

## I.3.2 Annual Reports

Per the 2009 NAAB Conditions for Accreditation, the School of Architecture has submitted all of its Annual Reports since the last accreditation visit (Fall 2008 through Fall 2012) to NAAB electronically. Our 2013 Annual Report will be submitted by the deadline in November 2013. Per the 2009 Conditions for Accreditation and the updated 2012 Procedures, all of the statistical reports since the last accreditation visit will be provided by NAAB to the visiting team. We have inserted the part Two Narratives from 2009-12 below. Because our last site visit was in 2008, we were not required to submit a narrative in 2008. The 2012 NAAB Response is included at the end of the 2012 report.

### 2009 Annual Report – Montana State University Part II Narrative Report

#### 1.4 Conditions/Criteria Not Met

##### 8. Physical Resources

**Team Comments:** “The majority of lecture and studio spaces are held in Cheever Hall, a 1970’s building with a mix of classroom, studio spaces, and well proportioned circulation and informal gathering spaces; some spaces in the building are shared or used by other Colleges at MSU. The building has recently moved to a year-round use with the addition of the summer semester resulting in reduced available time for maintenance and an increased occupancy load making the lack of air conditioning an issue. Recent serious roof leaks in Cheever Hall appear to have been addressed and although needed interior maintenance resulting from the leaks is still outstanding, the school staff has developed a positive working relationship with the university’s facilities maintenance department. The University Space Management Committee assigns colleges spaces in existing university buildings and space allocation within the colleges is negotiated among the dean and college directors. The provost indicated that no new state-funded university buildings were planned for the next 10 years. However, capital projects could be planned and funded through development efforts within the individual colleges.

The first year studio spaces are housed in the basement of Romney Gym, a circa 1920’s building that are not accessible nor did we find evidence of short or long term plans to make them accessible; this is the primary cause for this criterion being unmet but there is a second cause for concern. Accessibility within Cheever Hall is minimally compliant with ADA requirements.

With the addition of a summer semester a positive spirit of space use resourcefulness has been adopted to absorb the increased enrollment; the strength of this approach will continue to be tested as the full implementation of the program expansion takes hold. Although options for addressing the spatial requirements of the planned increases to the student and faculty populations are being discussed between college and the provost, neither a plan for addressing these pressing spatial needs nor the required accessibility modifications to existing buildings to bring them into compliance are in place. Additional students and faculty are being added to a program that is already over using the space available to it.

The team is concerned that the absence of planning to address the anticipated shortfall of offices for full time faculty, studio spaces for upper level studios, or accessible first year studios and this could severely impact the school’s ability to function.”

**Program’s Narrative Response:** Since the last accreditation visit, the School of Architecture has met with the Provost and Dean of the College of Arts and Architecture to begin the process of addressing this condition. There were discussions about a number of alternatives which included:

- 1) The possibility of building a new studio facility on university land located approximately 1 mile west of Cheever Hall.

Although discussed at one of the initial planning meetings following the accreditation visit, this option was not pursued beyond the initial meeting with the Provost and Dean.

- 2) Reallocating existing space on the west end of Cheever Hall —currently assigned to the College of Agriculture and the College of Education, Health & Human Development-- to Architecture.

This option has been pursued and a space utilization survey of these existing spaces was undertaken which demonstrated a number of existing classrooms and computer labs that were underutilized and were limiting student access to the wood shop. The results and recommendations of this survey have been presented to the Provost, Dean, and Facilities Services. The School has received some encouraging feedback that this space reallocation may happen but no official decision has yet been made or communicated to the School of Architecture by the upper administration. If this option is successful it will provide for additional faculty offices and additional classrooms for graduate level studios and the relocation of our digital fabrication facilities. The School is continuing to pursue this option.

- 3) Building an addition to the west end of Cheever Hall to provide additional studio space for the Architecture Program.

This option has been pursued by the school—initially as a Community Design Center project in Spring 2009 and currently as a taskforce led by Professor John Brittingham and CDC Director Tom McNab. This taskforce will be developing a feasibility study and design for an addition to the west end of Cheever Hall. This addition will house the first year design studios allowing them to relocate from their current location in Romney Gym and will also allow for an expansion of the wood shop in Cheever Hall.

- 4) Reallocate existing space in Romney Gym to the architecture program for additional design studio space and faculty offices.

In Spring 2009, additional space on the second floor of Romney Gym was reallocated to the School of Architecture Community Design Center. This reallocation was identified by the University as a temporary assignment of space—which could last between 2-10 years—after which the university would reassess all space allocations in Romney Gym. The Community Design Center was relocated from Cheever Hall to Romney Gym as a short-term solution to the space deficiencies that the School faces in Cheever Hall as a result of the 2006 expansion of student numbers. This reallocation provided additional studio space in Cheever Hall, which is being used to house one of our graduate level studios.

With the new administrative leadership in the School, a decision has been made to not pursue additional reallocated space in Romney Gym. As space in Cheever Hall becomes available the first year design studios and Community Design Center studios will be relocated from Romney Gym back to Cheever Hall.

- 5) Remodel existing spaces in Romney Gym in order to address the accessibility issues.

Although there were some initial discussions on looking at ways to renovate Romney gym to address the accessibility deficiencies—the decision has been made to not pursue additional space in Romney Gym. As such this option will no longer be pursued. Options for expanding Cheever Hall and relocating all studios from Romney Gym to Cheever Hall are being pursued.

In addition to the above options, the School of Architecture has appointed a faculty member, Mike Everts, to the University ADA Taskforce so that the issues of ADA accessibility can be better addressed. The School has also created a Facilities Taskforce to advise the Director on options and directions to pursue related to meeting this criterion. This taskforce met with the MSU Vice President of Facilities and his administrative team to discuss the options and procedures related to new construction and renovations on the MSU campus.

### **13.22 Building Service Systems**

**Team Comments:** “The basic principles and appropriate application and performance of plumbing, electrical and fire protection systems were covered in core classes and demonstration of understanding of these was evident in exhibits from the graduate level studios. Although a couple of specification book projects from ARCH 440 did include a section on alarm systems and communication, we could not find evidence of exploration or understanding of these systems in the exhibits or course work of classes intended to cover them (ARCH 241, Arch 331, Arch 332)

**Program Response:** The curriculum content for ARCH 331 and 332 has been changed to include specific sections on alarm systems and communication systems. These core architecture courses now cover both of these topics in their required materials.

### **1.5 Causes of Concern**

**Concern #1 Team Comments:** “The program is encouraged to enhance and clarify its mission and vision as a public process. It is advised to seek to engage other components of the university and the public to a larger degree than at present.”

**Program Response:** The curriculum committee is continuing its efforts at reviewing the overall mission statement and pedagogy of the year-round graduate program to provide a clear, focused direction to the curriculum. As a result of this review the School has identified three primary areas of strength which the school will use as a focus for its mission and vision statements: Stewardship, Craft and Visualization. The School is preparing a series of three symposiums which will each focus on one of these topics. Each symposium will provide the school with a public forum for further defining each focus and developing strategies for integrating these focus areas throughout the curriculum.

