26 November 2012

Submitted on-line @ NAAB (Narrative uploaded)

NOTE: Since attachments exceed the 4MB limit, exhibit attachments were sent via email to:
<forum@naab.org> as per Kesha; along with a hard-copy and CD via US Post.

NAAB Accreditation Manager
National Architectural Accrediting Board, Inc.
1101 Connecticut Ave, NW  Suite 410
Washington, DC  20036
(202-783-2007)

RE:  2012 AR  Part II (Narrative Report)
Mississippi State University
School of Architecture (B.Arch)
Program Administrator:  Michael A. Berk, Director  AIA  |  F.L. Crane Professor of Architecture
Date of last Accreditation Visit: February 2010

Please accept the following Part II Narrative as partial fulfillment of the requirements of the 2012 NAAB Annual Report guidelines; Part I has already been submitted on-line. This is a continuation and follow-up to the 2011 AR Part II Narrative submitittal from last year and the NAAB Response received in the Summer 2012.

Background:
This narrative is in response to the recent 2010 Visiting Team Report (VTR) dated July 27, 2010. The School of Architecture (S|ARC) received the final 2010 VTR the first week in August 2010.

It has been a little over 2 years and the faculty (and curriculum committee) have now had adequate time to analyze and carefully reflect . . . and, are now taking a longer view with respect to the VTR Report and the noted deficiencies. Most of the SPC deficiencies centered on issues of incompleteness in the areas of tectonics and building assembly in the design studio.

During the academic year 2011-12, the faculty under the ‘continued’ guidance by both the Director (myself) and the Dean have developed components of the S|ARC curriculum and pedagogy that coincide and overlap with the Building Construction Science (BCS) program’s curriculum; the BCS program is housed within our same college (CAAD). This new curriculum ‘collaboration’ comes about as a proactive reaction to the natural evolution that we are witnessing in a construction industry that is clearly moving toward an IPD Model (Integrated Project Delivery) --- this model demands integral collaborations between builders and designers. Our school is strategically positioned to engage this new 21st century pedagogy. It should be noted that the BCS curriculum (at Mississippi State) is one of only two ‘studio-based’ construction programs in the country; given that their studios also meet at the same time as S|ARC’s studios (MWF 1-5pm), there are ample opportunities for interdisciplinary activities.

The S|ARC faculty met at the end of the Spring 2011 semester (May 2011) for a 2-day Faculty Retreat (which is typical at the end of each semester) to discuss and strategically adopt this new integrative and tectonic model for collaboration with BCS in our curriculum. This proposal also addresses our earlier concerns of deficiencies in the areas of tectonics and building assembly within the design studios. The proposal (described below) was adopted and will be carefully piloted during the current academic year 2012-13.

The Tectonic Studio(s) curriculum requires the modification of two (2) of S|ARC’s ten (10) existing studio courses --- to focus on the issues of design as it relates to ‘tectonics and assemblies’ of construction. This revised 2-studio sequence will be called called: ARC 2536 Arch Design 2A (Tectonic Studio I) and ARC 3546 Arch Design 3B (Tectonic Studio II): Tectonic I in the fall semester; and Tectonic II in the Spring semester. As well, the revision also calls for a
new BIM (Building Information Modeling) lecture class; that course revision (ARC 3713 Assemblies) will not be implemented until the Fall 2013.

It is also anticipated that these two Tectonic Studio courses will become ‘officially recognized’ (interdisciplinary and cross-listed) courses with BCS in the Fall 2013 --- thus enabling a paradigm-shift that engages and teaches both BCS and S|ARC students within the same studio space.

Exception from the 2010 Visiting Team Report (VTR) dated July 27, 2010:

**Conditions/Criteria Not Met**

**Four (4) Student Performance Criteria were listed as NOT being met:**

- 3.13.14 Accessibility
- 3.13.23 Building Systems Integration
- 3.13.26 Technical Documentation
- 3.13.28 Comprehensive Design

*NOTE: Fundamentally, the S|ARC curriculum committee believes that the four (4) SPC conditions not met (as noted) will be directly addressed by the studio course revisions as proposed above (in the background section); we are confident that the new Tectonic Studios I & II will directly correct the SPC deficiencies in the near future.

