July 27, 2010

Dr. Mark E. Keenum, President
Mississippi State University
POB 6018
610 Allen Hall
Mississippi State, MS 39762

Dear Dr. Keenum:

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the Mississippi State University School of Architecture.

As a result, the professional architecture program:

**Bachelor of Architecture**

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2016.

Continuing accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

- **Part I (Annual Statistical Report)** captures statistical information on the institution in which a program is located and the degree program.

- **Part II (Narrative Report)** is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2011, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2010 Edition.

Finally, under the terms of the 2010 *Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Wendy Omelas, FAIA
President

cc: Michael Berk, Interim Director
Judith Sheine, Visiting Team Chair
Visiting Team Members

Enc.
Mississippi State University
School of Architecture

Visiting Team Report

Bachelor of Architecture (152 undergraduate units)

The National Architectural Accrediting Board
24 February 2010

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*
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1. Summary of Team Findings

1. Team Comments

The visiting team found the Mississippi State University B.Arch., located in Starkville, MS, to be a strong program that fulfills its mission of providing a professional education to its students while serving the state of Mississippi with its excellent community outreach centers.

The students were found to be well prepared for practice as well as for other career paths. The School of Architecture (SJARC) provides them with numerous possibilities for travel, both in the U.S. and abroad; and the Jackson Design Center gives all of the fifth year students a unique educational experience in an urban setting that helps to start their future careers. The students exhibit excellent leadership skills, with student organizations that sponsor lectures, symposia, and special events as well as engaging in university and community outreach and student recruitment.

The faculty is highly qualified; the vast majority are licensed professionals. All teach both studio and lecture classes. As a whole they exhibit strong cohesiveness and collegiality that is appreciated by the students. The community design centers headed by the SJARC faculty engage in practice, research and education that benefits underserved populations in the state, gains national recognition for the school, college and university, and engages the students in valuable service to society, giving them a foundation for ethical and responsible practice in the future.

Since the last NAAB team visit, the College of Architecture has become the College of Architecture, Art and Design (CAAD). The College now includes the Department of Art and the Interior Design and Building Construction Science programs, as well as the School of Architecture. While the team notes that there are always growing pains that come with change and growth, there are also many new possibilities for cross-disciplinary research, projects and courses afforded by this new configuration. The students are clearly excited by the new opportunities the College may offer and the team looks forward to the School of Architecture benefiting from this new structure.

2. Progress Since the Previous Site Visit

Condition 11, Professional Degrees and Curriculum (2004): The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives— which respond to the needs of the institution, the architecture profession, and the students respectively.

Previous Team Report (2004): The college's Bachelor of Architecture degree requires 163 hours of coursework, which includes 42 hours of universal core requirements; 97 hours of professional studies; and 12 hours of related professional coursework (architectural theory, philosophy of architecture, legal aspects of architecture, and speech), resulting in only 12 hours of open electives. The curriculum does not meet the National Architectural Accrediting Board's (NAAB's) intent to provide sufficient flexibility, so that students can complete minors or develop areas of concentration outside the program.

2010 Visiting Team Assessment: The 2010 Visiting Team found this condition to be met. The program has gone to some effort to provide elective options for the B.Arch. students; however, they will be facing a problem in this area in the near future (Jan. 1, 2015) when the program will be required to include 45 units of General Education outside

Criterion 12.21, Building Service Systems (2004): Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Previous Team Report (2004): The visiting team was unable to find evidence of the students' understanding of vertical transportation, communication, security, and fire protection systems.

2010 Visiting Team Assessment: The 2010 Visiting Team found this criterion, now SPC 3.13.22, to be met.

Criterion 12.26, Building Economics and Cost Control (2004): Understanding of the fundamentals of building economics, and construction cost control within the framework of a design project

Previous Team Report (2004): The Visiting Team was unable to find evidence that the level of accomplishment related to building economics and construction cost control has been increased from "awareness" to "understanding," as required by the 2002 Addendum to the 1998 NAAB Conditions and Procedures.

2010 Visiting Team Assessment: The 2010 Visiting Team found this criterion, now SPC 3.13.25, to be met.

Causes of Concern taken from VTR dated March 3, 2004:

• The current curriculum exceeds by 8.7 percent the NAAB requirement that no more than 60 percent of the student's required postsecondary education be devoted to professional studies. This reduces opportunities for students to engage in areas outside the program and participate in the university community at large.

2010 Visiting Team Assessment: See comments above under Progress Since the Previous Site Visit, under Condition 11 Professional Degrees and Curriculum.

• The urban design course (ARC 5623), as presented in the Team Room, is lacking in the teaching of comprehensive methods of urban analysis and contemporary theoretical discourse. This course might have a bigger impact if it occurred earlier in the curriculum.