In addition, both graduate studios and graduate electives are being structured to build upon these areas of focus and to engage larger university/public issues and projects. Some examples of recent graduate studios which engage a larger community include: sustainable agricultural community design for the Big Island of Hawaii; masterplan for Old Faithful district in Yellowstone National Park; Khumbu Climbing School in Phortse, Nepal; Blackmore Day Use Pavilion in Gallatin National Forest; affordable housing in Kenya; homeless shelter design in Seattle, Washington; and a Food Barn in Bozeman, Montana. All of these projects have utilized partnerships with other units on campus (College of Engineering, College of Business, College of Agriculture) and other groups within the community (Engineers Without Borders, Bozeman Lion's Club, US Forest Service, US National Park Service, Alex Lowe Charitable Trust Foundation).

**Concern #2 Team Comments:** "Clear lines of structured communications are not publicly delineated for all populations of the program. In addition, the faculty carry a significant responsibility for service that may compete with time for instruction and research. This is largely a function of the administrative structure. The program is encouraged to seek alternatives that may reduce these responsibilities."

**Program Response:** When the accreditation site visit occurred, the School had an Interim Director and an Interim Associate Director with a shared governance approach used by the individuals in these two positions. These two individuals also oversaw the undergraduate and graduate programs. In addition and as a result of the 2006 expansion, the faculty and curriculum committee had just completed a major overhaul of the curriculum resulting in a very heavy service load for the faculty and administrative team. In July 2009, a new Director was hired for the School and two Associate Directors have now been put in place. One Associate Director oversees the undergraduate curriculum and one Associate Director oversees the graduate curriculum and outreach. With this administrative structure now in place, clear lines of communication, responsibilities, and administrative processes are now being established.

**Concern #3 Team Comments:** "Examination should be made of the history-theory curriculum sequence; these courses would benefit from having faculty who are historians, a more prominent place in the overall curriculum and instruction at the upper levels of the program as a requirement, rather than as an elective."

**Program response:** A tenure-track faculty member, David Fortin, was hired in 2008-2009 to teach one of our required history/theory courses, ARCH 323IA World Architecture II. Dr. Fortin received a PhD in history/theory from the University of Edinburgh. ARCH 322IA World Architecture I is currently being taught by full-time adjunct faculty member, Jack Smith, FAIA, who received his D.Arch with an emphasis in history/theory from the University of Hawaii in 2006. The history sequence has been shifted to an earlier location in the curriculum—second year—so that it gains a more prominent location within the educational structure and provides students with this foundation of knowledge sooner in the sequence of courses.

**Concern #4 Team Comments:** The team notes with concern that the present timing of the program (e.g. 5 ½ years) may limit student access to financial aid and summer work. This also compresses the time available to faculty for research and affects the university's ability to undertake physical facilities maintenance without displacing students, faculty, and staff."

**Program response:** The year-round program has been shifted from the undergraduate studio sequence to the graduate studio sequence which allows for greater flexibility in student schedules to accommodate work schedules and provides students with greater access to financial aid as a graduate student. This shift allows students to take a semester off as needed—particularly for financial reasons—and then return to the program without being out of sequence with their graduate coursework. The School continues to make optimum use of the 5.75 FTE fiscal-year full-time adjunct faculty lines it received as part of the 2006 expansion. These fiscal-year full-time adjunct faculty teach year round, providing a core of experienced studio faculty to teach during the summer semester. The strategic

use of fiscal year adjunct faculty and visiting faculty in the summer semester is intended to allow tenure-track faculty to maintain a balanced teaching/research schedule.

The School has worked with Facilities Services on campus to rotate the studio locations within Cheever Hall each summer in order to allow the custodial staff to undertake regularly scheduled maintenance in Cheever Hall. By locating summer studios on the second floor of Cheever Hall during even numbered years and on the first floor of Cheever Hall during odd numbered years, Facilities Services has been able to undertake a thorough maintenance schedule without interrupting any summer classes, students or faculty.

**Concern #5 Team Comments:** “Finally, the team notes is concerned that the program has not had a thorough, facilitated discussion about facilities, especially in the context of enrollment expansion, with the participation of the provost.”

**Program Response:** In Summer 2008, the Dean of the College of Arts and Architecture, Interim Director of the School of Architecture, Interim Associate Director of the School of Architecture and Facilities Supervisor for School of Architecture met with Provost Dave Dooley to discuss the facilities issues raised in the VTR and other on-going facilities issues. Subsequent meetings were held on a regular basis between the Dean, Interim Director, and Interim Associate Director. These discussions led to the Space Utilization Survey mentioned previously. The Dean of the College continued to meet with Provost Dooley to address these facilities issues. With the hiring of Dr. Fatih Rifki as Director in July 2009, a Facilities Taskforce was created in the School of Architecture to advise the Director on these issues.

**Changes in Program since last NAAB Visit** Dr. Fatih A. Rifki was hired as the new Director of the School of Architecture effective July 1, 2009. Provost Dave Dooley took the position of President at the University of Rhode Island in July 2009. Senior Vice Provost Joe Fedock is currently the Interim Provost for MSU. MSU President Geoff Gamble announced that he will be stepping down as president at the end of 2009. A national search was undertaken and Dr. Waded Cruzado-Salas was hired as President for MSU. She will begin her role as MSU President in January 2010.

## **2010 Annual Report – Montana State University Part II Narrative Report**

### **1.4 Conditions/Criteria Not Met**

#### **8. Physical Resources**

**Team Comments:** "The majority of lecture and studio spaces are held in Cheever Hall, a 1970's building with a mix of classroom, studio spaces, and well proportioned circulation and informal gathering spaces ;some spaces in the building are shared or used by other Colleges at MSU. The building has recently moved to a year-round use with the addition of the summer semester resulting in reduced available time for maintenance and an increased occupancy load making the lack of air conditioning an issue. Recent serious roof leaks in Cheever Hall appear to have been addressed and although needed interior maintenance resulting from the leaks is still outstanding, the school staff has developed a positive working relationship with the university's facilities maintenance department. The University Space Management Committee assigns colleges spaces in existing university buildings and space allocation within the colleges is negotiated among the dean and college directors. The provost indicated that no new state-funded university buildings were planned for the next 10 years. However, capital projects could be planned and funded through development efforts within the individual colleges.

The first year studio spaces are housed in the basement of Romney Gym, a circa 1920's building that are not accessible nor did we find evidence of short or long term plans to make them accessible; this is the primary cause for this criterion being unmet but there is a second cause for concern. Accessibility within Cheever Hall is minimally compliant with ADA requirements.

With the addition of a summer semester a positive spirit of space use resourcefulness has been adopted to absorb the increased enrollment; the strength of this approach will continue to be tested as the full implementation of the program expansion takes hold. Although options for addressing the spatial requirements of the planned increases to the student and faculty populations are being discussed between college and the provost, neither a plan for addressing these pressing spatial needs nor the required accessibility modifications to existing buildings to bring

them into compliance are in place. Additional students and faculty are being added to a program that is already over using the space available to it

The team is concerned that the absence of planning to address the anticipated shortfall of offices for full time faculty, studio spaces for upper level studios, or accessible first year studios and this could severely impact the school's ability to function."

