

## **I.2.2 Administrative Structure & Governance**

### **Administrative Structure**

#### **College**

The College of Arts and Architecture is one of nine colleges that comprise Montana State University. The College of Arts and Architecture is comprised of five distinct units: School of Architecture, School of Art, School of Film and Photography, School of Music, and Shakespeare in the Parks. The College administrative structure consists of a Dean who oversees all of the units in the College. The Dean reports directly to Provost. An Assistant Dean in the College reports to the Dean and is the individual in the College overseeing a variety of student issues and services.

#### **School of Architecture**

The School of Architecture is headed by a Director who oversees all aspects of the Architecture program and reports directly to the Dean. In 2000, the School created two new administrative positions filled by faculty—the Graduate Program Coordinator and the Undergraduate Program Coordinator. The Graduate Program Coordinator oversees all aspects of the Master of Architecture graduate program and reports directly to the Director. The Undergraduate Program Coordinator is responsible for coordination between the various undergraduate courses and reports directly to the Director. The Director's position has been filled on an interim basis since January 2011 but a search for a permanent Director is being planned for AY 2014-15. This search was originally scheduled for AY2013-14 but since 3 tenure-track faculty accepted positions at other institutions it was decided by the School's faculty, in consultation with the Dean of the College, to conduct these faculty searches in 2013-14.

#### **Design Year Coordinators**

A faculty coordinator is appointed for each year of design—i.e. First Year Coordinator, Second Year Coordinator, etc. Each faculty coordinator works with the Undergraduate Program Coordinator and Graduate Program Coordinator and the Director. The coordinators are responsible for coordinating the various sections of design studio courses and are also tasked with coordinating studio deadlines to avoid conflicts with major deadlines/assignments in non-studio courses taken by their students.

#### **School of Architecture Committees**

Committees are comprised of faculty, staff and students. The following standing committees were in effect during AY 2013-14. Each of these committees are charged with reviewing, overseeing and implementing a wide range of activities and initiatives to move our School forward. These committees provide faculty, staff and students to provide meaningful input into the direction of the School.

##### *Assessment Committee*

This committee is responsible for overseeing the School's Assessment Plan, developing rubrics, gathering data, and presenting the analysis of that data to the faculty for review. This committee is being created for the first time in AY 2013-14.

##### *Celebration of Architecture*

This committee oversees the planning of the Celebration of Architecture event each year. Student representation occurs on this committee

##### *Computer and Equipment Committee*

This committee oversees and implements the long-range plan for integrating computer technology into the architecture curriculum. The committee also prepares the annual Computer Fee Allocation Committee and Equipment Fee Allocation Committee grant proposals, which is submitted to the college and university each academic year. Student representation occurs on this committee

##### *Curriculum Committee*

This committee oversees items related to the architecture curriculum. Proposed changes to the curriculum are developed within this committee and forwarded to the faculty and Director for consideration. Student representation occurs on this committee

#### *Exhibits Committee*

This committee solicits and coordinates all exhibits that take place in Cheever Gallery. Student representation occurs on this committee.

#### *Facilities Committee*

This committee oversees the Cheever Craft Lab and issues related to its operation, access, and planning when used by School of Architecture faculty, staff and students. This committee also oversees and recommends changes to studio locations, infrastructure and expansion. This committee also oversees issues related to the Cheever Wood Lab, Print Room, and Laser Cut/Rapid Prototyping lab. Student representation occurs on this committee

#### *Faculty Appointment Advisory Committee*

This committee reviews non-tenure track (NTT) applications for NTT faculty positions and prepares a recommendation which is forwarded to the Director.

#### *Faculty Search Committee (when needed)*

This committee solicits and reviews applicants for new tenure-track faculty positions in the School of Architecture. The committee prepares a recommended list of applicants who are brought to the school for an interview process. The committee provides a recommendation for each candidate that is forwarded to the Director. Student representation occurs on this committee

#### *Graduate Admissions Committee*

This committee reviews the applications of students applying to the Master of Architecture program at MSU.

#### *Learning Culture Committee*

This committee is charged with overseeing the learning culture in the school and the studio culture policy implementation and adherence to the policy of the School of Architecture. This committee will oversee the annual studio culture survey and oversee any changes to the studio culture policy. Student representation occurs on this committee

#### *Lecture Committee*

This committee solicits and coordinates all lectures sponsored by the School of Architecture. Student representation occurs on this committee.