2010 Visiting Team Assessment: The 2010 Visiting Team defers to the School in decisions about the content of individual courses and their placement in the curriculum.

• Size of faculty in relation to responsibilities of the college (i.e., course load, committee work, and research) could lead to burnout.

2010 Visiting Team Assessment: See discussion under 5. Causes of Concern, below.
3. **Conditions Well Met**

- 3.1.5 Architecture Education and Society
- 3.9 Information Resources
- 3.13.3 Graphics Skills

4. **Conditions Not Met**

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

5. **Causes of Concern**

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.

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.

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.

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.

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.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

_Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission._

1.1 Architecture Education and the Academic Context

_The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel._

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The B.Arch. program exhibits high standards for both the faculty and students, as demonstrated by the large numbers of B.Arch. students in the University Honors College and the impressive record of faculty research, publication and awards. The school has joint courses with the Interior Design and Building Construction Science programs as well as a program in Italy with the Civil Engineering Department. Faculty work with a number of interdisciplinary research centers on and off campus that also employ student interns. Faculty and administrators are active in College and University service, with the SJARC Interim Director serving on the critical Efficiencies and Innovations Committee this past year. SJARC student organizations engage in public events and community and university outreach, take courses outside SJARC in a number of Colleges and inspired the university to start offering classes in Italian. Clearly, the B.Arch. program is well respected and well integrated into the university.

1.2 Architecture Education and Students

_The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured._

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Students are encouraged to take an active role in the direction and leadership of their educational experience. Opportunities for mentorship of their peers are clearly evident in
the Design Discovery Camp. The Dean's Council, comprised of equal representation from all classes, meets regularly. Students are united in a passionate voice known for evoking change.

The program fosters student involvement in the advancement of their education. Opportunities for mentorship and leadership are clearly demonstrated in the collaborative efforts of the student organizations. Active student participation in AIAS enhances professional development. Tau Sigma Delta ensures a discourse in design with their Friday Forum. NOMAS is credited with the annual Symposium and organization of interdisciplinary activities for a diverse student body.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

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The architecture program at Mississippi State University has a long-standing relationship with the state's architecture profession and the Mississippi State Board of Architecture that dates back to the birth of the program in 1973. The curriculum has evolved to support the professional requirements for architectural education so that Mississippi State University S|ARC students are well prepared for graduation and entering the profession.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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The School of Architecture has a professional practice sequence that engages experienced faculty and lecturers (architects and a construction attorney) who provide students with an excellent understanding of the roles and responsibilities of the architect. Additionally, the Fifth Year Program in the Jackson Design Center located in the city of Jackson, the state capital, exposes students to an urban environment and connects them to the profession through office and industry tours, participation in AIA (AIAMIS is
headedquartered in the Center) and CSI; involvement of local practitioners on juries 
enhances the students' professional preparation.

SJARC has expanded its ongoing positive presence in and connection with the 
professional community through their annual Career Day, cooperative education 
program, summer internships and Harrison Lecture Series, as well as the research 
centers described below.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of 
social and environmental problems and develops their capacity to address these 
problems with sound architecture and urban design decisions. In the APR, the 
accredited degree program may cover such issues as how students gain an 
understanding of architecture as a social art, including the complex processes carried out 
by the multiple stakeholders who shape built environments; the emphasis given to 
generating the knowledge that can mitigate social and environmental problems; how 
students gain an understanding of the ethical implications of decisions involving the built 
environment; and how a climate of civic engagement is nurtured, including a commitment 
to professional and public services.

Met Not Met
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The school understands the role of the architect can be expected to undergo dramatic 
changes in today's global society particularly with respect to technological innovation, 
information expansion, ecological concerns, and cultural transitions. SJARC’s off-campus 
field trips and international study programs (e.g., in Vicenza, Rome, Toronto) expose 
students to other cultures, significant works of architecture, urban design, and historic 
structures. The research centers (Carl Small Town Center, Gulf Coast Community 
Design Studio, Jackson Community Design Center, Educational Design Institute, and 
Design Research and Informatics Lab) provide exceptional opportunities for students to 
participate in actual projects and scholarly research, exposing them to varied strategies, 
information sets, tasks, connections/collaborations, and problem solving methodologies 
that will help ready them for productive careers. The research centers connect SJARC, 
its students and faculty, to traditionally underserved communities and civic organizations 
throughout Mississippi, providing excellent outreach for the university.

Through the Design Discovery Camp SJARC students are engaged in a one-week on-
campus program that orientates and encourages high school students to pursue careers 
in architecture. This recruiting tool has fostered increased numbers of minority students, 
especially African-Americans, who now make up 11.6% of the student body.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB 
Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment 
procedures must include solicitation of the faculty's, students', and graduates' views on the 
program’s curriculum and learning. Individual course evaluations are not sufficient to provide 
insight into the program’s focus and pedagogy.