**Program's Response:** Since the last accreditation visit, the School of Architecture has worked diligently to address this critical concern. We are pleased to report that our efforts have started to yield positive results as outlined below:

1. The School of Architecture has been given full control of the use of the new space in Cheever Hall:
  - a. Two rooms (Cheever 120 and 121-750 and 690 sq.ft.), which previously housed university computer labs, have been vacated since the beginning of the Fall semester 2010. We have now relocated our Community Design Center, previously housed in Romney Gym, in these spaces.
  - b. Additionally, four offices (Cheever 114, 115, 116 -about 115 sq.ft. each, and 118-140 sq.ft.) previously occupied by faculty in the College of Agriculture and the College of Education, Health & Human Development, have been vacated giving us the opportunity to address the office space shortage we had in the school. Further, we have remodeled space that became available in near the Cheever Hall entry to house the school's student Services Offices.
  - c. Cheever 102 (828 sq.ft.), previously used as studio space, has been converted to critique/exhibit room.
  - d. As a result of acquiring additional space in Cheever, we have been able to remodel two offices (Cheever 140 and 141) to house our Student Services in close proximity to the main entry to Cheever Hall and the school administrative offices.
2. As of Fall 2010, the School of Architecture has obtained full scheduling control of the Wood and Metal Shops located at the west end of Cheever Hall. Though these facilities are still used by the College of Agriculture and the College of Education, Health & Human Development to teach several courses, this new privilege has afforded us the opportunity to extend the weekly hours our shops are available for use by students and faculty. A part-time shop assistant has been hired to monitor the use of the shop through a booth/office created in the space (Cheever 109-100 sq.ft.). Cheever, 102 (127 sq.ft.) previously used as library by the College of Education, Health & Human Development, is now converted into a seminar room and the school's digital fabrication lab has been re-located to Cheever 122 (594 sq.ft.), which previously had limited use as classroom.
3. In May 2011, the space currently occupied by the Creative Arts Library (3,555 sq. ft.) will be vacated and the turned over to the School of Architecture. This will give us the opportunity to move our first year studios from Romney Gym to Cheever Hall.

## 13.22 Building Service Systems

**Team Comments:** "The basic principles and appropriate application and performance of plumbing, electrical and fire protection systems were covered in core classes and demonstration of understanding of these was evident in exhibits from the graduate level studios. Although a couple of specification book projects from ARCH 440 did include a section on alarm systems and communication, we could not find evidence of exploration or understanding of these systems in the exhibits or course work of classes intended to cover them (ARCH 241, Arch 331, Arch 332)

**Program's Response:** As reported last year, the curriculum content and lecture schedules of ARCH 331 and ARCH 332 have been revised so that all chapters in Mechanical and Electrical Equipment for Buildings, 11<sup>th</sup> edition are now covered. The revised course schedule includes the three chapters on vertical transportation<sup>1</sup> (chapters 31, 32, and 33 covered in eleven lecture hours) added to ARCH 331 and chapter 30, Signal Systems (three lecture hours) added to ARCH 332. The lecture schedule for ARCH 332 already included chapter 24, Fire Protection, which covered fire alarm systems (three lecture hours).

## 1.5 Causes of Concern

**Concern #1 Team Comments:** "The program is encouraged to enhance and clarify its mission and vision as a public process. It is advised to seek to engage other components of the university and the public to a larger degree than at present."

**Program's Response:** The curriculum committee is continuing its efforts at reviewing the overall mission statement and pedagogy of the year-round graduate program to provide a *clear*, focused direction to the

curriculum. As a result of this review the School has identified three primary areas of strength, which the school has determined to focus on to elaborate its mission and vision around, Stewardship, Craft and Visualization will be the themes of three symposia to be hosted in the school in the next two years. Work on developing a "Call for Papers" and identifying keynote speakers in each of these have started by a group of faculty. The first of these is planned to take place next Fall semester 2011.

After a year at the helm, Director of the school, Dr. Fatih Rifki, unveiled his vision for the next five or so years for the community at the Fall meeting the school's Advisory Council in October 2010. This vision is aimed at evolving the school:

... "into a prominent institution of architectural education in the nation, whose ethos is based on *Visualization*, *Craft*, and *Stewardship* and whose praxis of teaching, scholarship, and engagement involves all of these realms.

Using our past experiences that have helped us earn the respect in academia and practice, the new focus on Visualization, Craft, and Stewardship in our teaching, scholarship, and community engagement, we aim to produce graduates who not only have professional competence as attested by our continued NAAB accreditation, but also have the skills to utilize their **creativity**, be competent in **communicating** design ideas and proposals, and value team effort and **collaboration**. In all our efforts critical thinking will continue to form the foundation of our teaching, learning and scholarly endeavors."

Throughout the year, this vision will be discussed by the faculty, staff, and students to identify specific strategies to promote it.

In addition, the curriculum committee is in the process of structuring both graduate studios and graduate electives upon these areas of focus and to engage larger university/public issues and projects. The school has continued to organize a design charrette in Mammoth, Montana, in collaboration with Yellowstone National Park and a local architecture firm. Construction of the Khumbu Climbing School in Phortse, Nepal, that our students have designed has started whereas the Blackmore Day Use Pavilion in Gallatin National Forest has been finished. A graduate studio taught by Visiting Scholar Coleman Coker is designing a series of shelters on campus for the College of Agriculture. Our Community Design Center continues to engage and provide design services to towns and communities in Montana. All of these projects have utilized partnerships with other units on campus (College of Engineering, College of Business, College of Agriculture) and other groups within the community (Engineers Without Borders, Bozeman Lion's Club, US Forest Service, US National Park Service, Alex Lowe Charitable Trust Foundation).

**Concern #2 Team Comments:** "Clear lines of structured communications are not publicly delineated for all populations of the program. In addition, the faculty carry a significant responsibility for service that may compete with time for instruction and research. This is largely a function of the administrative structure. The program is encouraged to seek alternatives that may reduce these responsibilities."

**Program's Response:** With the arrival of a new Director, two Associate Directors oversee the undergraduate curriculum the graduate curriculum and outreach separately. Last year's efforts to enhance effective communication, responsibilities, and administrative processes are beginning to bear fruit. The faculty committee structure has been revised. A faculty survey was conducted to determine faculty interest in service on committees and all were re-staffed with minimum number of memberships and equitable distribution of service load amongst faculty.

**Concern #3 Team Comments:** "Examination should be made of the history-theory curriculum sequence; these courses would benefit from having faculty who are historians, a more prominent place in the overall curriculum and instruction at the upper levels of the program as a requirement, rather than as an elective."

**Program's response:** A core group of faculty who typically carry the responsibilities of teaching the history-theory course sequence is examining more effective ways of conducting these courses. Dr. Sean Anderson has been hired as full-time adjunct faculty and has joined this core group.

**Concern #4 Team Comments:** The team notes with concern that the present timing of the program (e.g. 5-1/2 years) may limit student access to financial aid and summer work. This also compresses the time available to faculty for research and affects the university's ability to undertake physical facilities maintenance without displacing students, faculty, and staff."

**Program's response:** Last year the school conducted a search for two tenure track faculty appointments. Unfortunately our efforts were not successful. Thus, the School continues to make optimum use of the 5.75 FTE for full-time adjunct faculty appointments it received as part of the 2006 expansion. The fiscal-year full-time adjunct faculty we currently have in our ranks teach year round, providing a core of experienced studio faculty to teach during the summer semester. The strategic use of fiscal year adjunct faculty and visiting faculty in the summer semester allow tenure-track faculty to maintain a balanced teaching/research schedule.

