

Montana State University Interim

Progress Report for 2019

Instructions and Template

[November 30, 2019]

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

¹ The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

2. EXECUTIVE SUMMARY OF 2014 NAAB VISIT

CONDITIONS NOT MET

| |
|-----------------|
| 2014 VTR |
| None |

STUDENT PERFORMANCE CRITERIA NOT MET

| |
|--------------------------|
| 2014 VTR |
| B.6 Comprehensive Design |

CAUSES OF CONCERN

| |
|--|
| 2014 VTR |
| Leadership & Faculty Stability |
| Opportunity for additional Digital Instruction |
| Shop Safety |
| Accessibility |
| Sustainability |

Interim Progress Report
Montana State University
School of Architecture
M. Arch. [undergraduate degree + 42 credits]
Last APR submission: September 2013
Year of the previous visit: 2014

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Dr. Royce Smith

Provost: Dr. Robert Mokwa

President of the institution: Dr. Waded Cruzado

Individual submitting the Interim Progress Report: Ralph Johnson AIA

Name of individual(s) to whom questions should be directed: Ralph Johnson AIA

Current term of accreditation: 8 year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

B.6 Comprehensive Design

2014 Visiting Team Assessment: Students demonstrate abilities in the individual Student Performance Criteria related to comprehensive design; however, there is a lack of evidence demonstrating their ability to produce singular, comprehensive architectural projects that integrate all of these individual criteria across scales. In particular, the team noted a lack of integration of SPC A.4, B.2, B.4, and B.5.

While certain technical criteria are met, even with distinction, in work generated in support courses, these same criteria are not met or only partially met in the design studio intended to produce comprehensive design projects. The faculty members have indicated that they plan to reintroduce the graduate thesis in the next substantive change to the curriculum, which might offer the faculty a chance to address comprehensive design alongside this curricular change.

Montana State University, 2019 Response: As identified in the 2016 Interim Report ARCH 558, the Comprehensive Design Studio, has been linked to ARCH 535, Advanced Systems Integration and the outcomes of each course integrated in final reviews.

Beginning in the Fall semester of 2016 all faculty teaching in the integrated ARCH 535/558 courses have utilized the AIA/ACSA Competition on the Environment as the means of quantifying the learning outcomes intended to address APC A.4 (Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.), B.2 (Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.) and B.4 (Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.). This strategy has resulted in positive feedback from external reviewers assessing the four boards required for the COTE entry relative to A.4, B.2, B.3 and B.4 and these findings have been further reinforced by one of our students in each of the years 2016, 2017 and 2018 receiving recognition as one of the COTE TOP 10 winners.

SPC B.5 (Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.). As part of ARCH 535 guest lectures, studio reviews, and final analysis documents are taught and evaluated structural engineers to address the content of B.5.

b. Plans for/Progress in Addressing Causes of Concern

- **Leadership & Faculty Stability**

2014 Visiting Team Comments: 1. Interim Director: The team is very concerned that since the last visit there has been interim leadership and that this situation continues. The College of Arts and Architecture has a new dean in place and now movement should be made by the school, college and university to seek and name a permanent director of the school.

2. Faculty turnover: The school enjoys a cadre of 18 full-time faculty. The majority of the faculty has been here for many years and over time will be considering retiring. Three junior faculty are leaving at the end of this academic year to pursue other opportunities. The dean has authorized the hiring of three replacements, and two have already signed contracts. A third is in the negotiating process. The team encourages the administration of the college and the university to continue to support the influx of new junior faculty as senior faculty retire.

3. Succession planning: While the school enjoys long tenure from a number of key faculty, there is a concern the school may not be prepared for any departures. Importantly, these faculty members provide instruction in many of the core subjects and studios. Any departures, especially unforeseen or short term, could detract from education quality until satisfactory replacements are made. The school is encouraged to create a succession plan complete with action steps and, if possible, identification of potential candidates.

