by People, in Place, and through Urban Processes: Is It Viable?, Proceedings of the 2012 AESOP 26th Annual Congress, July 2012
- Speculations on the Future City: Four Romantic Visions of the Post-Urban Fantasy, Poster in the Proceedings of the X Forum Internazionale di Studi: Le Vie Mercanti 2012, June 2012

Jack Smith

- Featured in America's Ski Resort, Snowbird Ski Resort, 2013
- Over 30 design awards from The American Institute of Architects, The American Society of Landscape Architects and other institutions

Henry Sorenson

- "Bruised and Tattered Beauty", Award of Excellence, *AIP 27, International Competition and Exhibition of Architectural Illustration*, the American Society of Architectural Illustrators, 2012.
- "Analog Digital Imaging—Drawing and Painting in Pixels", *Representation 2011-2012, Journal of the Design Communication Association*, Chico Hot Springs, Montana.
- "CUSCO Casita", Thomas Schaller Juror's Award, 2010 DCA Juried Design Communication Exhibition.
- "Tait Hotel", Dennis Allain Juror's Award, 2010 DCA Juried Design Communication Exhibition, Chico Hot Springs, Montana.

Bradford Watson

- Article in On Site 29: architecture, urbanism and geology - Pending
 - Sketch. exhibition presented by d3 - Pending
 - Smarhome Cleveland, Furniture Installation - 2011
 - Made in the 216, Furniture Exhibition - 2009

Tom Wood

- 2013 Invited Speaker for Montana USGBC Annual Summit
- Director, Integrated Design Lab-Bozeman, Northwest Energy Efficiency Alliance, 2005-Present
- MSU Cox Award for Research and Instruction, 2010

Bruce Wrightsman (2007-13)

- Presenter - Architecture Live Projects Pedagogy International Symposium. Oxford Brookes University, Oxford, UK. May 2012.
- Presenter - National Conference on the Beginning Design Student. University of Nebraska – Lincoln. Lincoln, NE. April 2011.
- Presenter - ACSA - National Conference. Montreal, Canada. March 2010
- Presenter - NE ACSA Regional Conference, University of Massachusetts at Amherst.

Funding Provided by School for Professional Development

Following is a partial list of the organizations, memberships, conferences and workshops that faculty have attended for which the School of Architecture provided full or partial funding—alternative funding items are noted for individual activities. In the past, the School has provided funding for the Montana portion of AIA dues as well as registration fees for faculty to attend the AIA Montana State Conference and the BAA Meeting in the Mountains events. However, with the reduction in our professional budget this coming year, the School will not be able to fully cover those registration and dues as well as travel to conferences for paper presentations:

Tad Bradley (2008-13)

- Alberta College of Design Glass Workshop, Canada, 2013 (self-funded)
- Northlands Glass Workshop, Lybster Scotland, 2012-13 (funded by Northlands)
- Bullseye Glass Educators Workshop, Portland, Oregon, 2011

Pravin Bhiwapurkar (2012-13)

- Architectural Research Consortium Center Conference on The Visibility of Research, UNC-Charlotte,

John Brittingham

- Travel for meetings with Glenn Murcutt and Peter Stutchbury

Michael Everts

- 2011 Lab Material Matters Workshop, New York City
- Grasshopper Workshops

David Fortin (2008-13)

- 2011 Faculty Development Award, Straw Bale Construction as an Alternative Housing Solution, Nairobi, Kenya

Ralph Johnson

- 2013 AIA National Convention
- 2010 Professional Development research on significant architectural landmarks, New York City

Steven Juroszek

- 2013 Spring Meeting of the Mid-Continent Deans, Directors

- 2012-13 ACSA Administrators Conference, Los Angeles and Austin
- 2012 AIA Northwest & Pacific + Western Mountain Regional Leadership Institute, Tucson, Arizona.

Zuzanna Karczewska

- 2011 Scholarship and Creativity research travel to New Mexico

Chere LeClair

- 2013 AIA National Convention
- 2011 AIA Grassroots (funded by AIA Montana as part of duties as AIA Montana President)
- 2011 AIA Northwest & Pacific Regional Conference, Eugene, Oregon (funded by AIA Montana)

Chris Livingston

- Oxford Brookes University design-build collaboration development meetings
- 2013 ACSA Administrators Conference, Austin, Texas
- IDP Coordinators Conference (attendance at conference each summer, funding provided by NCARB)

Tom McNab

- 2013 Construction Specification Institute Conference, Spokane, Washington
- 2012 Construction Specification Institute Conference, Phoenix, Arizona
- 2011 Construction Specification Institute Northwest Region Conference, Eugene, Oregon

Máire O'Neill

- 2013 Society of Architectural Historians National Conference
- 2011 Scholarship & Creativity Grant research travel to University of Wyoming Archive Library

Bill Rea (1999-2013)

- 2013 AIA National Convention

Fatih Rifki

- 2010-11 ACSA Administrators Conference and ARCC National Conference
- 2010 Meetings regarding exchange opportunities between MSU and Jianzhu University
- 2010 AIA Northwest and Pacific Regional Conference, Eugene, Oregon

Lindsay Schack

- AIA Northwest & Pacific + Western Mountain Regional Leadership Institute, Tucson, Arizona
- 2011 AIA Northwest & Pacific Regional Leadership Institute, Seattle

Jack Smith

- 2012 AIA National Convention, Washington, D.C.