**13.14 Accessibility**

*Ability to design both site and building to accommodate individuals with varying physical abilities*

**MSU Response:**

As we transition to the new curriculum, the faculty believe that the courses listed (ARC 3536 Design III-A; ARC 3546 Design III-B; and ARC 4733 Site Planning) to address this criteria in the 2009 APR Student Performance Criteria matrix are the appropriate places to address this issue in our curriculum; faculty will ensure that students in these courses will be able to demonstrate ability. ARC 3536 Design III-B (Tectonic II Studio) has already made this SPC much more integral to its content. See examples of progress (below):

**Exhibit “A”** (ARC 3536 Design III-B): PDF Book. Group/collaborative student project entitled” “Memphis Culinary Arts School” (a Research book for a culinary arts school in Memphis, TN, created by the Spring 2012 Third-Year Design Studio at the Mississippi State University School of Architecture. This research became the Studio guide with: program, building code (including ADA), site, and zoning research summarized for the studio in preparation of building design. The PDF was posted for the studio. Specifically to ADA concerns, please refer to Chapter Two: *ADA + Egress Requirements* pages: 38-9; 47-65

**3.23 Building Systems Integration**

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

**MSU Response:**

As we transition to the new curriculum, the faculty believe that the current courses listed (ARC 3546 Design III-B; and ARC 4546 Design IV-B) to address this criteria in the 2009 APR Student Performance Criteria matrix are still the appropriate places to address this issue in our curriculum; faculty will ensure that students in these courses will be able to demonstrate ability in the near future. ARC 3536 Design III-B (Tectonic II Studio) has continued to develop this SPC into its content. See examples of progress (below):

**Exhibit “B”** (ARC 3536 Design III-B + ARC 4536 Design IV-B): Samples of projects from studios.

<table>
<thead>
<tr>
<th>ARC 3536 Design III-B</th>
<th>Culinary Arts College</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 4536 Design IV-B</td>
<td>Mediatheque</td>
</tr>
</tbody>
</table>

**13.26 Technical Documentation**
Ability to make technically precise drawings and write outline specifications for a proposed design

**MSU Response:**
As we transition to the new curriculum, the faculty believe that the current courses listed (ARC 4546 Design IV-B; and ARC 3713 Assemblages) to address this criteria in the 2009 APR Student Performance Criteria matrix are still the appropriate places to address this issue in our curriculum; faculty will ensure that students in these courses will be able to demonstrate ability in the near future. Evidence of technically precise drawings can be found in Exhibit “B” above. The team was most concerned that evidence of ‘writing outline specifications’ was not being taught effectively. Please see examples of our specifications progress (below):

**Exhibit “C” (ARC 3713 Assemblages):** New project assignment for Outline Specifications.

**13.28 Comprehensive Design**
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

**MSU Response:**
As we transition to the new curriculum, the faculty believe that the current courses listed (ARC 3546 Design III-B; ARC 4546 Design IV-B; and ARC 5589 Design V-B) to address this criteria in the 2009 APR Student Performance Criteria matrix are still the appropriate places to address this issue in our curriculum; faculty will ensure that students in these courses will be able to demonstrate ability in the near future. See examples of progress (below):

**Exhibit “D” (ARC 3546 Design III-B (see above Exhibit B); and ARC 5589 Design V-B):**
Examples of terminal project document in Design V-B.

**Causes of Concern**
Five (5) Causes of Concern were identified:

1. **Strategic Planning.** The 2010 visiting team has observed some issues that the college and the school need to address as part of their strategic planning for the near future. These issues relate to the role and resources of the college and its expected accommodation of other programs, faculty and students.

   **NAAB 2011 Response:**
   Satisfied; no further reporting required.

2. **Human Resources.** There is the issue of a new permanent director for the School of Architecture, the definition of her/his role and responsibilities, and the impact that has on current human resources. These issues also include the effects the new college configuration may have on teaching, research, outreach and recruiting activities of the school.

   **NAAB 2011 Response:**
   Satisfied; no further reporting required.

3. **Social Equity.** There is also an issue of social equity regarding both students and faculty that necessitates a plan for recruitment. An increase in the number of minority students as well as minority faculty and female faculty is important to the continued prestige and advancement of the school.