Met Not Met
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The program has undergone a number of changes in the past five years. This has resulted in a strategic plan that does not match the current initiatives of the program. Some regular administrative duties have been overlooked, for example, the oversight of the alumni survey, which should have been completed within this accreditation cycle.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met Not Met
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The 2010 visiting team found this condition to be met on the school's website and looks forward to the next edition of the university catalog with the correct required NAAB language.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met Not Met
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The School of Architecture currently has a nearly equal mix of female and male students and is seeking to expand its percentage of minority students. The National Organization of Minority Architecture Students (NOMAS) has accepted recruitment responsibilities for attracting a greater minority interest in architectural education and the school has a summer program to introduce minority students to architecture. While the school has a balanced administrative staff supporting the school, there are no African-American faculty and only two full-time female faculty. The school is encouraged to develop its own comprehensive plan for recruitment. Please refer to 5. Causes of Concern, above.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met Not Met
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The community in which the students interact, learn and discover is a prominent aspect of their education. Placement of the freshman within the studio context of upperclass peers creates a relationship that promotes mentorship of lower level students. Upperclassmen help ease the transition from the 4th year to the 5th year. The culture of student-faculty relationships fosters interest in research, design and innovation. Overall, evidence of respect and personal development is apparent.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met Not Met
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It should be noted that with the current financial pressures the university is facing that class sizes have been growing and some faculty have had to replace their elective class offerings with required courses. If the budget tightens further this could lead to faculty burnout and reduced teaching resources for students. As the college grows, attention should be given to ensuring that the B.Arch. program has sufficient faculty and staff to support the accredited program. See 5. Causes of Concern, above.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met Not Met
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As noted above, in 6. Human Resources, the current budget situation has reduced faculty travel funds for tenured faculty which should be restored – or pursued through other means – if the faculty are expected to continue research and professional/creative development.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not Met
[X] [ ]

The School of Architecture, located in Giles Hall, has excellent facilities. With 68,500 square feet of space on three levels, there is adequate studio, classroom, and faculty office and support
space. Renovations planned for the summer of 2010 will improve the school’s “front office,” allowing better access to the Director and administrative support staff. The library, jury room and gallery enhance the learning experience and provide welcoming spaces for visitors, and practitioner jurors.

The school is also benefited by excellent facilities at the Stuart C. Irby, Jr. Studios, also known as the Jackson Design Center, for its Fifth Year program. Located in historic downtown Jackson, the state capital, this 20,800 square foot multi-level facility provides ample studio, classroom, office, and library and support spaces.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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The current library and its librarian are major academic assets. Located within the School of Architecture building, the library provides students with a wide range of research assistance, books, professional periodicals, journals, access to slides and photographs, and connections to additional resources for helping students and faculty excel in their work. Additionally, the Jackson Design Center has a library that is staffed by the university and can retrieve materials from the main campus in Starkville through overnight shipping. As the student population, new college programs and faculty grow, their Starkville library will need more space, resources and technology to stay abreast of the college’s needs.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The School's Bachelor of Construction Science program has added over 75 students, placing some stress on physical facilities and faculty teaching loads for foundation courses common to the B.Arch. However, the team understand separate funds are available and on-line to begin renovation of adjacent Howell Hall this summer to accommodate the rapid growth of the BCS program. Additionally, funds coming into BCS have benefitted architecture by providing new equipment and assistants for the shop and are expected to provide future resources.

State mandated cutbacks continue to delay overdue equity increases for senior faculty. This impacts faculty morale and retention.
11. **Administrative Structure**

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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The architecture program has undergone significant administrative restructuring in recent years, transitioning from a School of Architecture to a College of Architecture in 2003, and back to a School of Architecture within the College of Architecture, Art and Design in 2005. However, during this evolution the program has managed to retain its faculty collegiality and cohesiveness as well as its academic strengths. The recent efforts by the interim director are recognized and the visiting team looks forward to a more stable administration for S|ARC in the near future. See comments in 5. Causes of Concern, above.

12. **Professional Degrees and Curriculum**

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

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As noted in 2. Progress Since the Previous Site Visit, above, while this condition is currently met, NAAB requires that the B.Arch. include 45 units of general education outside architectural studies by Jan. 1, 2015. At this time, only 27 units of general studies are required for the B.Arch. in courses outside architectural studies (although 9 units of electives may be taken either in architectural studies or in electives outside S|ARC). See comments in 5. Causes of Concern, above.