Henry Sorenson

- 2012 Association of Architectural Illustrators (ASAI) National Conference, Baltimore, Maryland
- 2010-11 ASAI National Conference, Madison, Wisconsin and Tokyo

Bradford Watson

- 2012 Association of Collegiate Schools of Architecture

Tom Wood

- 2013 NCARB Procedures and Documents Committee Meeting, Orlando, Florida
- 2012 AIA Montana State Conference
- 2011 NCARB Meeting, Salt Lake City, Jersey City, (NCARB provides funding for all NCARB meetings)

Bruce Wrightsman (2007-13)

- 2012 AIA Northwest & Pacific + Western Mountain Regional Leadership Institute, Tucson, Arizona
- 2011 AIA Northwest & Pacific Regional Leadership Institute, Seattle

In addition to providing professional development funding for faculty, the School has also provided funding in some years for professional development of our staff.

Bill Clinton

- 2013 Furniture Society Conference, Los Angeles
- 2012 Furniture Society Conference, Portland, Maine
- 2011 BECon Conference: Crossover: A Material Exchange Workshop, Portland

Bob Clements

- 3D Rhinoceros software training

Rachael Ortego

- 2011 NAFSA:International Education Association Conference, Vancouver, British Columbia

Faculty Credentials

A matrix showing the courses that faculty have taught over the last two years—and in the current 2013-14 academic year—can be found on the following pages. A summary of expertise for each faculty member is included in this matrix.

Faculty Credentials

Montana State University

School of Architecture

| Full-time Faculty | Rank | Summary of Expertise | FIRST YEAR COURSES | | SECOND YEAR COURSES | | THIRD YEAR COURSES | | FOURTH YEAR COURSES | | FIFTH YEAR COURSES | |
|-------------------|---|---|--------------------|--------------|---------------------|--------------|--------------------|--------------|---------------------|--------------|--------------------|--------------|
| | | | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester |
| TT | Christopher Livingston, Associate Professor | Published and funded research on building information modeling, drawing and collaboration. Numerous design-build projects in Montana and abroad, receiving AIA Montana Honor Award. Received 2011 MSU President's Award for Excellence in Service Learning. Community Design Center cited in MSU's Carnegie Foundation community engagement classification, has extensive professional. Recent research on high energy efficiency buildings for NASA. Prior experience teaching environmental/technical fundamentals and design studios. Maintains active creative activity in art. | | | | | | | | | | |
| NTT | Tom McNab | Associate Teaching Professor | | | | | | | | | | |
| NTT | Gretchen Miller | Instructor | | | | | | | | | | |
| NTT | Barry Newton | Teaching Professor | | | | | | | | | | |
| TT | Maie O'Neill | Associate Professor | | | | | | | | | | |
| NTT | Bill Rea | Teaching Professor | | | | | | | | | | |
| NTT | Elisa Renaud | Instructor | | | | | | | | | | |
| TT | Faith Rifki | Professor | | | | | | | | | | |
| NTT | Jack Smith | Teaching Professor | | | | | | | | | | |
| TT | Henry Sorensen | Professor | | | | | | | | | | |
| TT | Bradford Watson | Assistant Professor | | | | | | | | | | |
| TT | Tom Wood | Professor | | | | | | | | | | |
| TT | Bruce Wrightsman | Assistant Professor | | | | | | | | | | |

Faculty Credentials

Montana State University

School of Architecture

Summary of Experience
 Practicing architect with over 20 years experience including Director of Operations at Esbeck, Hornsby, Dodge & Davis, recent research has focused on codifying sustainable design/build.
 Professional degree in Architecture from RSDI, prior experience in sustainable architecture practice, currently practicing as developer/design/build.
 Professional, post-professional degrees in Architecture Adjunct faculty Columbia University, Research practice includes advanced digital design/build exhibitions including the Leonardo, Science, Technology.
 Professional degree in Landscape Architecture, Visiting Assistant Professor from Pennsylvania State University, Research includes relations between urban design and ecology, as well as urban.
 Professional degree in Architecture, practicing architect, union carpenter
 Practicing architect, LEED AP, Coordinator for Professional Practice in Architecture Graduate Certificate Program, prior teaching experience in design fundamentals, design studio and graphics.
 Professional degree in Architecture Adjunct faculty Columbia University, Research/practice includes advanced digital design/build exhibitions including the Leonardo, Science, Technology and Art.
 Practicing Architect, Partner at BCHO-Partners, Executive Coordinator HATCH experience
 Practicing Architect with Marmo Radzimer Prefabrication steel fabrication manager, LEED AP
 Past tenured Associate Professor at MSU, author of "Mockee Coker" and "Off the Grid". Founder of Artemis Institute and instructor of the Remote Studio
 Professional degree in Architecture, undergraduate degree in psychology, practicing Architect, LEED AP, co-developed MSU AIA Northwest Pacific Region Leadership Institute.
 Post professional degree from SCARC in emergent systems and technologies and media, Live Architecture Network lecture in CNC protocol and parametric design strategies, workshops.
 Post-professional degree in Advanced Architectural Design from Columbia, Masters Teaching Fellow at Columbia, research includes algorithmic design in social media.

First Year Courses
 ARCH 121A Introduction to Design
 ARCH 151A Design Fundamentals
 ARCH 152 Design Fundamentals II

Second Year Courses
 ARCH 241 Building Construction
 ARCH 243 Arch Structures I
 ARCH 251 Architectural Graphics I
 ARCH 322A World Architecture I
 ARCH 244 Arch Structures II
 ARCH 253 Architectural Design I
 ARCH 252 Architectural Graphics II
 ARCH 323A World Architecture II

Third Year Courses
 ARCH 331 Environmental Controls
 ARCH 354 Architectural Design II
 ARCH 353 Architectural Graphics III

Fourth Year Courses
 ARCH 332 Environmental Controls
 ARCH 430 Building Construction II
 ARCH 355 Architectural Design III
 ARCH 456 Architectural Design IV
 ARCH 313 Professional Practice
 Option Studios