#### *Promotion & Tenure Committee*

This committee reviews the Promotion and Tenure materials of tenure-track and tenured faculty in the School of Architecture. This committee will prepare a recommendation on retention, tenure and promotion applications which is then forwarded to the Director.

#### *Scholarship Committee*

This committee solicits student applications for scholarships, coordinates outside scholarship submissions/interviews and reviews scholarship selection.

#### *Second Year Admissions Committee*

This committee reviews the applications and portfolio submissions of first year students applying for admission into Second Year of the Architecture Curriculum. The committee submits a recommended list of applicants that is reviewed by the Director and the Undergraduate Program Coordinator.

#### *Strategic Planning Committee*

This committee is charged with overseeing the long-range planning for the School of Architecture. It will provide guidance to the Director on issues related to the School's strategic plan and long-range planning. Student representation occurs on this committee

#### **Faculty Representatives**

In addition to the above committees a number of activities are assigned to individual faculty and staff. During the past academic year the following positions were undertaken by faculty.

*ACSA Councilor* This individual is responsible for sending updated reports and information to ACSA for publication. This person is responsible for disseminating ACSA information to the School of Architecture faculty, staff and students. The ACSA Councilor will represent the program at the ACSA National Convention when funding permits.

*AIAS Advisor*

This faculty member is responsible for overseeing the student organization. Two faculty co-advisors have been assigned to this responsibility for the last two years.

*ARCC Councilor*

This individual is responsible for sending updated reports and information to the Architectural Research Centers Consortium (ARCC) for publication and awards. This person is responsible for disseminating ARCC information to the School of Architecture faculty, staff and students. The ARCC Councilor will represent the program at the ARCC National Convention when funding permits.

*Library Representative*

This individual(s) is responsible for preparing a recommendation of publications and journals that should be added to the Creative Arts Library. This representative forwards these requests to the main university library for consideration. This individual also informs the School of changes or policies within the Library and serves as the School's liaison with the Library.

*Tau Sigma Delta Advisor*

This individual is responsible for overseeing the activities of the Tau Sigma Delta Honor Society members. This individual is also responsible for overseeing the selection and initiation of new Tau Sigma Delta Honor Society members.

*Other Programs Offered*

In addition to the Bachelor of Arts in Environmental Design and the Master of Architecture program, the School has recently established a Professional Practice in Architecture Graduate Certificate Program for professionals who have work experience and are positioned for leadership positions within a firm or industry. More information on this certificate program can be found at

- [eu.montana.edu/online/degrees/architecture/](http://eu.montana.edu/online/degrees/architecture/)
- [eu.montana.edu/online/pdf/certificates/architecture.pdf](http://eu.montana.edu/online/pdf/certificates/architecture.pdf)

*Governance Opportunities—Faculty and Students*

The School has developed a hierarchy within the program that provides faculty and students with a layering of responsibility and access to the formulation of policies and procedures concerning curriculum review and development. The Director meets on a regular basis with the Graduate Program Coordinator and the Undergraduate Program Coordinator to discuss curriculum and program issues (i.e. admissions, student enrollment, studio coordination, curriculum, etc.). Each year of the program is overseen by a coordinator—i.e. there is a first year coordinator, second year coordinator, etc. Each year's coordinator then meets on a regular basis with the design instructors and support course instructors for that particular year. We have also instituted an all-studio review for all faculty at the end of each semester to provide direct communication between all faculty and administrators within the School This allows for faculty assessment of our studio courses and the integration of on-studio courses on a regular basis.

This layering of responsibility, however, is very much a bottom-up model as studio instructors develop a framework with the coordinator that gives individual studio instructors freedom in terms of the approach they use within their particular design section—as long as the overarching learning objectives of each course and year are covered. Because each course is evaluated by students, individual faculty are constantly looking at ways to improve the program. Many faculty have also adopted mid-semester or weekly student reviews of the course and faculty to provide a shorter cycle of assessment than occurs with the standard end of the semester evaluation process. This has proven to be very successful in allowing faculty to respond to issues that may arise as well as to continue to use methodologies that are working effectively. The open studio environment leads to numerous discussions between faculty members and students which becomes an informal part of the process. Similarly, input from all of the

coordinators will have an impact on the Graduate Program Coordinator, the Undergraduate Program Coordinator and the Director in the formulation of policies within the school.