13. **Student Performance Criteria**

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 **Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

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The team found evidence that this criterion was met, particularly in ARC 3323 History of Architecture I, the third course in the required architecture history sequence.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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Evidence satisfying this criterion was found, particularly in ARC 3323 History of Architecture III and ARC 4313 Architectural Theory.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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Student work showed exemplary ability throughout all studio levels both in representation and innovative use and choice of media. Evidence of graphic skills were found in ARC 1536 Design I-A (examples included pencil and marker on illustration board), Arc 1546 Design I-B (examples included pencil and ink on illustration board), ARC 2536 Design II-B (examples included pencil on vellum and sketches on yellow trace), ARC 2546 Design II-B (examples included pencil on vellum and marker sketches on yellow trace), and ARC 3536 Design III-A (examples included pencil, ink, marker and watercolor on various media). Student work in the design studios also exhibited creative use of digital media.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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The team found evidence that this criterion was met, particularly in ARC 3323 History of Architecture III, ARC 4313 Architectural Theory and ARC 5443 Thesis Programming.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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Evidence satisfying this criterion was found in both introductory and advanced studio courses.
13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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Evidence satisfying this criterion was found in both introductory and advanced studio courses.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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The team found evidence satisfying this criterion in ARC 1546 Design I-B (examples included large scale team design/build projects encouraging the use of concrete), ARC 4356 Design IV-A, ARC 5576 Design V-A and ARC 5623 Theory of Urban Design (examples included well constructed work assignments to encourage team work).

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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Evidence satisfying this criterion was found throughout the Architectural History/Theory course sequence.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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This criterion was found to be satisfied, particularly in ARC 2313 History of Architecture I.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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Evidence was found that this criterion was satisfied, primarily in the three Architectural History courses, ARC 2313, 3313, and 3323.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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This criterion was found to be satisfied, primarily in ARC 2536 Design II-A, ARC 3536 Design III-A, ARC 3346 Design III-B, ARC 5589 Thesis Design, V-B and ARC 3323 History of Architecture III.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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Evidence was found that this criterion was met in ARC 4536 Design IV-A, ARC 4313 Architectural Theory, ARC 2713 Passive Building Systems and ARC 5623 Theory of Urban Design.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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The team found evidence that this criterion was met, primarily in ARC 4313 Architectural Theory.

13.14 Accessibility

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

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Although this subject matter was introduced in some of the lectures, the Visiting Team was unable to find evidence that students exhibited the ability to design buildings and sites adhering to ADA standards.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities
Evidence was found that this criterion was met, primarily in ARC 2713 Passive Building Systems.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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The team found evidence that this criterion was met in ARC 5443 Thesis Programming.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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Evidence was found that this criterion was satisfied, primarily in ARC 4733 Site Planning.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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The team found evidence that this criterion was satisfied in ARC 3904 Structures I and ARC 3914 Structures II (courses included lectures with real world examples by notable architects/engineers, and lab work which showed good understanding and integration with building design).

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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The team found evidence that this criterion was satisfied in ARC 2713 Passive Building Systems and ARC 3723 Active Building Systems.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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Evidence was found that this criterion was met, primarily in ARC 4546 Design IV-B, ARC 3723 Active Building Systems, and ARC 5493 Architectural Practice (examples in thesis assignments showed good use/understanding/application of life safety through building code analyses and building design).

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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Evidence was found that this criterion was met, primarily in ARC 3713 Assemblages.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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The team found evidence that this criterion was satisfied in ARC 3723 Active Building Systems.

13.23 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

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The team found little evidence in student work presented in the binders that corresponded to Building Systems Integration, and even less evidence in design studio projects that students demonstrated the ability to integrate technical systems into their designs. The work does not exhibit the level of ability as currently required by NAAB for the integration of structural, environmental, life-safety, building envelope and assembly systems.
13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met  Not Met
[X]  [ ]

Evidence was found that this criterion was satisfied, primarily in ARC 3713 Assemblages.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met  Not Met
[X]  [ ]

Evidence was found that this criterion was met, primarily in ARC 5443 Thesis Programming and ARC 5493 Architectural Practice.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met  Not Met
[ ]  [X]

No evidence of students' ability to write outline specifications was found by the team. Representations of building details do not demonstrate students' ability to denote or understand detailing. For example, wall sections do not incorporate appropriate flashing details and foundations are not correctly indicated. In addition, proper structural systems are not represented in building or wall sections/details.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met  Not Met
[X]  [ ]

The team found evidence that this criterion was met, primarily in ARC 4536 Design IV-A, ARC 5543 Thesis Programming, ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice.