Montana State University, 2019 Response: Following the 2016 report Susan Cowan and Jaya Mukhopadhyay have successfully received University retention as Assistant Professors. Dr. Cowan has completed application for tenure and promotion to Associate Professor with excellent annual reviews and Dr. Mukhopadhyay, also with excellent annual reviews, will apply for tenure and promotion to Associate Professor in the Fall of 2020.

Andrew Vernooy, hired in August of 2016 as the Director of the School of Architecture, retreated in August of 2018 to the position of Structures Professor for personal reasons. This filled the open search position in structures which was identified as in negotiations in the 2016 interim report, but negotiations failed and no hire was accomplished. College of Arts and Architecture Dean Royce Smith appointed Professor Ralph Johnson to the position of Director of the School of Architecture following a School of search committee recommendation. In 30+ years at Montana State University Professor Johnson has previously served as a one-year Interim Director of the School four times, Director of the Community Design Center in the School of Architecture, Director of the University Honors program and Director of the Burton K. Wheeler Center for Public Policy. Professor Johnson agreed to a minimum appointment of five years.

Although retirements in FY 2018, 2019 and 2020 were anticipated in the 2016 interim report none have occurred nor are any anticipated in the immediate future.

The School of Architecture Advisory Council, during the 2018/19 academic year, was assigned the task of identifying the emerging characteristics of the profession and the qualities of faculty needed to prepare for such a future. Regarding a succession plan to meet the needs of students and the profession the Advisory Council recommended a focus on studio faculty with the following characteristics in no specific order of importance:

- Gender, ethnic, and age diversity
- A connected network in the profession and in academia
- Experience leading a team
- Experience with diverse clients and/or project types
- A specific area of expertise and passion
- Excellent communication skills

Following the report from the Advisory Council the faculty developed a corresponding succession plan during the Spring semester of 2019:

1. With Professor Johnson's move from a studio faculty position and Director of the Community Design Center to the director's position the next search should be for Director of the Community Design Center and studio faculty instructor. A search was conducted during the summer of 2019 utilizing the characteristics jointly agreed upon by the Advisory Council and faculty. Brian Brush (PhD completed all but dissertation) was hired fulfilling all the recommendations except diversity of gender and ethnicity. His area of expertise and passion are related to the application of computer technologies in design significantly increasing number of faculty with this skill.
2. Based on teaching focus all the School of Architecture faculty are design studio instructors with the exception of history and environmental controls therefore studio instructors possessing the characteristics identified by both the Advisory Council and faculty should succeed those who might retire or accept positions at another institution or within the profession.

3. If replacement of the historian or environmental controls specialist is required these positions should be filled with faculty capable of teaching both history and studio or environmental controls and studio.
4. In determining a succession plan for the Director of the School both the Advisory Council and the faculty recommended consideration of an internal rotating directorship because of the difficulty the School has faced in retaining directors. Modeled after other departments on campus the position could utilize a process which manages continuity by having a year's pre-director position followed by a 5-year term as director with a following year post-director position.

Opportunity for additional Digital Instruction

2014 Visiting Team Comments: Students have access to 12 computer laboratories housing over 379 computers within the university, but no computer laboratories within the School of Architecture. There is an understanding that students are required to purchase and bring their own computers with the necessary software. Students are introduced to a minimal amount of instruction on these computer programs, but students have expressed a concern for additional computer education.

Montana State University, 2019 Response: Funding for IT staff was restored in the fall of 2018 under the auspices of the College of Arts and Architecture in which the IT staff serves the Dean's office, the School of Art and the School of Architecture. A six-station computer lab in Cheever Hall, for the exclusive use of architecture students, has been funded and will be in operation beginning with the spring semester of 2020. Additionally, a six-station computer lab has been created in Cheever Hall with hardware and software for use in augmented and virtual reality instruction and research to be shared among students in the Schools of Film & Photography and Architecture. In the spring of 2020 three architecture classes will be taught utilizing this lab. Professor Juroszek will teach a graduate research seminar in virtual reality while newly hired Professor Brian Brush will teach a graduate research seminar and an undergraduate studio utilizing augmented reality.