As reported last year, the School has worked with Facilities Services on campus to rotate the studio locations within Cheever Hall each summer in order to allow the custodial staff to undertake regularly scheduled maintenance in Cheever Hall. By locating summer studios on the second floor of Cheever Hall during even numbered years and on the first floor of Cheever Hall during odd numbered years, Facilities Services has been able to undertake a thorough maintenance schedule without interrupting any summer classes, students or faculty.

**Concern #5 Team Comments:** "Finally, the team is concerned that the program has not had a thorough, facilitated discussion about facilities, especially in the context of enrollment expansion, with the participation of the provost."

**Program's Response:** As outlined in our response to "1.4 Conditions/Criteria Not Met 8. Physical Resources" above, the school is very pleased to have most of the concerns regarding its facilities resolved.

**Changes in Program since last NAAB Visit** Dr. Martha Potvin will assume the Provost and Vice President for Academic Affairs position beginning in January 2011. She is currently the dean of the College of Arts and Sciences and professor of biology at the University of North Dakota. Dr. Waded Cruzado became the President of MSU in January 2010.

## **2011 Annual Report – Montana State University**

### **Part II Narrative Report**

#### **1.4 Conditions/Criteria Not Met**

##### **8. Physical Resources**

**Team Comments:** "The majority of lecture and studio spaces are held in Cheever Hall, a 1970's building with a mix of classroom, studio spaces, and well proportioned circulation and informal gathering spaces; some spaces in the building are shared or used by other Colleges at MSU. The building has recently moved to a year-round use with the addition of the summer semester resulting in reduced available time for maintenance and an increased occupancy load making the lack of air conditioning an issue. Recent serious roof leaks in Cheever Hall appear to have been addressed and although needed interior maintenance resulting from the leaks is still outstanding, the school staff has developed a positive working relationship with the university's facilities maintenance department. The University Space Management Committee assigns colleges spaces in existing university buildings and space allocation within the colleges is negotiated among the dean and college directors. The provost indicated that no new state-funded university buildings were planned for the next 10 years. However, capital projects could be planned and funded through development efforts within the individual colleges.

The first year studio spaces are housed in the basement of Romney Gym, a circa 1920's building that are not accessible nor did we find evidence of short or long term plans to make them accessible; this is the primary cause for this criterion being unmet but there is a second cause for concern. Accessibility within Cheever Hall is minimally compliant with ADA requirements.

With the addition of a summer semester a positive spirit of space use resourcefulness has been adopted to absorb the increased enrollment; the strength of this approach will continue to be tested as the full implementation of the program expansion takes hold. Although options for addressing the spatial requirements of the planned increases to the student and faculty populations are being discussed between college and the provost, neither a plan for addressing these pressing spatial needs nor the required accessibility modifications to existing buildings to bring them into compliance are in place. Additional students and faculty are being added to a program that is already over using the space available to it.

The team is concerned that the absence of planning to address the anticipated shortfall of offices for full time faculty, studio spaces for upper level studios, or accessible first year studios and this could severely impact the school's ability to function.”

**Program's Narrative Response:** Since the last annual report was submitted there has been significant progress in addressing this need. In May 2011, the MSU Libraries closed the Creative Arts Library (CAL) and moved all of the Architecture and Art journals and books to the main library building—Renne Library. All of the Architecture books are located in one section of the library to allow students to browse freely amongst the architectural collections. As a result of this relocation, the space in Cheever Hall that had housed the Creative Arts Library was reassigned to the College of Arts and Architecture. The College in turn assigned this space to the School of Architecture so that it could address a number of the space needs identified in the 2008 VTR. Over the Summer 2011, the CAL space was turned into graduate design studio space for our Master of Architecture students. By relocating these graduate studios from the first level of Cheever Hall to the CAL space—located on the second floor of Cheever Hall—the School was able to free up space on the first level of Cheever Hall and accommodate our first year design studios. As a result of this move all first year design studios were relocated from Romney Gym, which was not ADA accessible, to Cheever Hall, which does have an elevator for access to the second floor.

As mentioned in the 2010 annual report, the School was allocated additional space in the west end of Cheever Hall which has been utilized for additional faculty offices, digital fabrication spaces, seminar spaces and design studio spaces. The specific room numbers and sizes are not repeated here but are included in the 2010 annual report. The reallocation of the CAL space to Architecture coupled with additional space in the west end of Cheever Hall being assigned to Architecture has resulted in all of the Romney Gym design studios being moved to Cheever Hall.

The only School of Architecture function remaining in Romney Gym is the Integrated Design Lab, which is a research lab funded by the Northwestern Energy Alliance. This is a research lab overseen by Professor Tom Wood. The lab typically employs two students to conduct research on architectural projects around the State of Montana. There is a possibility that the funding for this lab will diminish or be eliminated within the next year. If the funding continues beyond the next year, the School will move the Integrated Design Lab to a space in Cheever Hall.

### 13.22 Building Service Systems

**Team Comments:** “The basic principles and appropriate application and performance of plumbing, electrical and fire protection systems were covered in core classes and demonstration of understanding of these was evident in exhibits from the graduate level studios. Although a couple of specification book projects from ARCH 440 did include a section on alarm systems and communication, we could not find evidence of exploration or understanding of these systems in the exhibits or course work of classes intended to cover them (ARCH 241, Arch 331, Arch 332)

**Program Response:** As reported last year, the curriculum content and lecture schedules of ARCH 331 and Arch 332 have been revised so that all chapters in *Mechanical and Electrical Equipment for Buildings*, 11<sup>th</sup> edition are covered in these two classes. This includes three chapters on vertical transportation (Chapters 31, 32, and 33) covered over eleven lecture hours and Chapter 30 Signal Systems covered in three lecture hours. Chapter 24 Fire Protection which includes fire alarm systems is covered over three lecture hours. These core architecture courses now cover the topics identified in this student performance criteria as part of the course's required materials.

### 1.5 Causes of Concern

**Concern #1 Team Comments:** “The program is encouraged to enhance and clarify its mission and vision as a public process. It is advised to seek to engage other components of the university and the public to a larger degree than at present.”

**Program Response:** With the arrival of MSU President Cruzado in 2010, the University has embarked on a review of its mission statement, core themes and strategic plan. The core themes and strategic plan are continuing to be developed and should be completed within the coming year.

At the same time, the College of Arts and Architecture (CAA) undertook a visioning process that involved all four of the Directors in the College along with the CAA Dean Susan Agre-Kippenhan. The School of Architecture



contributed to this effort by providing a white paper on internationalization of the programs in the College. Other topics of the visioning exercise which were reviewed by all of the Directors included the creative process, community outreach, and assessment.