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

Met  Not Met
While ARC 3546 Design III-B and ARC 4546 Design IV-B both require students to produce a comprehensive design, insufficient evidence was found that students were able to demonstrate a consistent understanding of the integration of structural, environmental and building envelope systems, building assemblies and sustainability, as shown in the drawings and models in the team room.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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The team found evidence that this criterion was satisfied in ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice (course lectures, textbook readings, and student work assignments included a broad range of the administrative duties of the architect).

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

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Evidence was found that this criterion was met in ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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Evidence was found that this criterion was satisfied in ARC 5493 Architectural Practice.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

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Evidence was found that this criterion was satisfied in ARC 5443 Thesis Programming, ARC 5623 Theory of Urban Design and ARC 5493 Architectural Practice.
13.33 Legal Responsibilities

Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met [X] Not Met [ ]

The team found evidence that this criterion was met in ARC 5383 Legal Aspects of Architecture, ARC 5493 Architectural Practice, and ARC 4733 Site Planning (course work showed an understanding of registration requirements, codes and regulations, ADA and environmental standards).

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met [X] Not Met [ ]

Evidence was found that this criterion was satisfied in ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice. Additional examples were found in ARC 2713 Passive Building Systems, ARC 5353 Philosophy of Architecture and ARC 5589 Thesis Design V-B.
Appendix A: Program Information

1. History and Description of the Institution

   The following text is taken from the 2010 Mississippi State University Architecture Program Report.

   Location
   Mississippi State University forms part of a cohesive town-university community with the growing agricultural-commercial-industrial town of Starkville. Located in the eastern part of north-central Mississippi, it is 125 miles northeast of Jackson and 23 miles west of Columbus; it is served by Highways 82, 12 and 25, and by feeder air service through the Golden Triangle Regional Airport 14 miles east.

   History
   Mississippi State University began as the Agricultural and Mechanical College of the State of Mississippi, one of the national land-grant colleges established under the Morrill Act of 1862. It was created by the Mississippi Legislature on February 28, 1878 to offer training in "agriculture, horticulture and the mechanical arts... without excluding other scientific and classical studies, including military tactics." The college received its first students in the fall of 1880.

   In 1926, the college received its first accreditation by the Southern Association of Colleges and Schools (SACS). By 1932, when the legislature renamed the college as Mississippi State College, it consisted of the Agricultural Experiment Station (1887), the College of Engineering (1902), the College of Agriculture (1903), the School of Industrial Pedagogy (1909), the School of General Sciences (1911), the College of Business and Industry (1915), the Mississippi Cooperative Extension Service (1915), and the Division of Continuing Education (1919).

   By 1958, when the legislature again renamed the college, this time as Mississippi State University, the Graduate School had been organized (1936), doctoral degree programs had begun (1951), the School of Forest Resources had been established (1954), and the College of Arts and Sciences had been created (1956). The School of Architecture admitted its first students in 1973; the College of Veterinary Medicine admitted its first class in 1977; and the School of Accountancy was established in 1979, completing the basic academic structure. In addition, the Mississippi Agricultural and Forestry Experiment Station, operating ten branch stations throughout the state, conducts research in a variety of areas and assists in the University's teaching and service function. Finally, the Mississippi Cooperative Extension Service offers programs and services to the people of the State through campus and county offices and personnel. Supporting the academic and educational programs of the University are the Mitchell Memorial Library (with branch libraries) and the Thad Cochran Research and Technology Park.

   Accreditation and Research Standing
   Mississippi State University (MSU) is a comprehensive, doctoral-degree-granting university offering a wide range of opportunities and challenges for learning and growth; vigorous and expanding contributions in research, discovery, and application; and a variety of expert services. MSU is designated by the Carnegie Foundation as a Doctoral/Extensive institution for the Advancement of Teaching and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, specialist, and doctoral degrees.
Faculty
An able faculty, drawn from the best institutions in all parts of the nation, demonstrate excellence in teaching, while producing scholarly books, articles, and conference papers that gain respect for themselves, the University, and the state. An effective research administration, working with energetic faculty and staff researchers, has helped place MSU among the first one hundred universities in the nation in research and development in the sciences and engineering. The University's service agencies earn the respect and support of their varied constituencies throughout the state, as well as in other states and in foreign countries.

Student Body
In 2008, the MSU is home to about 18,000 students; approximately 21% are African-American; 49% are women; and about 1000 have international status from over 72 countries.

Programs J Research I Outreach
Mississippi State University currently comprises the following academic units: the College of Agriculture and Life Sciences including the School of Human Sciences; the College of Architecture, Art and Design; the College of Arts and Sciences; the College of Business and Industry including the Adkerson School of Accountancy; the Division of Academic Outreach and Continuing Education; the College of Education; the Bagley College of Engineering including the Swalm School of Chemical Engineering; the College of Forest Resources; the Office of the Graduate School, and the College of Veterinary Medicine.