Shop Safety

2013 Visiting Team Comments: The team notes that the program has reduced the number of student workers who assist in the operation of the woodshop, an integral component to the production of student work, ranging from full-scale furniture and architectural products to smaller-scaled architectural models. This reduction in student workers has resulted in reduced hours of operation for the woodshop and a reduction in supervision when the shop is open. This particular cause of concern carries with it implications for student health, safety, and welfare, as a reduction in staff could increase the potential for serious accidents and injury. The team notes, however, that the shop maintains policies and procedures for safety, shop safety training for students, safety equipment such as ear plugs and safety goggles, and shop equipment with safety features, such as Saw Stop table saws. This cause of concern is one of staffing capacity, not of policies, procedures, or equipment.

Montana State University, 2019 Response: The resolution identified in the 2016 interim report response remain in effect.

Accessibility

2013 Visiting Team Comments: Accessibility, although met, is an area the school should strengthen. As part of the building codes, projects must be able to demonstrate that they can accommodate the needs of individuals with physical, sensory, and cognitive disabilities. While the work of ARCH 340 – Building Construction II showed evidence of this ability, the work in other courses showed a marginal development of accessible design.

Montana State University, 2019 Response: The resolution identified in the 2016 interim report response remain in effect.

Sustainability

2013 Visiting Team Comments: The school and the students are very aware of the principles of sustainability. Environmental Controls classes show a good understanding of these principles, and the student projects show knowledge of the complex and innovative systems in use. Some of the students are actively involved in the USGBC school chapter along with the engineering students. Although there was evidence that this criterion was met, the visiting team would have expected this knowledge to be shown consistently in all work after the subject was introduced to the students, starting with the basic principles of sustainability such as building orientation and solar controls. The relationship between the architectural and engineering students through the USGBC chapter lends itself to interdisciplinary projects. There was no evidence that this relationship has been fully taken advantage of.

Montana State University, 2019 Response: The resolution identified in the 2016 interim report response remain in effect.

Evidence of the success of this strategy can be found in the ASHREA competition for a net-zero design proposal by student teams of 4th and 5th year architects and engineering students from MSU. Under the mentorship of an architecture faculty member and an engineering faculty member student from MSU have received either a 1st or 2nd place in this international competition in 2015, 2016, 2017 and 2018. Additionally, the use of the AIA/ACSA Competition on the Environment in ARCH 535/558 further reinforces the incremental strategy identified in the 2016 interim report and requires design studio application of the learning objectives for ARCH 431, Sustainability.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Montana State University, 2019 Response:

- The Visiting Scholars Endowment has been fully funded to an amount in excess of \$1,000,000 and the first scholar will be invited for the spring term of 2021.
- A Professional Practice Collaboration studio has been established in which School faculty work with an architectural office having an expertise in the topic of the studio or seminar. In the spring semester of 2019 LMN Architects of Seattle collaborated in the teaching of a 3rd year studio focused on a performing arts facility, Morphosis, LA, collaborated in the teaching of a graduate studio focused on a mixed use, mixed income housing concept for integrating the homeless in a Housing First community and Muthun Architects, Seattle collaborated in a graduate seminar focused adapting non-architecture computer software for architectural use. Similar collaborations are planned for the spring of 2020.
- A new Dean of Graduate Studies was hired in the fall of 2019. Negotiations with the GTA union regarding salaries are underway. The impact of these negotiations is uncertain.

d. Summary of Activities in Response to Changes in the NAAB Conditions: The Director has followed the revision incorporated into the proposed 2020 NAAB Conditions closely and attended the

2019 Administrators Conference which focused on the proposed changes. The Director has called for a January 7th and 8th 2020 faculty retreat to discuss the most effective means by which the School can respond to the proposed 2020 NAAB conditions with a focus on the dual requirements of self-assessment and a course(s) demonstrating ability in SC.5 Design Synthesis and SC.6 Building Integration.

Montana State University, 2016 update:

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Montana State University, 2016 update: The following documents are submitted with this Template:

- Single page CV's for Director Ralph Johnson and Professor Brian Brush