Fifth Year Courses
 ARCH 551 Advanced Architectural Design
 ARCH 552 Architectural Research I
 ARCH 557 Architectural Design Studio
 ARCH 558 Advanced Building Study

| Faculty | Part-time Faculty | Rank | Summary of Experience | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | 1st Semester | 2nd Semester | |
|---------|-------------------|------------------------------|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| NTT | Robert Ayklett | Instructor | Practicing architect with over 20 years experience including Director of Operations at Esbeck, Hornsby, Dodge & Davis, recent research has focused on codifying sustainable design/build. | | | | | | | | | | | | | | | | | |
| NTT | Ethan Bardow | Instructor | Professional degree in Architecture from RSDI, prior experience in sustainable architecture practice, currently practicing as developer/design/build. | | | | | | | | | | | | | | | | | |
| NTT | Brian Brush | Instructor | Professional, post-professional degrees in Architecture Adjunct faculty Columbia University, Research practice includes advanced digital design/build exhibitions including the Leonardo, Science, Technology. | | | | | | | | | | | | | | | | | |
| NTT | Sean Burkholder | Visiting Assistant Professor | Professional degree in Landscape Architecture, Visiting Assistant Professor from Pennsylvania State University, Research includes relations between urban design and ecology, as well as urban. | | | | | | | | | | | | | | | | | |
| NTT | Nick Fulton | Instructor | Professional degree in Architecture, practicing architect, union carpenter | | | | | | | | | | | | | | | | | |
| NTT | Jessica Jellison | Instructor | Practicing architect, LEED AP, Coordinator for Professional Practice in Architecture Graduate Certificate Program, prior teaching experience in design fundamentals, design studio and graphics. | | | | | | | | | | | | | | | | | |
| NTT | Yong Ju Lee | Instructor | Professional degree in Architecture Adjunct faculty Columbia University, Research/practice includes advanced digital design/build exhibitions including the Leonardo, Science, Technology and Art. | | | | | | | | | | | | | | | | | |
| NTT | John Montoya | Instructor | Practicing Architect, Partner at BCHO-Partners, Executive Coordinator HATCH experience | | | | | | | | | | | | | | | | | |
| NTT | Michael Patterson | Instructor | Practicing Architect with Marmo Radzimer Prefabrication steel fabrication manager, LEED AP | | | | | | | | | | | | | | | | | |
| NTT | Lori Ryker | Instructor | Past tenured Associate Professor at MSU, author of "Mockee Coker" and "Off the Grid". Founder of Artemis Institute and instructor of the Remote Studio | | | | | | | | | | | | | | | | | |
| NTT | Lindsay Schack | Instructor | Professional degree in Architecture, undergraduate degree in psychology, practicing Architect, LEED AP, co-developed MSU AIA Northwest Pacific Region Leadership Institute. | | | | | | | | | | | | | | | | | |
| NTT | Ron Shvartsman | Instructor | Post professional degree from SCARC in emergent systems and technologies and media, Live Architecture Network lecture in CNC protocol and parametric design strategies, workshops. | | | | | | | | | | | | | | | | | |
| NTT | Carson Smith | Instructor | Post-professional degree in Advanced Architectural Design from Columbia, Masters Teaching Fellow at Columbia, research includes algorithmic design in social media. | | | | | | | | | | | | | | | | | |

Student Support Services

Evaluation of Student Progress—Admissions into Undergraduate and Graduate Degree Programs

Evaluation of student progress occurs in a variety of measures throughout the architecture program. Prospective students must send an application to the University Admissions Office which is reviewed for admission to the University. <http://www.montana.edu/admissions/apply.shtml> Once students are accepted into the University they must declare Environmental Design as their major at which time they can enroll in the first year design sequence. As mentioned elsewhere in this document, admission to the Environmental Design Program (second, third and fourth year) is limited and requires that all first year students submit a portfolio for review by the Second Year Admissions Committee. Total enrollment is limited by the teaching and funding capacities of the school. Applicants to the second year of the program must be in good scholastic standing, have satisfactorily completed the Pre-Environmental Design program and have a design portfolio that indicates creative potential. Second Year admission requirements and process for Environmental design can be found at http://www.arch.montana.edu/pages/programs/programs_undergraduate_applicationprocess.php

Besides the daily review of student work within each design studio, the School also conducts a Review Week during the last three weeks of classes each semester. During these weeks each design studio presents their work to both their studio instructor and to at least two other faculty members from the School. Outsider reviewers are invited to these presentations. Review Week allows students the opportunity to receive feedback from a broader range of faculty members and practitioners. Review times are scheduled to allow students to visit reviews of all years in the program—including other design sections in their own year. First year students are required to attend other reviews to gain a better understanding of the work that occurs in the upper years of the design sequence.

Students must have an average undergraduate Design Studio GPA of 3.0 or better in order to be considered for acceptance into the graduate program. If a student receives two consecutive grades of “C-“ or lower in any undergraduate design sequence of courses, the student will be required to repeat the last course in which a “C-“ or lower was received

Once accepted into the graduate program, students must maintain a cumulative GPA of 3.0 and must receive a grade of B or better in order to proceed to the next studio in the sequence.

Graduate Admission Process

Students can apply for admission into the Master of Architecture program after they have completed their senior capstone studio, ARCH 456 in our current curriculum— ARCH 457 in the new 168 credit curriculum. Students applying for the Master of Architecture degree must submit an application to the Graduate School and a portfolio to the School of Architecture Graduate Admissions Committee. The Graduate School Application must include three letters of recommendation. Both the letters and the portfolio submission are reviewed by the School of Architecture Graduate Admissions Committee. Five faculty review the portfolio and assign a portfolio score which is averaged to determine a portfolio scores. The writing score from the GRE is factored into the students graduate admission score as is their cumulative GPA and letters of recommendation. This provides a graduate admissions score that is used to determine which students will be accepted into the graduate program. This process occurs for both applicants from our own pre-professional program and for applicants from other pre-professional programs.