Within the framework of the University, the following units perform specialized teaching, research, or service activities:

Shackouls Honors College,
Advanced Research Projects Laboratory, Center for Safety and Health,
Center for Science, Mathematics and Technology,
Electron Microscope Center,
High Performance Computing Collaboratory,
Industrial Outreach Service, Institute for Digital Biology,
Institute for Neurocognitive Science and Technology, Franklin Furniture Institute,
Mississippi State Chemical Lab, Research and Curriculum Unit, Center for Education and Training Technology, GeoResources Institute,
Life Sciences and Biotechnology Institute,
Social Science Research Center,
Carl Small Town Center, (College of Architecture
    Art and Design),
Design Research and Informatics Lab,
Jackson Community Design Center, (College of
    Architecture Art and Design),

Gulf Coast Community Design Studio, (College of Architecture Art and Design),
Biological and Physical Sciences Resources Institute, Center for Computational Sciences,
Cobb Institute of Archaeology,
Institute for the Humanities,
John C. Stennis Institute of Government,
Center for Educational Partnerships, the Early Childhood Institute,
Education Design Institute, (College of Architecture
    Art and Design + College of Education), Rehabilitation Research and Training Center on Blindness and Low Vision,
Mississippi Writing/Thinking Institute,
T. K. Martin Center for Technology and Disability, Center for Advanced Vehicular Systems, Center for Computer Security Research, Center for DoD Programming Environment and Training, Computational Simulation and Design Center, Institute for Clean Energy Technology, High Voltage Laboratory, and the Raspet Flight Lab.

Mississippi State University also operates an off-campus, undergraduate and graduate degree-granting center in Meridian with an additional program center located at the Stennis Space Center near the Gulf Coast. In cooperation with the U. S. Army Engineer Waterways Experiment Station, the College of Engineering offers the Master of Science degree to qualified students in Vicksburg.

Grounds
The grounds of the University comprise about 4,200 acres, including farms, pastures, and woodlands of the Experiment Station. The net investment in buildings and grounds is approximately $450 million. Agricultural research is accomplished on the MAFES Plant Science Farm comprising approximately 560 acres of land, 10 greenhouses, and 43 structures, and on the MAFES Animal Sciences Farm, which has 1,650 acres and 52 structures.

President
Following a distinguished public service career as Under Secretary of the U.S. Department of Agriculture and Chief of Staff for US Senator Thad Cochran, MSU alumnus Dr. Mark Everett Keenum became Mississippi State's 19th president on January 5, 2009.

2. Institutional Mission

_The following text is taken from the 2010 Mississippi State University Architecture Program Report._

The mission of Mississippi State University is "to educate the workforce and leaders of the future, produce robust research for our state and nation, and provide expert services to our citizens, communities and businesses." Enhancing its historic strengths in agriculture, natural resources, science, and engineering, Mississippi State entered the twenty-first century with additional strengths in a comprehensive range of graduate and undergraduate programs that include architecture, the arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine. The Meridian Campus focuses on meeting the needs of place-bound students and working adults through upper division and graduate programs in education, business, liberal arts, and social work. Through integration of its programs in learning, research, and service, through traditional scholarship, through statewide extension and outreach, and through engagement with business, industry, government, communities and organizations, the university is committed to maintaining its tradition as the People's University. (Updated 12/19/2008 — MSU Web)
3. Program History

The following text is taken from the 2010 Mississippi State University Architecture Program Report.

The School of Architecture, established in 1973 by the Board of Trustees of the Institutions of Higher Learning (IHL), offers the only professional degree in architecture in the state of Mississippi. The IHL Board designated MSU as the location for the new program. At the suggestion of the Mississippi Chapter of the American Institute of Architects (AIA), a team of architects was appointed by the National AIA to visit MSU. This important action helped the University better understand the particular requirements of a professional degree program in architecture. It was largely due to this committee's report that MSU created the School of Architecture as an autonomous academic unit.

When the first group of architecture students entered the University in 1973, advising was provided by the College of Engineering. William G. McMinn, FAIA was named first Dean of the School of Architecture and was charged with assembling a faculty. In 1977, studio space was relocated from a renovated dormitory to a building originally designed as a livestock judging pavilion and later used as a motor pool. Legislative approval in 1981 of $4.9 million for construction and furnishings resulted in an award-winning addition to the previous building conversion. Dedication of the new facility took place during May 1983 with the national Presidents of AIA, ACSA, NCARB, ASC/AIA and NAAB participating. This event culminated the School's first ten years of growth from initial idea to full development and national recognition.