As mentioned previously in this report, there are all-school meetings and studio forum meetings that allow for students and faculty to provide direct input into a variety of issues within the School. The School has also relied upon online surveys to gain student and faculty feedback on studio culture issues, strategic planning, and proposed program fee increases.

The faculty and staff have regular meetings—typically every two weeks—at which most staff are also in attendance. These faculty meetings are open to student attendance. In many cases, a member of AIAS attends these meetings. When needed, additional meetings will take place to address issues that require more discussion or have a timeframe that cannot be accommodated within the normally scheduled faculty meetings. In general, the faculty meetings are an important component of disseminating information as well as gaining faculty feedback and assessment on policies and procedures within the school. The staff also holds meetings with the Interim Director on a regular basis—usually once a month. These meetings function as a means for the staff to comment on issues that affect them directly. These meetings have also served as a way for communication between the staff members and the administration to better communicate with each other. The meetings allow upcoming issues or events to be coordinated and resolved in a very short period of time.

Each August two half-day startup meetings/retreats are held prior to the beginning of school at which time all staff and faculty are in attendance. The retreat is used as a chance to review current conditions within the school and develop strategies for the coming academic year. The School holds a half-day retreat at the start of Spring Semester to cover the necessary topics for the second half of the academic year. In Fall 2013, the startup meeting will only occupy one afternoon in order for faculty and staff to use the rest of the day—and week—to move back into our building as construction on Cheever Hall was completed that same week. In future years, the Fall meeting will continue to be two half-day sessions.

The Director meets on a regular basis with the AIAS officers to review issues within the school. These meetings provide the Director with the opportunity to receive student input/feedback and also provide the Director with the opportunity to involve students with the development of the school. As a result of this, AIAS students play a greater role in many of the events of the school such as the Celebration of Architecture and Advisory Council events. These meetings also allow the students to have a voice in the development of the policies that are proposed within the school.

Standing and Ad Hoc Committees also become vehicles for faculty, staff and students to be involved with the development of the school. Faculty, staff and students serve on many committees together. For example, the staff member in charge of the Craft Lab (wood and metal shop) is a member of the Facilities Committee, the Exhibit Committee and the Computer/Equipment Committee. This individual is active in presenting proposals to all of these committees concerning possible exhibits (i.e. Undergraduate Photo Exhibit), computer equipment needs and facilities planning. Similarly, the Information Systems Specialist is involved with the Computer/Equipment Committee and provides significant input into the School's efforts on developing the server, web page, and studio networking/peripherals. Other administrative staff are members of the Scholarship, Exchange, Advisory Council, and Lecture Series Committees. In all cases the staff are involved with the decisions and directions established by these committees.

Curriculum changes and coordination are reviewed by the Curriculum Committee, which is comprised of faculty members and a student member. In addition each studio year coordinator and individual design instructor—as well as all students—have full access to the Graduate Program Coordinator, Undergraduate Program Coordinator, and the Director to discuss curricular issues within the school. This past academic year, the curriculum committee has played a particularly important role in the implementation of the new 168-credit curriculum.

Students have been part of the Faculty Search Committee, Curriculum Committee, Learning Culture Committee, Lecture Committee, Exhibit Committee, and Computer/Equipment Committee providing input and direction in these areas of the program. In addition to having a student member on the Faculty Search Committee, all students, as well as faculty are invited to attend the candidate's school presentation and are asked to fill out a comment/evaluation form on each candidate which is then forwarded to the committee for review.

As a past example of a significant level of student/faculty/staff input and collaboration, During academic year 2000-2001 a special ad hoc committee was formed to study the feasibility of developing a program fee to replace existing course fees, and to develop a specific proposal for a program fee. This committee was comprised of two faculty members, one staff member and two student members from second year, two students from third year and two students from fourth year. Student, faculty and staff input during this process was instrumental in developing a proposal that was equitable to the students and beneficial to the program's long-range planning. The Program Fee proposal was approved by the Montana Board of Regents in Spring 2001 and was implemented in Fall 2001. The program fee continues to be reviewed on a biennial basis with students and faculty. This review takes place through an online survey allowing us to gain feedback for any proposed increase. Additional discussions about any fee increase and use of funds take place at all-school meeting, studio forums and faculty meetings.