- University graduate application information can be found at http://www.montana.edu/gradschool/cat_admin_pol.html
- School of Architecture graduate application information can be found on our website at http://www.arch.montana.edu/pages/students/students_graduate_applicationprocess.php
- School of Architecture graduate application requirements can be found on our website at http://www.arch.montana.edu/pages/students/students_graduate_admissionrequirements.php

With applicants from other non-professional programs, students are required to submit a transcript from their undergraduate program. The Graduate Program Coordinator, Director of Student Services, or the Director of the School will review the transcript and identify courses that may be considered for equivalency to our undergraduate programs. Students are then asked to submit course syllabi or information from the appropriate courses to determine if equivalency exists. In addition, faculty on the Graduate Admissions Committee are asked to assess the work in the portfolio in order to recommend design studio placement as well as other non-studio course work that must be taken

to make up for deficiencies that are identified in the applicant's portfolio. A unique program of study is developed for these applicants and typically requires that students take from 1-3 undergraduate design studio courses as well as some other required non-studio courses such as professional practice, architectural graphics or environmental controls systems. For applicants from other programs this review process is done on a case by case basis.

University Evaluation of Progress

University grading standards follow a 4.0 (A) point grading system. In the undergraduate program, the minimum passing grade is C- for University core courses and degree program required courses. The minimum passing grade for elective courses is a grade of D+, D or D- for some courses. A student must have a minimum cumulative GPA of 2.0 to receive an undergraduate degree. Additional information the university standards can be found at <http://www.montana.edu/wwwcat/academic/acad6.html>

Graduate Program Evaluation Progress

At the graduate level a student will be placed on College Probation if the semester GPA falls below a 3.0, even though the cumulative GPA is above a 3.0, unless the student fails to satisfactorily complete ("B" or better) a majority of the semester's coursework. Students are placed on College Probation as a warning and as encouragement to maintain a semester's GPA that will keep the cumulative GPA above the required 3.0. Students are also placed on college probation when a program of study has not been submitted nor approved by the deadline or when the faculty have assessed that the student is not making satisfactory progress toward the degree. A student will be placed on University Probation if her/his semester GPA and cumulative GPA or graduate program GPA (or any combination of the above) has fallen below a 3.0; if the student fails to successfully complete ("B" or better) a majority of the courses each semester; or if the student did not meet the Division of Graduate Education or academic department provisions of admission.

A student whose semester cumulative or program GPA falls below a 3.0 after University Probation status, who did not meet the provisions of admission, or who has failed to progress satisfactorily through the program, may be suspended from the degree program and the Graduate School. Students admitted on a provisional basis may be dismissed from the program without a probationary period if the provision of admission has not been met. Students may also be suspended for failing to maintain a cumulative or program GPA for two (not necessarily consecutive) semesters without a previous probationary status. Following suspension, consideration for readmission to degree seeking status within the Graduate School, may be requested after the student has completed a minimum of nine (9) semester credits in non-degree status. The student must also achieve at least a 3.0 GPA in 4XX-level and higher courses taken during non-degree status.

Additional information on university standards and definitions for grading in the Graduate School can be found at http://www.montana.edu/gradschool/cat_grades_courses.html

Academic Advising

While every student in the School of Architecture is expected to take responsibility for their progress throughout the Environmental Design and Architecture programs, every student is given equal advising time through the combination of meetings with the Director of Student Services, the Graduate Coordinator and the Undergraduate Coordinator. Two weeks prior to the registration period for each semester advising sessions will be held during a portion of the studio class time for each year. These advising sessions will be facilitated by the Director of Student Services and will include the Undergraduate or Graduate Coordinators where appropriate. Students will review and update their academic program plans and will be given a list of courses they should enroll in the next semester to keep them on track with their degree plans. Students now have access to DegreeWorks which allows them to quickly see what courses they still need to take. DegreeWorks also allows students to quickly explore different majors, minor and certificate programs to see what courses they would need to take to explore these options. Between 25-30% of our students in any given year pursue a minor, with the most common minors being Business Administration, Business Entrepreneurship, Photography and Spanish.

To best serve the specific advising needs of our Graduate Program, students in the fourth year and the graduate year of the program are advised by the Graduate Program Coordinator, Chris Livingston or the Director of Student Service, Rachael Ortego on an individual basis. This provides students with the necessary information concerning graduate admission procedures, deadlines, course requirements, etc. The Director of Student Services provides an invaluable advising service to all the students in the Architecture program particularly those in the fourth and fifth

year. The Director of Student Services keeps track of all student core requirements and verifies that they have met all of the university and school requirements during the course of the advising sessions. The Director of Student Services is responsible for data management and advising for all students in the School of Architecture. In addition, the Director, the Graduate Program Coordinator and the Undergraduate Program Coordinator individually advise all students with special circumstances such as transfer students, second-degree students, reapplications, and students with extraordinary drop-add conditions. Each of these students is advised on a case-by-case basis.

First Year-Graduate Year Mentoring and Assistance

First Year students are also required to spend a prescribed number of hours, typically 8-16 hours in Spring Semester assisting Graduate students with their Master's studio project. This requirement lapsed for a number of years but we have reinstated this policy as it is an excellent mentoring process between the graduate and first year students and exposes first year students to the synthesis of architectural coursework that is obtained at the graduate level. We feel that this is a valuable and very successful component of our program.