From the School's inception, Dean McMinn and others envisioned a two-site program to provide a range of contexts within which to test architectural propositions. The first four years of the program are located in Starkville and take advantage of access to many small towns as laboratories for learning as well as access to the University at large. Located in Jackson, the fifth-year program fosters direct engagement with urban issues and provides students opportunities for interaction with local professionals. In May 2003, the College occupied newly renovated facilities in Jackson – the 509 Building or Stuart C. Irby, Jr. Studios – providing the program a permanent home in the city's central business district. Housing a library, gallery, offices, classrooms, and studio space, this renovated facility is also an example of the School's commitment to issues of sustainable architecture by reusing an existing (and empty) downtown structure. This facility also provides office space for the Stennis Institute of Government and the president of MSU - giving them a Jackson presence close to the state legislature.

Following its initial five-year accreditation, the School expanded its activities to focus local, regional, and national attention on problems and opportunities for small-town design. Founded in 1979, the original Center for Small Town Research received a $2.5 million endowment in 2003 from Fred Carl (of the Viking Range Corporation) and is now known as the Carl Small Town Center. The Educational Design Institute, established in 1997, provides assistance in the planning of learner-centered environments for children in the public schools of Mississippi. In 1996, the Jackson Community Design Center (JCDC) was established to work in disadvantaged urban sections of Jackson, Mississippi, but in the aftermath of Hurricane Katrina, the JCDC went on hiatus and is in the process of being integrated into the urban design studio as an urban research laboratory whose mission is to support urban revitalization in Jackson. The Gulf Coast Community Design Studio (GCCDS) was established soon after Hurricane Katrina and is providing planning and architectural design support to many Mississippi Gulf Coast communities and non-profit organizations.
The School continues to be recognized nationally for its pedagogical leadership in integrating computers into the design studio (as noted by the Carnegie Boyer Report), and its commitment to the innovative use of digital technology continues to mature. In 1995, the School established a Master of Science degree in Architecture and established an advanced research and teaching laboratory for high-performance visualization. As a result, the Design Research and Informatics Laboratory (DRIL) not only serves the undergraduate and graduate programs but also supports college and university related research activities using digital media. In 2003, the School of Architecture became the College of Architecture; this was a title change only and involved no associated changes in academic structure but did offer the opportunity for future expansion of programs. In 2005, the College of Architecture was renamed the College of Architecture Art and Design, now home to the School of Architecture, the Department of Art, the Interior Design program, and the newly formed Building Construction Sciences (BCS) program. Also in 2005, the School received its first endowed professorship, "The F. L. "Johnny" Crane Professorship in Architecture'.

4. Program Mission

The following text is taken from the 2010 Mississippi State University Architecture Program Report.

Mission Statement
To cultivate in our students independent thinking within an ethical framework that informs and challenges the contemporary practice of architecture through teaching, research, and service. To provide a professional education that intertwines the spatial, visual, technical, and conceptual content of architecture, and graduates students to think synthetically, act fearlessly, understand practice as research, and make a regenerative contribution to the world.

Vision Statement
The architectural inquiry of both faculty and students is grounded in the cultural, phenomenal, and material world. Our work engages the cultural richness of people and communities, the sensuous qualities of architecture, and the physical and ecological realities of making. Balanced between space making and form making, we anchor our work in our place and time, seeing the extraordinary and provocative qualities of our region as significant resources for architectural creation.

In support of this, the School is dedicated to.

Intellectual discipline. The School guides students to engage in self directed, self-motivated, and logical design research. Faculty and students are committed to developing methods of inquiry that lead to integrated and cohesive designs, engaging the wider world through field trips, exchange programs, and guest lecturers.

Deliberative making. The School requires an iterative physical understanding of how things occupy space, make space, and operate in the larger world. Through making and evaluating things that are, students learn how to make architectural proposals for things that could be.

Integrated thinking. The School encourages collaboration with other disciplines and promotes open discourse within the discipline as models for the practice of architecture. Students consider systemic interrelationships of scale in architectural design, from the macro-scale of global design to the micro-scale of the architectural detail.
**Ethical action.** The School's outreach centers are committed to serving Mississippi communities and providing models for responsible practice that integrate with teaching and research.

**Above all,** we understand design to be a deeply considered artistic endeavor. The School emphasizes the delight of architecture and the search for the indefinable artistic spark that enlivens the things we make.

Approved by SIARC Faculty: 07 April 2009  |  Approved by MSU Provost Office: 10 July 2009

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1. The Carl Small Town Center, the Gulf Coast Community Design Center, the Jackson Community Design Center, the Educational Design Institute, and the Design Research and Informatics Laboratory

5. **Program Self Assessment**

*The following text is taken from the 2010 Mississippi State University Architecture Program Report.*

**Program Strengths and Future Directions**

In accordance with the Mission Statement and Vision Statement crafted in April 2009, the School continues to gain strength in a number of key areas. These include: 1) a sensitivity to our regional context and strong involvement in the state's architectural practitioners, educational system, and communities, 2) an emphasis on design, building techniques and ethics, including sustainable practice, 3) an emphasis on phenomenology and inhabitation, and 4) an emphasis on independent and self-directed undergraduate education.