The School has continued its efforts at reviewing the overall mission statement and pedagogy of the year-round graduate program to provide a clear, focused direction to the curriculum. As a result of this review, the School identified three primary areas of strength which the school will use as a focus for its mission and vision statements: Stewardship, Craft and Visualization. All of these efforts at reviewing our mission statement have involved a large number of meetings with faculty, staff and students to gather input on these directions. The School instituted a series of faculty-wide review of design studios to assess our current direction with the year-round program. We have also instituted a series of all-school forums to gain student feedback on our program's direction. In order to best support the University's new core themes and strategies, the School will be following the University's new directions. It seems critical to allow the University to complete this process so that the School of Architecture can align its future direction with the University's long-term mission and goals.

In addition to the above actions, both graduate studios and graduate electives are being structured to build upon the three areas of focus and to engage larger university/public issues and projects. Some examples of recent graduate studios and electives which engage a larger community include: Vegetable Washing Station for the MSU College of Agriculture, Kenya Sustainable Potato Storage Shelter, Live Project collaboration with Oxford University-Brookes, Yellowstone National Park design charrette, Ice-Climbing Competition with the Alex Lowe Charitable Trust Foundation, Morocco Historic Preservation/Renovation Project, Hatch Film Festival, and the Blackmore Day Use Pavilion in Gallatin National Forest with the US Forest Service and a number of community partners.

**Concern #2 Team Comments:** "Clear lines of structured communications are not publicly delineated for all populations of the program. In addition, the faculty carry a significant responsibility for service that may compete with time for instruction and research. This is largely a function of the administrative structure. The program is encouraged to seek alternatives that may reduce these responsibilities."

**Program Response:** When the accreditation site visit occurred, the School had an Interim Director and an Interim Associate Director with a shared governance approach used by the individuals in these two positions. These two individuals also oversaw the undergraduate and graduate programs. In addition and as a result of the 2006 expansion, the faculty and curriculum committee had just completed a major overhaul of the curriculum resulting in a very heavy service load for the faculty and administrative team.

The School once again has an Interim Director but the Undergraduate Coordinator and the Graduate Coordinator remain in their roles. Regular faculty and staff meetings occur to provide opportunities for faculty and staff input on issues. Regular staff-only meetings also occur to provide staff with the opportunity for direct communication with the Interim Director. In addition, regular All-School Meetings and student-only forums are held each semester to provide students with direct lines of communication to the Interim Director. This past semester a freshman-only forum was conducted to provide those students in the pre-Environmental Design program with the opportunity to talk directly with the Interim Director.

The number of departmental committees has been reduced significantly since the accreditation visit and efforts have been made to evenly and equitably distribute the department committee assignments amongst faculty. In addition, our full-time adjunct faculty are now assigned to a number of committees in order to reduce the service load on the tenure-track faculty. Staff are also assigned to most committees to provide support services for each committee and help with tasks on each of the committee. It should also be noted that faculty are not assigned a group of students for academic advising. Academic advising happens in group advising sessions that are undertaken by the School's Director of Student Services. Faculty provide professional and career advising for students but the faculty service load of academic advising that happens in some departments has been greatly reduced in our program.

**Concern #3 Team Comments:** "Examination should be made of the history-theory curriculum sequence; these courses would benefit from having faculty who are historians, a more prominent place in the overall curriculum and instruction at the upper levels of the program as a requirement, rather than as an elective."

**Program response:** A tenure-track faculty member, David Fortin, was hired in 2008-2009 to teach one of our required history/theory courses, ARCH 323IA World Architecture II. Dr. Fortin received a PhD in history/theory from the University of Edinburgh. ARCH 322IA World Architecture I is currently being taught by full-time adjunct faculty member Sean Anderson who has a PhD in architectural history from UCLA. Jack Smith, FAIA, who received his D.Arch with an emphasis in history/theory from the University of Hawaii has filled in for both of these faculty during times when they have traveled to conferences or have led a portion of our study abroad program. The School is currently in the midst of a search for two tenure-track faculty members and it is hoped that one of these positions will be used to hire a tenure-track faculty member to teach in our history/theory sequence.

The history sequence was shifted to an earlier location in the curriculum—second year— so that it gains a more prominent location within the educational structure and provides students with this foundation of knowledge sooner in the sequence of courses.

**Concern #4 Team Comments:** The team notes with concern that the present timing of the program (e.g. 5 ½ years) may limit student access to financial aid and summer work. This also compresses the time available to faculty for research and affects the university's ability to undertake physical facilities maintenance without displacing students, faculty, and staff."

**Program response:** The year-round program has been shifted from the undergraduate studio sequence to the graduate studio sequence which allows for greater flexibility in student schedules to accommodate work schedules and provides students with greater access to financial aid as a graduate student. Over the past year, a change in MSU's Graduate Teaching Assistant tuition waiver policy has allowed our GTAs to be classified as resident students and receive a 9-credit tuition waiver, which has provided our students with significant tuition discounts. This shift to a year-round graduate program allows students to take a semester off as needed—particularly for financial reasons—and then return to the program without being out of sequence in their graduate coursework.

The School continues to make optimum use of the 5.75 FTE fiscal-year full-time adjunct faculty lines it received as part of the 2006 expansion. These fiscal-year full-time adjunct faculty teach year round, providing a core of experienced studio faculty to teach during the summer semester. In addition, the School has invited more visiting faculty and professionals to teach during our summer semester. The strategic use of fiscal year adjunct faculty and visiting faculty in the summer semester is intended to allow tenure-track faculty to maintain a balanced teaching/research schedule.

The School has worked with Facilities Services on campus to rotate the studio locations within Cheever Hall each summer allowing the custodial staff to undertake regularly scheduled maintenance in Cheever Hall. With the relocation of the graduate studios to the space formerly occupied by the Creative Arts Library, it will allow us to free up most of Cheever Hall in the summer and provide MSU Facilities with ample time and space to undertake regular maintenance in these areas. The space in CAL will be experiencing an increase in use, but there will still be 3-4 weeks for maintenance and cleaning between Summer and Fall semesters and between Fall and Winter semesters.

**Concern #5 Team Comments:** "Finally, the team notes is concerned that the program has not had a thorough, facilitated discussion about facilities, especially in the context of enrollment expansion, with the participation of the provost."

**Program Response:** As a result of numerous discussions over the past two years between the Provost Office, Facilities Services, the College and the School leadership, space was reallocated from the Creative Arts Library and the west end of Cheever Hall to address most of the significant facilities issues that the School has been facing. The current economic downturn and a subsequent decline in some student enrollment numbers has provided some temporary relief in the demands on the facility, but the school continues to explore ways to better utilize the space in Cheever Hall and to look for other alternatives to meet expected increases in enrollment. Conversations regarding our facilities continue to take place with the above constituencies to address the remaining issues.

**Changes in Program since last NAAB Visit** Dr. Fatih A. Rifki stepped down as Director of the School of Architecture and returned to the faculty effective December 31, 2011. Steven P. Juroszek was appointed as Interim Director of the School of Architecture effective January 1, 2011. His appointment as Interim Director will last through June 30, 2014. Susan Agre-Kippenhan, Dean of the College of Arts and Architecture, left MSU June 30, 2011 to accept a position as Provost and Dean of Faculty at Linfield College in Oregon. Dr. Joseph Fedock was appointed as Interim

Dean of the College of Arts and Architecture effective July 1, 2011 and will serve in this position for one year. A search for a permanent Dean of the College is underway and it is anticipated that a new Dean will be in place beginning July 1, 2012. Dr. Martha Potvin was hired as Provost at MSU beginning January 1, 2011. Dr. Potvin appointed two new Associate Provosts, Dr. Dave Swingle and Dr. Ron Larson. As mentioned in previous annual reports, Dr. Waded Cruzado began her role as MSU President in January 2010. As mentioned earlier in this annual report, the MSU Libraries closed the Creative Arts Library in Cheever Hall and all of the journals and books were relocated to the main library located in Renne Library. The space was reassigned to the School of Architecture for use as graduate studios.