Career Guidance

The faculty is readily accessible for career guidance. Career opportunities are formally addressed in the professional practice course, ARCH 313, through the discussion of internship, office structures, and alternate careers. The School has a dedicated Internship Program Coordinator, Lindsay Schack and an IDP Coordinator, Chris Livingston. Lindsay Schack provides a number of workshops each year for students who are interested in internships. Chris Livingston speaks to students in first year, and the third and fourth year of the program about the Internship Development Program. As IDP coordinator for MSU, Chris Livingston has attended the National IDP Conference every summer since the last accreditation visit. Twice a year, the Advisory Council conducts a workshop titled "So You Want to be an Architect?" in which practicing architects talk to students about the profession and careers associated with architecture. The School also has an annual Celebration of Architecture event in the spring in which firms from around the country travel to Bozeman. A dinner is held at which third year, fourth year and graduate students are invited to attend—at no cost. Students are seated at the firm's dinner tables allowing for an informal discussion about the firm, its practice and trends in the profession. The dinner is followed by one or two days of interviews with the firms in which students can sign-up for formal interviews with each of the firms.

Additionally the office of Career, Internship & Student Employment Services on the MSU campus is available to all of our students and provides opportunities and assistance for each Montana State University student and graduate to develop clear career direction, obtain relevant experience, and learn the skills and requirements necessary to conduct successful professional job searches. More information can be found at <http://www.montana.edu/wwwcp/>

AIA Montana holds its annual state conference at Montana State University every two years which allows our students to attend lectures and workshops at the conference and provides students with the opportunity to visit with firms from around the state.

Internship Placement

The School of Architecture offers an internship program, which permits qualified fourth year students to gain 12-16 weeks of practical experience in a firm with a registered architect(s). This semester-long internship program can be taken as one of their fourth year studio options for which they receive academic credit through the course ARCH 498 Internship. Students may begin the internship any semester although the majority of internships take place in Spring or Summer semester. Lindsay Schack, who is an Instructor in our program, is the Internship Coordinator for ARCH 498 and provides coordination and contact information for all of the students interested in this program. Lindsay provides a series of informational sessions and workshops on applying for jobs, writing cover letters/resumes and preparing portfolios. Students are required to apply for their internships and to undergo an interview process. We believe it is important for students to undertake the entire job-seeking experience, but we provide them with contact information and support in this area. The School has initiated contact with a number of firms to establish a network of firms for future internship opportunities. The School also actively works with our Advisory Council members to provide a strong network of internship possibilities for our students. Students are required to submit monthly reports during their internship and a final summary report at its conclusion. A formal exhibit of student work is presented upon their return to MSU. Each architectural firm must also provide periodic reports to the school on the progress and activity of each intern. These internships are paid intern positions. The school strongly supports the AIA and AIAS position that academic internships should be paid positions. The recession in 2008-2009 led to a significant drop in the number of students who were able to participate in ARCH

498 Internship. But we have seen a steady increase in internship placements since 2010. In 2010, we had 5 students enroll in the internship course with two students completing internships in London. The number increased to 7 in 2011, 12 in 2012, and 9 thus far in 2013. Besides London, we have had students take part in internships in China, Germany, Peru, Italy, Brazil and throughout the United States. Although all of the above is focused upon our ARCH 498 Internship course, these same resources are also available for our graduate students as they prepare for long-term internships after graduation. More information on the School's Internship Program can be found at: http://www.arch.montana.edu/pages/students/students_internship.php

Student Opportunities

Travel

Field Trips

Students in the Environmental Design and Architecture degree programs participate in a number of required field trips each year that expose them to a diverse range of social, political, geographic and architectural environments. The cost of the field trips is paid for by the Architecture Program Fee which is assessed on each design studio. The Architecture Program Fee is lower for first year students--\$65.40 per semester—as they do not have a field trip or utilize some of the more advanced resources available to students in subsequent years. For all second, third and fourth year Environmental Design students the Architecture Program Fee is \$392.70 per semester. For graduate students, the Architecture Program Fee is \$523.55. The Architecture Program Fee covers field trip costs, lecture series; craft shop support, printing and digital fabrication equipment and support among other items. Architecture Program Fees must be spent on supporting teaching and student activities. Funding for the Foreign Study Program is obtained through students registering for this course and the tuition for those courses being returned to the School for use on the study abroad course. In addition, the School charges a variable course fee for the foreign study trip that is used to cover lodging and transportation costs for the students. Other option fourth year studios such as the Remote Studio or Internship are operated through Extended University. The School has an agreement with the University that a portion of tuition and fees from any course offered through Extended University will be allocated directly to the School for use in support of that course. Following is a list of these required field trips.

Second Year Required Field Trip

In ARCH 253 Architectural Design I, Spring Semester of second year, students take a one-day field trip to one of the medium sized towns in the region—most often Butte, Montana. The trip to Butte is used to visit with members of the Butte-Silverbow Historic Preservation and Planning Offices concerning the history and development of Butte. Butte played a significant role in the history of Montana as the site of a rich and culturally diverse mining community in the early half of the 20th century. It was one of the first electrified cities in the United States because of the wealth generated from the mining operation. The commercial and residential architecture provides the students with an excellent resource to utilize. As the mining operations shifted from underground mining to one of the largest open-pit copper mines in the world, Butte soon became identified as one of the largest Superfund sites in the U.S. This dubious distinction provides the students with an additionally rich source of information to discuss the social and environmental issues associated with this community. After touring Butte and meeting with city officials, students document a site in Butte that they will utilize for a design project during the remainder of the semester.

Third Year Required Field Trip

In ARCH 354 Architectural Design II, students take a five to eight day field trip to Portland, Oregon and/or Seattle, Washington. Students travel to these cities in charter buses across Montana, Idaho, Washington and Oregon and when visiting both cities stay in downtown Portland for two and one-half days. During this time students explore and analyze the unique districts of Portland such as the Pearl District, the University District and the Theater District. In addition students visit public spaces such as Pioneer Square and Riverfront Park to understand the importance and design of public spaces in an urban environment. Tours of significant buildings and spaces such as the Portland Building, the Portland Public Library, Pioneer Square, the Classical Chinese Garden and the Japanese Gardens are arranged and led by faculty members. During recent trips, students visited local architectural firms and project sites.