   **NAAB 2011 Response:**
   The program’s efforts to address this concern are commendable. Please continue to report on progress, especially on how the Pre-Architecture Advisory System is working to recruit nontraditional and minority students.
MSU Response:

Faculty: (New faculty hires for AY 2012-13):
The School was pro-active and successful in identifying and hiring three female candidates for faculty positions in the 2011/2012 academic year. (Two ‘visiting’ female faculty left at the end of last academic year to take tenure-track positions at regional programs). One position was replaced by a female candidate (Emily McGloghn) as a Visiting Assistant Professor; she has excellent credentials (with a masters from the Univ. of Oregon focusing on Environmental Technologies (along with 3 years work experience in Wm McDonough’s in Charlottesville; and a B.Arch from Auburn where she also taught in the Rural Studio for 2 years as an instructor).

Currently:
The gender split of full-time non-administrative teaching faculty in S|ARC is:

- Male - 7 | Female – 5.

Overall, the gender split in S|ARC, including administrators (no deans), adjuncts, and professional staff:

- Male - 14 | Female – 10.

S|ARC is confident that we are making significant headway towards satisfying the Visiting Team’s concerns.

NOTE: The School was also pro-active and successful in identifying and hiring an African-American instructor. The other vacated position (noted above) has been filled with by a young African-American recent B.Arch graduate working as a 'Design-Studio Assistant' under the tutelage of senior faculty member in the first year studio. The school is ‘piloting’ a mentorship program (in concert with the MSU Office of Diversity) to encourage this individual (Finas Townsend III) to ultimately seek further training in a masters program after this academic year. His also plays a key mentorship role in both the NOMAS organization and with entering minority freshman.

Students Recruitment:
Relative to minority students and recruitment, the director formed the Pre-Architecture Advisory System 2 years ago; this system is managed by the School’s Admissions/Advisor Coordinator (Emily Parsons); this is the 2nd year of operation.

[NOTE: Our school has a long tradition of provisionally accepting students into the program who did not make the original 45-student Fall admissions cut; they are classified as Pre-Architecture students. They are required to take (and successfully pass) all courses as a typical first year Architecture student --- however they do not take the freshman design studios. After successful completion of their two (2) freshman semesters (and a min. 2.5 GPA), they re-apply (short form) to the Summer Design Studios where they enroll in the freshman studios; ultimately they rejoin the second year class in the following fall. Success rate of passing the freshman studio courses in the Pre-Arch Summer Studio is 95-100%. This program also enables easy transfer from a Community College [in underserved areas] and provides opportunities for other non-traditional and older students that may already have some college courses under their belt]

This new Pre-Architecture Advisory System helps identify non-traditional and minority students from that pool and provides additional contact time and advising including pizza meetings with the Director (and Admissions Advisor) that include individual advising sessions leading up to the summer studio. This is the second time this school has been pro-active in this area and we are entering our third year of implementation. This past summer 2012, Summer Studio Pre-Arch had an enrollment of 14 students . . . including 2 African American students (14%). Last summer 2011, we had 4 African students in a larger class of 18 (22%). These students have all been successful and they sequentially matriculated into the second year design studio in the following fall semester . . . increasing our overall minority student numbers.

Overall, in the Fall 2012, 16% of the (45) incoming freshman that started the Architecture program are African-American students; this does not include other minority students (which are still a small percentage).

The Director continues to be more pro-active by visiting and recruiting at targeted high schools with a large percentage of African American students (i.e. Mississippi School for the Arts; the New Orleans Center for Creative Arts; and New Albany High School). We will continue to report on these ventures.

S|ARC is very confident that we are aggressively making progress towards satisfying the Visiting Team’s concerns.
4. Role of the Master’s Program. Further, a strategic determination regarding the role of the Masters’ program and growth of the BCS should be implemented.

NAAB 2011 Response:
Please continue to report on collaborative efforts between the BCS program and the architecture program.

MSU Response:
Master’s. Program (Master of Science):
Please note for the record: the M.S. graduate program in question has nothing to do with the BCS (Building Construction Science) program. The BCS program is a stand-alone department within our college with its own faculty and director. S|ARC has a very strong collaborative relationship w/ BCS as noted elsewhere in this report.