## **2012 Annual Report – Montana State University**

### **Part II Narrative Report**

#### **1.4 Conditions/Criteria Not Met**

##### **8. Physical Resources**

**Team Comments:** “The majority of lecture and studio spaces are held in Cheever Hall, a 1970’s building with a mix of classroom, studio spaces, and well proportioned circulation and informal gathering spaces; some spaces in the building are shared or used by other Colleges at MSU. The building has recently moved to a year-round use with the addition of the summer semester resulting in reduced available time for maintenance and an increased occupancy load making the lack of air conditioning an issue. Recent serious roof leaks in Cheever Hall appear to have been addressed and although needed interior maintenance resulting from the leaks is still outstanding, the school staff has developed a positive working relationship with the university’s facilities maintenance department. The University Space Management Committee assigns colleges spaces in existing university buildings and space allocation within the colleges is negotiated among the dean and college directors. The provost indicated that no new state-funded university buildings were planned for the next 10 years. However, capital projects could be planned and funded through development efforts within the individual colleges.

The first year studio spaces are housed in the basement of Romney Gym, a circa 1920’s building that are not accessible nor did we find evidence of short or long term plans to make them accessible; this is the primary cause for this criterion being unmet but there is a second cause for concern. Accessibility within Cheever Hall is minimally compliant with ADA requirements.

With the addition of a summer semester a positive spirit of space use resourcefulness has been adopted to absorb the increased enrollment; the strength of this approach will continue to be tested as the full implementation of the program expansion takes hold. Although options for addressing the spatial requirements of the planned increases to the student and faculty populations are being discussed between college and the provost, neither a plan for addressing these pressing spatial needs nor the required accessibility modifications to existing buildings to bring them into compliance are in place. Additional students and faculty are being added to a program that is already over using the space available to it.

The team is concerned that the absence of planning to address the anticipated shortfall of offices for full time faculty, studio spaces for upper level studios, or accessible first year studios and this could severely impact the school’s ability to function.”

**Program’s Narrative Response:** As reported in the 2011 annual report, there has been significant progress in addressing this need. In May 2011, the MSU Libraries closed the Creative Arts Library (CAL) and moved all of the Architecture and Art journals and books to the main library building—Renne Library. All of the Architecture books are located in one section of the library to allow students to browse freely amongst the architectural collections. As a result of this relocation, the space in Cheever Hall that had housed the Creative Arts Library was reassigned to the College of Arts and Architecture. The College in turn assigned this space to the School of Architecture so that it could address a number of the space needs identified in the 2008 VTR. Over the Summer 2011, the CAL space was turned into graduate design studio space for our Master of Architecture students. By relocating these graduate studios from the first level of Cheever Hall to the CAL space—located on the second floor of Cheever Hall—the School was able to free up space on the first level of Cheever Hall and accommodate our first year design studios. As a result of this move, all first year design studios were relocated from Romney Gym, which was not ADA accessible, to Cheever Hall, which does have an elevator for access to the second floor. We are now entering our second year with all of our design studios located in Cheever Hall.

The only School of Architecture function remaining in Romney Gym is the Integrated Design Lab (IDL), which is a research lab, funded by the Northwestern Energy Alliance. This is a research lab overseen by Professor Tom Wood. The lab typically employs two students to conduct research on architectural projects around the State of Montana. Although there was a concern that funding for this lab would be reduced or eliminated, additional funding has been secured for the near future. The University has begun plans to renovate the Romney Gym building—it is currently the number four priority amongst campus building projects for the entire Montana University System (MUS). MUS includes both Montana State University and the University of Montana. This renovation would update Romney Gym both structurally and for ADA accessibility. However, as part of this university initiative, there are discussions being held with Tom Wood, the Director of our Integrated Design Lab, and University Facilities about the need for the IDL to be relocated out of Romney Gym. These discussions with University Facilities are looking at any options for space that the university may have for the IDL. In addition, we have held preliminary discussions with the Dean of the College of Arts and Architecture about the possibility of reallocating space within Cheever Hall for the IDL if the university is not able to provide any space for its relocation.

Related to the Creative Arts Library (CAL) being moved out of Cheever Hall, there were numerous college-level discussions in AY 11-12 about the loss of the student commons area that had been a part of CAL. There was no longer a central area in the college where students could gather, work in groups, take a break, eat their lunch, and browse periodicals—all activities that took place in the library. As a result of discussions with the students and faculty throughout the college as well as discussions with the College, the Library and the Provost, an area within Cheever Hall was designated as a student commons area for the students in the college—as well as other students who may have classes in our building. This space had been a lobby space over a dozen years ago but had also functioned as the Community Design Center space and most recently was a review space for design studios. Given the additional space we gained in 2010 at the west end of Cheever Hall, the Community Design Center had room to move out of this ‘lobby space’—and in fact has more space in its new location. This student common space has acquired the name of “the Fishbowl” and renovations were substantially completed in Summer 2012. This area provides comfortable seating and tables for students. Chairs and tables are easily moved to provide for a collaborative work/study environment. New lighting has been installed. Wall space and brackets have been provided to allow for exhibitions of student work from all of the schools in the College.

We were informed this year that the University received funding from FEMA to upgrade Cheever Hall to meet current seismic requirements. This is going to require some significant structural renovation and construction over the course of the next year—with most, if not all, of this construction taking place during summer semesters. We will be trying to limit the number and location of design studios this summer so as to avoid potential conflicts with this construction work. Unfortunately, there is not additional funding within the FEMA grant to address issues such as daylighting or additional space. One of our faculty members is a member of the university building committee overseeing this work and is working with the architects and engineers to try and make certain that any work done as part of the seismic upgrade would not prevent building improvements in future years. We will have more information on this project in 2013.

As mentioned in the 2010 annual report, the School was allocated additional space in the west end of Cheever Hall which has been utilized for additional faculty offices, digital fabrication spaces, seminar spaces and design studio spaces. The specific room numbers and sizes are not repeated here but are included in the 2010 annual report.

### **13.22 Building Service Systems**

**Team Comments:** “The basic principles and appropriate application and performance of plumbing, electrical and fire protection systems were covered in core classes and demonstration of understanding of these was evident in exhibits from the graduate level studios. Although a couple of specification book projects from ARCH 440 did include a section on alarm systems and communication, we could not find evidence of exploration or understanding of these systems in the exhibits or course work of classes intended to cover them (ARCH 241, Arch 331, Arch 332)

**Program Response:** As reported last year, the curriculum content and lecture schedules of ARCH 331 and Arch 332 have been revised so that all chapters in *Mechanical and Electrical Equipment for Buildings*, 11<sup>th</sup> edition are covered in these two classes. This includes three chapters on vertical transportation (Chapters 31, 32, and 33) covered over eleven lecture hours and Chapter 30 Signal Systems covered in three lecture hours. Chapter 24 Fire

Protection which includes fire alarm systems is covered over three lecture hours. These required architecture courses now cover the topics identified in this student performance criteria as part of the course's required materials.