Students often leave Portland and travel south to visit Alvar Aalto's Mt. Angel Library. After spending a portion of the day at the library, the students travel to Seattle, Washington for a three-day visit. Students again stay in downtown Seattle so they can best access and analyze the city. Over the course of the three day period, students

visit local architectural firms, document a site that will be used for their design studio project and visit significant architectural projects such as the Olympic Park, Seattle City Hall and Justice Center,, the Chapel at St. Ignatius, the Benaroya Concert Hall, the Seattle Art Museum, and the Henry Art Gallery. Typically students take advantage of discount tickets to visit the many museums, symphony performances and sporting events during the evenings of the field trip experience. During the current academic year, the faculty decided to focus the entire trip on Seattle and will spend six days in Seattle. .

Fourth Year Field Trip Options

In the fourth year design sequence, students have a range of options for their field trip experiences as listed below.

Foreign Study

ARCH 414 Architectural Study Abroad, has been offered annually for 24 years. Initially the program focused upon travel and study in Europe but in the past dozen years an additional semester of travel and study has been added to include a foreign study experience in Latin/South America and/or the Pacific Rim. Based upon changes to our curriculum, the Europe component of this course—which had occurred in Fall Semester and Summer Semester now takes place only in Summer semesters—focuses on our Rome Studio which has a studio space that the School sub-leases from the University of Washington in Rome. The Latin/South America and Pacific Rim study abroad components have historically taken place in Spring Semester, but the School is investigating the possibility of shifting this study abroad option to the Summer Semester as well. Following is a list of the study abroad course and locations we have offered since the last accreditation visit:

| <u>Europe</u> | <u>Latin/South America</u> | <u>Pacific Rim</u> |
|--|----------------------------|---|
| Fall 2008 | Spring 2009 | Spring 2010 (Japan, Australia) |
| Summer 2009 (Rome Studio) | Spring 2011 | Spring 2012 (India, SE Asia, Australia) |
| Fall 2009 (France, Greece) | Summer 2014 | |
| Summer 2010 (Rome Studio) | | |
| Fall 2010 (France, Netherlands, Italy, Greece) | | |
| Summer 2011 (Rome Studio) | | |
| Summer 2012 (Rome Studio) | | |
| Summer 2013 (Rome Studio) | | |
| Summer 2014 (Rome Studio) | | |

The Foreign Study Program continues to use multiple instructors for this program. For example, in 2012, Emeritus Professor Peter Kommers, Associate Professor Maire O’Neill and Professor Steve Juroszek co-taught different components of the Rome Studio. In Spring 2011, Associate Professor Mike Everts and Assistant Professor David Fortin taught different components of the South America study abroad course. This provides many opportunities for faculty to take part in this teaching opportunity.

There have been 178 students participate in the above study abroad courses since the last accreditation visit. Studio sizes will vary depending upon student interest but studio sizes have averaged 13 students for each trip—although one semester had 29 students enrolled and the school sent two instructors to lead the students during each component of the trip to assist with the larger enrollment numbers.

Internship

As previously mentioned, the School of Architecture offers an internship program, which permits qualified fourth year students to gain twelve to sixteen weeks of practical experience in a firm with a registered architect(s). When students arrange internships, they are encouraged to look beyond Montana to large city centers and or diverse cultural environments to help them experience a broad array of architectural environments. They are also encouraged to select geographic areas of the country that contrast with the Northern Rockies. Since the last accreditation visit, students have participated in internships with firms located in China, Brazil, England and Germany. Within the United States students have interned with firms in New York City; San Francisco, Denver, Seattle, Portland, and Washington, D.C. Students are required to prepare an exhibit of their intern work and experiences upon their return to Montana State University.

Community Design Center

As part of the Community Design Center (CDC) design studio, students work on a wide range of projects for communities around Montana and Wyoming. Students travel to the various communities and meet with the 'clients' within each community as well as with city officials. Students return to the communities to present intermediate and final solutions to the design project. While these field trips may not take students to different parts of the country, they do involve students with communities, such as the Native American communities in Montana that might not normally be visited by the students. This studio provides students with the opportunity to engage with real projects and clients. Many students have commented on the value of participating in the Community Design Center and one student hired after graduation by Foster and Partners commented that participating in the CDC was seen as a positive part of his resume. Another student reported that in his first job after graduation, it was his work in CDC that allowed him to excel at his new job within the first week.

Graduate Year Required Field Trip

In ARCH 557 Advanced Building Studio, students undertake a five to eight day field trip to a variety of locations. The graduate year field trip has included trips to urban centers on both the East and West coasts including Phoenix, San Diego, Sea Ranch, Salt Lake City, San Francisco, New York, Denver, Philadelphia, and Dallas. In addition to visiting these urban centers, students travel to a number of other sites while on this trip such as the Grand Canyon and Death Valley. During these field trips students select a district within the city and analyze and document that area for use in their design studio project. Students also visit local architectural firms and many of the cultural amenities within each city. Because each design studio section is traveling to a different location, it allows these smaller groups to travel and have a more intimate experience with each location.

Exchange Programs

Discussions for establishing exchange programs have been held with universities in both China and Prague. An initial agreement of cooperation was signed with a university in China by Director Clark Llewellyn in 2007. In 2009, Fatih Rifki, the Director of the School at that time, along with faculty member Jack Smith traveled to visit with officials at this university but thus far no official exchange process has been undertaken. The School met with the Director of North Carolina State University's Prague Institute and as a result two MSU students participated in the Prague Institute program in Fall 2011. Due to a change in our curriculum, students take a required fourth year studio in the fall semester which has prevented other students from participating in the Prague Institute. However, with our new curriculum, in 2015 this scheduling conflict will no longer exist and student can again participate.