AS noted in past AR reports, The University underwent a budgetary and efficiency analysis in 2009 and early 2010; The ‘Select Committee’ (SCEI) recommended eliminating the School’s non-accredited Master of Science graduate program. No students were admitted to the program in the Fall of 2010, 2011, or 2012. The last ‘active’ student in the program graduated last spring 2012. The graduate program is inactive and in official hiatus --- no students are enrolled at this time. No future plans for this M.S. degree are being considered at this time.

5. General Education. In addition, by January 1, 2015 NAAB requires that the B. Arch include 45 units of General Education studies outside architectural studies. Refer to 12. Professional Degrees and Curriculum, below.

NAAB 2011 Response:
Please note that the NAAB did provide a clarification of the general education requirement in the 2010 annual report. Following is the response provided in 2010:

“Please continue to report on the faculty’s deliberations about the General Education requirement. The architectural history courses could be used to meet the General Education requirement if any student (e.g., a business major) may enroll in the course. In other words, these are courses that any student in the university may take; enrollment is not restricted to architecture students.”

MSU Response:
Thank-you for the clarification.

The faculty voted and deleted the required professional course, ARC 1003 Concept and Form, from its curriculum last year. This will ‘officially’ provide 3 additional ‘open’ elective (general education) credits for the B.Arch degree. This will be reflected in the 2013-14 university catalogue.

As noted in last year’s report, the faculty did a ‘dry-run’ of the Tectonic Studios, with the intent of ‘folding’ the entire technical content of two other lecture courses (ARC 3713 Assemblages & ARC 2723 Materials) into those studios. (Note: the dry-run study last year ‘only’ involved an in-house study --- it did not include the BCS program). At our faculty retreat last May 2012, the faculty determined that these two technical courses (Assemblages and Materials) are necessary and must remain in the curriculum; after final analysis of that preliminary dry-run program, the faculty now believe that teaching this technical content in two different courses will reinforce the learning of the material.

In light of the NAAB response about the General Education Requirement, the school believes that it is in general compliance with the intent of the NAAB criteria for a B.Arch program.

In 2012/13 the course-work credit-hours break down is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>39</td>
</tr>
<tr>
<td>Professional</td>
<td>101</td>
</tr>
<tr>
<td>Electives (open)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>152*</td>
</tr>
</tbody>
</table>

General education + Electives = 51  (33% of the B.Arch Curriculum)
*Please NOTE: The state’s Institute of Higher Learning capped our 5-year B.Arch. degree program at 152 credit-hours; and this required a special waiver. Other BS and BA degrees at all state universities are capped at 124 credit-hours. We are hamstrung in creating ‘required’ additional elective courses.

All of our students exceed the 152 credit-hour cap when they graduate (this includes additional coursework they opt to take for getting minors or for other educational reasons). Last year we had 4 students that graduated with 154 hours; and all the rest met or greatly exceeded 160 credit-hours (by their choice).

Changes in program since last NAAB Visit

Building Construction Science Program:

Tectonic Studios I & II are currently (fall 2012) test-piloted by the School of Architecture with BCS; it is anticipated that these studios will be officially joined together (with both BCS and S|ARC students and faculty) in the Fall 2013. Four other technical courses (Passives, Assemblages, Structures I and II) are currently cross-listed and collaboratively taught w/ BCS.

Facilities:

Giles Hall Studios Pin-up (through-out building):

Major overhaul and significant increase (over 100%) of additional pin-up spaces in the building. This facilitates better critique spaces and displays ‘on-going student work’ for all to see in the studios. ($3k)

Jackson Center (5th year Program – Downtown Jackson MS):

Renovation and relocation of 5th year Administrative offices from the middle of the 2nd floor (no windows) to an exterior suite location with exterior windows. ($3k)

Giles Hall 2nd year Studio:

Space has been reconfigured (elimination of ¼ circle) to provide additional studio space. It is anticipated that this space will undergo a major renovation next summer 2013 in time for the new collaborative Tectonic Studios w/ BCS. ($1.5k)

Giles Hall Shop Space (Basement):

Add’l Improvements and some expansion of student work-space ($5k)

Giles Hall Bob + Kathy Luke CAAD Library (Main Floor):