## 1.5 Causes of Concern

**Concern #1 Team Comments:** “The program is encouraged to enhance and clarify its mission and vision as a public process. It is advised to seek to engage other components of the university and the public to a larger degree than at present.”

**Program Response:** With the arrival of MSU President Cruzado in 2010, the University has embarked on a review of its mission statement, core themes and strategic plan. Earlier this year, the university officially approved its new strategic plan which can be found at <http://www.montana.edu/strategicplan/index.html>.

Now that this strategic plan is in place, the College of Arts and Architecture has been charged with developing the college strategic plan focusing on the university objectives and metrics in order to identify areas in which the College of Arts and Architecture can support the University's strategic plan. The intent is for the College to have its initial draft of the strategic plan completed by the end of 2012. At that time, each of the Schools in the College will be asked to develop their strategic plan—again with a focus on how each school can help to support the university's objectives and metrics.

The School of Architecture moved ahead in this area as soon as the University approved its strategic plan. At our August faculty-staff start-up meeting, we undertook a day-long strategic planning process, utilizing an outside consultant to guide us in the visioning and mission statement process. We also developed an initial draft of values that are important to our program. A departmental strategic planning committee was established that includes the Interim Director, Graduate Program Coordinator, Undergraduate Program Coordinator, two additional faculty members, two staff members, one graduate student and one undergraduate student. We are fortunate that one of the faculty members on our departmental committee is also on the MSU University Strategic Planning Committee—allowing us to stay aligned with the university mission and informed on the process and information being developed at the university level. The outside consultant that we hired to assist us with this process is also on the university committee, which helped us to stay aligned with the bigger issues at the university level. The committee continued to meet with the outside consultant during the first half of the semester in order to most effectively move the process forward.

This departmental committee has been meeting on a weekly basis to refine the vision, mission statement and values. This work was presented back to the faculty and staff for feedback and will be presented to students for their feedback. Feedback was also sought out from our Advisory Council members both through an on-line survey and at the most recent Advisory Council meeting. At the same time, the committee is working on identifying goals and objectives in the university plan that we believe the School of Architecture is currently doing to support the MSU vision or could undertake to further the goals of the University Strategic Plan.

Assisting us in this review of our vision and mission statement is a series of faculty-wide design studio reviews to assess our current direction with the year-round program. We have also instituted a series of all-school forums to gain student feedback on our program's direction. An immediate outcome of our departmental strategic planning is a new research presentation day that is being developed by our tenure-track faculty to engage our students with faculty research efforts. The first of these research presentation days will take place in Spring 2013.

**Concern #2 Team Comments:** “Clear lines of structured communications are not publicly delineated for all populations of the program. In addition, the faculty carry a significant responsibility for service that may compete with time for instruction and research. This is largely a function of the administrative structure. The program is encouraged to seek alternatives that may reduce these responsibilities.”

**Program Response:** When the accreditation site visit occurred, the School had an Interim Director and an Interim Associate Director with a shared governance approach used by the individuals in these two positions. These two individuals also oversaw the undergraduate and graduate programs. In addition and as a result of the 2006 expansion in student numbers, the faculty and curriculum committee had just completed a major overhaul of the curriculum resulting in a very heavy service load for the faculty and administrative team. The School once again has an Interim Director but the Undergraduate Coordinator and the Graduate Coordinator remain in their roles. Regular faculty and staff meetings occur to provide opportunities for faculty and staff input on issues. Regular staff-only meetings also occur to provide staff with the opportunity for direct communication with

the Interim Director. In addition, regular All-School Meetings and student-only forums are held each semester to provide students with direct lines of communication to the Interim Director.

The number of departmental committees has been reduced significantly since the accreditation visit and efforts have been made to evenly and equitably distribute the department committee assignments amongst faculty. In addition, our full-time adjunct faculty (now called Non Tenure Track (NTT) faculty) are now assigned to a number of committees in order to reduce the service load on the tenure-track faculty. Staff are also assigned to most committees to provide support services for each committee and help with tasks on each of the committee. It should be noted that faculty are not assigned a group of students for academic advising. Academic advising happens in group advising sessions that are undertaken by the School's Director of Student Services. Faculty provide professional and career advising for students but the academic advising of students by faculty, that happens in other departments, has been greatly reduced in our program.

Over the past 18 months, the tenure track and non-tenure track faculty formed a union on the MSU campus. A Collective Bargaining Agreement (CBA) was developed and the process of implementing the CBA has been happening over the past year. As a result of this implementation, each College and Department has been tasked with revising their Role, Scope, Criteria, Standards and Procedures (RSCS&P) policy. In addition, over the last year, the University has been undertaking a common course numbering requirement that was completed late in 2011. Each department has also been asked to more formally develop their program assessment plans. These plans will be implemented during the coming academic year. The overlapping of common course numbering activities, assessment plans, revised RSCS&P in addition to our own internal curriculum assessment and revisions has proven to add additional service responsibilities to many of our faculty. However, it is hoped that all of the one-time activities associated with these initiatives will be completed by the end of this academic year allowing us to reduce some of the service requirements for faculty.

**Concern #3 Team Comments:** "Examination should be made of the history-theory curriculum sequence; these courses would benefit from having faculty who are historians, a more prominent place in the overall curriculum and instruction at the upper levels of the program as a requirement, rather than as an elective."

**Program response:** A tenure-track faculty member, David Fortin, was hired in 2008-2009 and continues to teach one of our required history/theory courses, ARCH 323IA World Architecture II. Dr. Fortin received a PhD in history/theory from the University of Edinburgh. ARCH 322IA World Architecture I had been taught by an adjunct faculty member with a PhD in architectural history but unfortunately this faculty member left to accept a position with a university in Australia. During the current year, we have hired a visiting faculty member, Elisa Renouard, to teach this course. Ms. Renouard has an M.Arch from the University of Washington and a B.A. in Humanities and a B.A. in Literature with a minor in Art History from the University of Seattle. She also has a graduate certificate in Historic Preservation from the University of Washington. The School conducted a search this past year in the hopes of hiring a tenure-track faculty member with an expertise in architectural history. Two candidates were invited for interviews with this expertise. The first was an internal candidate. He was the individual who left to teach in Australia. The second candidate was offered the position but declined to accept a tenure-track position at another institution in North America.

The Dean of the College of Arts and Architecture has indicated her intention to conduct a national search for the Director's position in the School of Architecture in AY 13-14. It is anticipated that there would be another faculty search in AY 14-15 with a primary emphasis on hiring a tenure-track faculty member to teach within our architectural history sequence. The history sequence was shifted to an earlier location in the curriculum—second year—so that it gains a more prominent location within the educational structure and provides students with this foundation of knowledge sooner in the sequence of courses.

**Concern #4 Team Comments:** The team notes with concern that the present timing of the program (e.g. 5 ½ years) may limit student access to financial aid and summer work. This also compresses the time available to faculty for research and affects the university's ability to undertake physical facilities maintenance without displacing students, faculty, and staff."