In addition to the above items, the University participates in the National Student Exchange, a consortium of over 100 state-supported colleges and Universities. The program offers students the opportunity to attend, for up to one academic year, another participating institution. By bringing together students from different parts of the country, the exchange encourages participants to broaden themselves academically, socially and culturally. Through a simplified admissions process, students are able to enroll at their host institutions with the same financial benefits enjoyed by in-state residents. Credits and grades earned on exchange are recorded by part of Montana State University as part of the students' regular transcript. Since the last accreditation visit we have not had any students participate in the NSE program but the School still supports and would provide the opportunity for students to study at another institution in the U.S.

Study abroad possibilities at over 100 sites around the world are available to Montana State University students for approximately the same cost as studying on campus. Many students are placed through ISEP, the International Student Exchange Program. Since the last accreditation visit, we have had one student from Russia, three from the University of Western Australia, two students from South Korea and two students from Valencia, Spain. At the same time, one of our students studied for a semester in Valencia, Spain and another student studied for a year in Costa Rica. In addition, we have had four students study at the Danish International Studies program in Copenhagen as well as the two previously mentioned students study in Prague. The School actively works with the Office of International Programs to accommodate these exchange students as we believe it benefits our students and our program.

Student Research Opportunities

Students have the opportunity to undertake research and creative activities on independent topics of their choosing or they can work with faculty on faculty-led research topics. For undergraduate students, MSU developed the Undergraduate Scholars Program, <http://www.montana.edu/usp/>. The Undergraduate Scholars Program (USP) is

designed to encourage, facilitate and support undergraduate research in collaboration with faculty. "Research" in the USP context is interpreted as any scholarly or creative activity ranging from traditional scientific experimentation to the creation of new artistic works. Students can receive funding to undertake their research projects. Over the last few years, Professor Ralph Johnson has been quite active in sponsoring students to participate in the USP with multiple students undertaking research with him on smart growth planning in each of the last few years. Prior to his departure, Pravin Bhiwapurkar had also begun to involve students in his research on heat island effect.

Students have also undertaken research at an international level. Kali Jirasko was selected as one of three recipients of the Berkeley Traveling Fellowship and undertook a research project, under the supervision of Associate Professor Maire O'Neill, to explore sacred space through an onsite analysis of the Auschwitz concentration camp. <http://www.montana.edu/news/9921/msu-architecture-student-from-paradise-wins-international-competition-with-butte-essay>. Four other students were semi-finalists in the Berkeley Prize Competition that same year. Similarly, Ben Larson received the School's Woods Prize which provided him with a traveling scholarship which he utilized to study Norwegian Stave Churches. <http://www.montana.edu/news/11124/architecture-research-projects-on-norwegian-churches-and-auschwitz-on-exhibit>

Student Leadership

The School of Architecture was one of five schools in the AIA Northwest and Pacific Region (NWPR) that started the AIA NWPR Student Leadership Institute. The leadership institute was formed to provide a collaborative environment in which students from different schools could attend the AIA regional conference, meet and network with professionals from around our region, develop projects to promote leadership in the profession and their community. Outcomes of the leadership institute have included a publication on leaders and their mentors, creation of social/public spaces within the college, a boardgame on IDP to promote licensure, and a conference paper on the barriers to design-build education at MSU. The following students from MSU have attended the AIA NWPR Student Leadership Institute. Leadership classes have been made available to students in 2010 and 2011.

- 2012 Evan Burnett, Beth Schmiesing, Lan An, Josh Mollenkamp
- 2011` Shauntel Nelson, Morgan Andenas, Cydney Means
- 2010 Kara Miller, Kristin Vanderland
- 2009 Hebert Slabber, Shelby Hinchliff, Erin Chamberlain

International Research/Creative Activity Support

The School has adopted a program with the School's Advisory Council (AC) to provide AC sponsored support for selected programs that would enhance student research or creative activities. Over the past two years the Advisory Council has supported the following student research/creative activities:

- 2013 AC sponsored support of \$4000 for students Sam Irons, Jamie Smith, Daniel Torres and Kluane Weibel to travel to Morocco and take part in the Morocco: Developing Sustainable Communities course. This course resulted in the design and construction of a waste incinerator to assist the local community with addressing waste management as a result of increased transportation access.
- 2012 AC sponsored support of \$3500 for graduate students Shauntel Nelson and Morgan Andenas to present a paper with Associate Professor Chris Livingston at the 2012 Live Project Symposium in Oxford, England. These students also participated in the MSU-Oxford Brookes University design-build collaboration leading to the construction of the Playful Ping Pong Pavilion. <http://www.montana.edu/news/11338/msu-students-collaborate-in-pingpong-pavilion-featured-in-london-pre-olympic-festivities>
- 2011 AC sponsored support of \$3500 for Teaching Professor Bill Rea and student Heidi Rogers to present their paper "Intersections Between Higher Education, Service Learning, and International Development: A Case Study" at the Canadian Society for the Study of Higher Education (CSSHE): Higher Education, Globalization, and Social Justice Conference

Independent Research/Study Proposals

Study Abroad

Students who have demonstrated an excellence in our program can also propose an independent foreign study program that responds to their individual interests. Students must develop a specific set of goals and criteria for their independent proposal. Students must also prepare an itinerary in advance of their departure and submit it to the school. These proposals are then reviewed by the faculty. Typically, only the very best student's proposals are

approved. This has only occurred once since the last accreditation visit and was undertaken by one of our graduate students. Their independent travel took place over Southern Europe and Turkey and was done as part of their graduate electives.