Renovations to the Library. Upgrading of physical plant (painting, carpet, casework, shelving, labeling, computers, ceiling repair, window leaks repaired, sheetrock repair; and re-upholstery of furnishings. The main library agreed and relocated the entire Art Collection into our library plus five (5) Art Journal holdings. Library staff and students worked on relocation of Art books over to the Giles building. A major organization of media holdings and slide laboratory allowed us to convert additional space for special collections area. Rededication of library is scheduled for spring 2013. ($15k)

Students:

Director’s Student Advisory Council:

In the Fall 2011, the Director formed a Director’s Student Advisory Council consisting of 2-3 students from each year-level along with the president + vice president of each of the 4 student organizations. The council meets twice a semester with an agenda (lunch is provided by the School). Previously, the only exchange between students and administration occurred in the Dean’s Student Council — made up of 4 students from each department in the college; the architecture students did not have a direct conduit to the director of the School of Architecture.

Alpha Rho Chi:

A colony (‘Hippodamus’) of Alpha Rho Chi has been formed. It has been quite successful and has met all the national requirements. It has plans to seek ‘Chapter’ status in the Spring 2013.
Curriculum:

M.S Program (non-accredited)

The Master of Science program (in the School of Architecture) is officially on hiatus. No students in program.

Tectonic Studios --- Pilot Program

See notes above in the opening background information, etc. Currently undergoing test-piloting. Will be cross-listed with BCS in the fall F013.

Outreach:

BARNworks 10/11 (student monograph publication):

S|ARC published its second monograph edition of student work. 900 volumes were produced with (w/ ISBN #) and distributed ($9k). The third edition is under way; we are currently looking for corporate sponsorship. See following web link for web version and/or PDF files: http://www.caad.msstate.edu/caad_web/sarc/barnworks.php

Recruitment Brochure:

S|ARC produced its first glossy recruitment brochure in over 10 years.

Advisory Council:

S|ARC’s Advisory Council (made up of alums, owners/partners of major firms in Mississippi and the region, industry, State AIA Chapter, etc) has been revamped by the Director. The council grew in size from just over 12 to over 30 members (including high profile individuals such as Robert Ivy, FAIA and Fred Carl, CEO, Viking Range Corp.). It now has a set of By-Laws and three (3) sub-committees focused on the following: 1] Academics, Research and Curriculum; 2] Advancement/Development/Fundraising; and 3] Alumni Relations. The Council meets twice a year; once in the fall at our Jackson Center (which houses our Fifth-year program) and once in the spring on the main Starkville campus.

The School of Architecture will be happy to answer or further elaborate on any of the above-submitted information.

Thank-you for your response and official answer to the General Education Credits question noted in last year’s report. It was most helpful.

Respectfully submitted,

Michael A. Berk    AIA   |   F.L. Crane Professor
Director – School of Architecture

C: Jim West, AIA, Dean, College of Architecture, Art and Design

w/ Attached Exhibits  (Due to large file-size, ‘body’ of the Exhibits sent via email and also hard-copy via U.S. Post)
ATTACHMENT  (Exhibits)

CONTENTS

EXHIBIT A  Page 2 of PDF document

Exhibit “A” (ARC 3536 Design III-B): PDF Book. Group/collaborative student project entitled “Memphis Culinary Arts School” (a Research book for a culinary arts school in Memphis, TN, created by the Spring 2012 Third-Year Design Studio at the Mississippi State University School of Architecture. This research became the Studio guide with: program, building code (including ADA), site, and zoning research summarized for the studio in preparation of building design. The PDF was posted for the studio. Specifically to ADA concerns, please refer to Chapter two: ‘ADA + Egress Requirements’ pages: 38-9; 47-65

EXHIBIT B  Page 121 of PDF document

Exhibit “B” (ARC 3536 Design III-B + ARC 4536 Design IV-B): Samples of projects from studios.

ARC 3536 Design III-B  Culinary Arts College
ARC 4536 Design IV-B  Mediatheque

EXHIBIT C  Page 252 of PDF document

Please see above-note Exhibit B for technical drawing abilities

Exhibit “C” (ARC 3713 Assemblages): New project assignment for Outline Specifications.

EXHIBIT D  Page 265 of PDF document

Exhibit “D” (ARC 3546 Design III-B (see above Exhibit B); and ARC 5589 Design V-B):

Examples of terminal project document in Design V-B.  Terminal Project