**Program response:** The year-round program has been shifted from the undergraduate studio sequence—which was the case when the 2008 accreditation visit took place—to the graduate studio sequence which allows for greater flexibility in student schedules to accommodate work schedules and provides students with greater access to

financial aid as a graduate student. The School is exploring the feasibility of making the summer studio an option for graduate students rather than a requirement to respond to student needs for work or a break in the year-round sequence. Some changes to the curriculum in the undergraduate program may allow us to make this change.

Over the past year, a change in MSU's Graduate Teaching Assistant tuition waiver policy has allowed our GTAs to be classified as resident students and receive a 9-credit tuition waiver, which has provided our students with significant tuition discounts.

The School continues to make optimum use of the 5.75 FTE fiscal-year full-time NTT faculty lines it received as part of the 2006 expansion. These fiscal-year full-time NTT faculty teach year round, providing a core of experienced studio faculty to teach during the summer semester. In addition, the School has invited more visiting faculty and professionals to teach during our summer semester. The strategic use of fiscal year adjunct faculty and visiting faculty in the summer semester is intended to allow tenure-track faculty to maintain a balanced teaching/research schedule. Because we offer a number of graduate electives in the summer and because summer is the best time to undertake design-build studios in Montana, some tenure-track faculty have opted to teach in the summer as a means to advance their research. In addition, it has provided our faculty with the opportunity to engage in international projects and courses which support many of our outreach and engagement activities.

The School has worked with Facilities Services on campus to rotate the studio locations within Cheever Hall each summer allowing the custodial staff to undertake regularly scheduled maintenance in Cheever Hall. With the relocation of the graduate studios to the space formerly occupied by the Creative Arts Library (CAL), it has allowed us to free up most of Cheever Hall in the summer and provide MSU Facilities with ample time and space to undertake regular maintenance in these areas. The space in CAL has experienced an increase in use, but there will still be 3-4 weeks for maintenance and cleaning between Summer and Fall semesters and between Fall and Winter semesters. As mentioned previously in this report, there will be some significant construction in our building this summer as the seismic upgrade of the building takes place. We are keeping in contact with Facilities Services to minimize the impact of this on our students, faculty and staff. More information on the specific impacts will be available to us in early 2013.

**Concern #5 Team Comments:** "Finally, the team notes is concerned that the program has not had a thorough, facilitated discussion about facilities, especially in the context of enrollment expansion, with the participation of the provost."

**Program Response:** As a result of numerous discussions over the past two years between the Provost Office, Facilities Services, the College and the School leadership, space was reallocated from the Creative Arts Library and the west end of Cheever Hall to address most of the significant facilities issues that the School has been facing. The current economic downturn and a subsequent decline in some student enrollment numbers has provided some temporary relief in the demands on the facility, but the school continues to explore ways to better utilize the space in Cheever Hall and to look for other alternatives to meet expected increases in enrollment. In addition, one of our staff is currently a member of the University Space Management Committee, which has provided the School with a voice regarding space issues. Conversations regarding our facilities continue to take place with the above constituencies to address the remaining issues.

**Changes in Program since last NAAB Visit** Dr. Fatih A. Rifki, Director of the School of Architecture beginning in July 1, 2009, returned to the faculty effective December 31, 2011. Steven P. Juroszek was appointed as Interim Director of the School of Architecture effective January 1, 2011. His appointment as Interim Director will last through June 30, 2014. A search for the Director's position is tentatively being scheduled for academic year 2013-14. Susan Agre-Kippenhan, Dean of the College of Arts and Architecture, left MSU June 30, 2011 to accept a position as Provost and Dean of Faculty at Linfield College in Oregon. Dr. Joseph Fedock was appointed as Interim Dean of the College of Arts and Architecture effective July 1, 2011 and served in this position for one year. A national search resulted in the hiring of Dr. Nancy Cornwell as the new Dean of the College of Arts and Architecture effective July 1, 2012. Dr. Martha Potvin was hired as Provost at MSU beginning January 1, 2011. Dr. Jeff Adams left his position as Associate Provost to accept a similar position with an institution in Pennsylvania. Dr. Potvin appointed two new Associate Provosts, Dr. David Singel and Dr. Ron Larson. As mentioned in previous annual reports, Dr. Waded Cruzado began her role as MSU President in January 2010. As mentioned earlier in this annual report, the MSU Libraries closed the Creative Arts Library in Cheever Hall and all of the journals and books were relocated to the main library located in Renne Library. The space was reassigned to the School of Architecture for use as graduate studios.

**NAAB RESPONSE TO MONTANA STATE  
UNIVERSITY  
2012 ANNUAL  
REPORT**

**Date Report Received: November 20, 2012**  
**Year of Next Visit: 2014**  
**Focused Evaluation: No**

**Section One: Checklist of  
required elements**

Part I Statistical Report	√Included (Yes)	Not Included
Part II Narrative Report	√Included (Yes)	Not Included

**Section Two: Assessment of  
Narrative Report**

**DEFICIENCIES**

**Physical  
Resources**

The program is clearly working on a number of issues that will help address this deficiency. The only School of Architecture function remaining in the Romney Gym is the Integrated Design Lab, and discussions are underway to relocate it as well.

**Building Service Systems**

In preparation for the 2014 visit, the program is encouraged to provide ample evidence that the revised curriculum addresses the visiting team’s concerns.

**CAUSES OF  
CONCERN Mission**

The School of Architecture is making excellent progress with this concern. A strategic planning committee is working to align the department’s vision and mission with that of the university as a whole and is also seeking feedback on its work from faculty, staff, and, eventually, students.

**Communications**

Over the past 18 months, the program has been tasked with completing a number of “one-time” activities: revising some policies and procedures, developing formal assessment plans, and renumbering courses. After these activities have been completed, the program hopes to reduce the faculty’s service requirements.

**History-theory curriculum sequence**

The search for a tenure-track faculty for the history/theory sequence has been difficult. It is anticipated that a new search will be conducted in 2014-15. The history sequence has been shifted to an earlier location in the curriculum.

**Facilities**

The program is clearly working to address this concern.

**CHANGES TO THE ACCREDITED PROGRAM**





August 27, 2013

The National Architectural Accrediting Board, Inc.  
1735 New York Avenue NW  
Washington, DC 20006

**RE: 2009 Conditions for Accreditation, Part One Section 3.2 Annual Reports**

To the Board of Directors of NAAB and the Visiting Team,

The Annual Reports submitted by the Montana State University School of Architecture are compiled with data from two departments on campus. All institutional data is compiled by the MSU Office of Planning and Analysis and transmitted to the School of Architecture for entry into the Annual Report Submission (ARS) web site at [www.naab.org](http://www.naab.org). School of Architecture student and faculty demographic information is compiled by the School of Architecture staff and administrator and is entered into the ARS website.

The data provided by the MSU Office of Planning and Analysis and the MSU School of Architecture and submitted to NAAB through the Annual Review Submission systems is accurate and consistent with reports that are sent to other national and regional agencies including the National Center for Education Statistics.

Sincerely,

Dr. Chris Fastnow  
Interim Director  
Office of Planning and Analysis

Steve Juroszek, AIA  
Interim Director  
School of Architecture

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