Independent Graduate Studios

The School has developed a process by which graduate students can develop an independent graduate design studio project, student-directed, in place of enrolling in an ARCH 551 faculty-directed studio. To undertake this independent design studio project, students must find two full-time faculty members who are willing to serve as their advisors. Students spend one semester developing the research, site analysis/selection, program and scope of work for their proposed project. The subsequent semester is used for the design of this project/proposal. While this is currently an option for students, in our new 168-credit curriculum, all students will be required to undertake an independent studio project in their final semester of the graduate program. The School believes that the switch away from a required thesis project five years ago did not yield an independent approach to design thinking and research. As such, beginning Fall 2014, the School will shift ARCH 558 Comprehensive Design Studio to the first semester of the graduate program and ARCH 560 Masters Studio Project will become the final graduate design studio. In essence, ARCH 560 Masters Studio Project is the same as our current ARCH 551 independent student-directed design studio—but it will be required of all of our students.

Student Workshops

To supplement our course offerings, the School has provided a number of workshops that are available to our students. At the start of each fall semester, a nationally known architectural illustrator is invited to lecture at the School after which a graphics workshop is held on a Saturday. Students are invited to attend graphics workshops when the School hosts the Design Communication Association (DCA) conference in 2010—the next DCA conference is scheduled to be held in 2015 and workshops will again be open to students. In addition, the School has held numerous workshops on parametric design. These workshops have been led at different times throughout the last five years by Mariano Arias-Diex, Shane Salisbury, Monika Wittig, Carson Smuts, Brian Brush, Yong Ju Lee and Ron Shvartsman

Seminars and Conferences

Student AIAS officers and members attend the AIAS Grass Roots Conference and AIAS Forum each year and many of the AIAS students also attend the Western Quad conference. MSU had the second largest chapter attendance at the 2013 West Quad conference. AIAS set a goal of doubling their attendance numbers at Grassroots and Forum this coming year and made a formal request to our Advisory Council members for donated frequent flier miles to support this travel. The School provides transportation for students to attend the AIA Montana State Conference. We typically have a dozen students attend this event. This year the AIA Montana State Conference is being held in Bozeman so we hope to have a large student attendance this year. In addition, the School has provided support for students to attend the Billings Architectural Association's (BAA) signature event, Meeting in the Mountains—which brings speakers and panelists from throughout the United States to Montana. This event had always occurred in late March but the last two years, the BAA changed the meeting date to late April which has conflicted with our final review schedule and has prevented most students and faculty from attending this event. The School has been working with the BAA to change the Meeting in the Mountain conference dates to once again allow for greater student and faculty participation.

Off-campus activities

The School hosted the 2010 Design Communication Association Conference, held at Chico Hot Springs. Students were invited to attend all of the paper sessions and workshops which featured world renowned architectural educators and illustrators such as Francis D.K. Ching, Steve Oles, and Paul Lauseau. In addition, the School hosted the 2009 American Society of Architectural Illustrators (ASAI) and Associate Professor Maire O'Neill co-chaired the 2009 Vernacular Architecture Forum. HATCHfest is an annual event that brings together filmmakers, photographers, artists, musicians and architects. HATCH is a community, movement and a series of experiences designed to activate creativity to 'hatch' a better world. Activities are open to all of our students and faculty. Bozeman has become a regional community of artists, and consequently there are an increasing number of local art festivals, music festivals, and gallery openings. Bozeman Historic Preservation Days has become a popular weeklong event each summer, which adds to the cultural activities of the community. Participation in both cultural and recreational activities is encouraged.

Student Participation

AIAS

Since the last accreditation visit, students have continued to participate in AIAS, which is the yearly “Freaker’s Ball”, a Halloween costume party, and the Celebration of Architecture, which is their major fund-raising event. Proceeds from the Celebration of Architecture provide student scholarships for undergraduate students. AIAS organizes the annual Spring Banquet in which students “roast” faculty at the end of the school year. AIAS participated in the Museum of the Rockies ‘Raise the Roof’ exhibit by conducting Saturday workshops for elementary school children. AIAS worked with the campus sustainability organization. A Freedom by Design chapter has also been established in the MSU School of Architecture. Katie Cheetham, AIAS President for the MSU Chapter was involved with AIAS at a national level running for National AIAS Vice President in 2011. However, she was not elected. In 2013, the MSU AIAS Chapter was nominated for a Merit Award as was the current AIAS President, Beth Schmeising. Although not selected for these awards, the nomination of the organization and the past president were encouraging signs of the activity of AIAS over the last few years. We are excited about the new slate of officers and members that has been developing over the summer.

Tau Sigma Delta

Each year a number of third year students are inducted into the Tau Sigma Delta Honor Society in Architecture and Allied Arts. Henry Sorenson has been the faculty advisor for this organization since 1998. Each year this group of students selects an outstanding graduate year student and an outstanding professional architect to receive the Tau Sigma Delta Gold and Silver Medals. In addition, the Tau Sigma Delta students undertake a service project each year. This service project has ranged from developing the initial draft of our studio culture policy to making presentations to high school students on architecture to developing a competition to promote the value of architecture.

Other Activities

In addition, other students participate in a broad range of campus-wide student activities. Architecture students are involved in groups such as the orientation leaders, choral groups, dance clubs, and Habitat for Humanity. As part of the studio culture survey, students were asked about their participation in University sponsored athletics, organizations and non-university activities. Eight percent of the architecture students participate in University sponsored athletics—football, track, etc. Similar to our last accreditation visit, twenty-five percent of our students participate in University sponsored organizations. Twenty-four percent of our students participate in non-University activities (defined as non-profit organizations, church groups, etc.)—which is slightly less than at our last accreditation visit. In all, 39% of our students participate in *either* non-University or University activities with 9% of our students participating in both kinds of activities.

Forty-six percent of our students hold a job during the school year (36% work 10 to 20 hours per week and 10% work 20 to 40 hours per week). This compares to our previous accreditation visit when 55% of our students held a job while going to school. These statistics will be included in the Studio Culture Survey data contained in the Team Room.