1) **Sensitivity to regional context and strong involvement in the state’s architectural practice, education, and communities.**

This strength aligns with the School's vision of being culturally grounded and anchoring work in our place and time.

**Teaching** - Studios emphasize engagement with locally sited projects, and the Passive Building Systems course engages students with local ecological systems. Design IV-A (Fall 2008), under the auspices of the Educational Design Institute, partnered with a state high school board to envision an agricultural high school for the 21st century. Studios employ local and state practitioners as adjuncts and jury members, and the Carl Small Town Center and Gulf Coast Community Design Studio run regular studios focused on outreach to state communities. Student internships in the School's outreach centers and student teaching and research assistantships provide further opportunities for students to engage communities in the state.

**Research** - The research and service agenda for the School continues to expand both in the number of proposals and in the amount of external funding. A significant portion of the work is targeted towards working within communities and neighborhoods throughout the state. In 2008, the School submitted a total of $5,897,854 in research grant proposals and was awarded 46 grants for a total of $2,168,255.
Faculty research (Monson) into design-based education has established ties to the state secondary education system and has established a teaching laboratory in a local secondary school. Faculty research (Herrmann) is providing outreach design to a Choctaw Nation community; this project bridges teaching, research, and service in a studio-based research project planning and providing public infrastructure for the community.

**Service** - The Carl Small Town Center's (CSTC) $2.5 million endowment from Viking Range Corporation president Fred Carl is just now beginning to mature and will provide funding for an Assistant Director in spring 2010. The center also receives modest annual funding from the Mississippi Extension Service. Work from the CSTC was recently featured in an exhibit at the National Building Museum.

The Jackson Community Design Center (JCDC), which languished for a few years when the School shifted its rebuilding focus to the post-Katrina Mississippi Gulf Coast, is now being restructured and seeking stable funding. At present, under the direction of the new Fifth Year Jackson Design Studio coordinator, the JCDC is in the process of being integrated into the urban design studio as an urban research laboratory whose mission is to support urban revitalization in Jackson.

The Gulf Coast Community Design Studio (GCCDS) is a professional service and research program of the Mississippi State University College of Architecture, Art & Design. The GCCDS was established in 2005 to bring planning, landscape, and architectural design services to low-income communities rebuilding after Hurricane Katrina. The mission of the GCCDS is threefold: 1) to work with non-profit and municipal partners to increase the community's ability to address housing and neighborhood development needs by providing design and planning expertise; 2) to provide leadership on sustainable, well-designed, community-based redevelopment projects; and 3) to educate students and train interns to work in community design. The center is self-funded through research grants from HUD, Architecture for Humanity, and many other non-profit organizations. Their work was featured on the cover of *Architectural Record* along with an in-depth article about their rebuilding efforts on the Gulf Coast.

The Educational Design Institute (EDI) has stable funding in collaboration with the College of Education. The School of Architecture provides an Assistant Director, and the Institute receives annual funding from the state legislature in the amount of $93,000. It also receives external funding for specific projects with a variety of school districts throughout the state.

The Digital Research and Informatics Lab (DRIL) has received four more years of funding from the Hearin Foundation at $50,000 annually to provide equipment and stipends for graduate students. The DRIL’s level of additional annual external funding is approximately $100,000.

**2) Emphasis on design, building techniques and ethics, and sustainable practice.** This strength aligns with the School’s mission of preparing students to make a regenerative contribution to the world and with its vision of grounding in the physical and ecological realities of making.

**Teaching** - The School offers a strong technology support course sequence that includes Passive Building Systems, Materials, Assemblages, Active Building Systems, and 2 semesters of Structures. The Passive Design Systems course won special recognition from AIA Committee on the Environment in their *Ecological Literacy in Architectural Education* program.
The undergraduate curriculum requires 63 credit hours of design in 10 studios, with an integrated curriculum that identifies design areas to be iterated and reiterated at various levels. Many studio projects require strategies for sustainability, from full-scale constructions that include material recycling as part of their planning and construction to building design projects focusing on sustainable design criteria. Examples of projects emphasizing recycling and sustainability include a paper chair project in Design IV-B (Spring 2009), a housing project in Design III-A (Fall 2008), and a university civil rights archive building project in Design IV-B (Spring 2009).

The School has given priority to construction technology as an area for future development. To further this goal, initial plans are being developed for renovation of and additions to Giles Hall, with the primary functions to include laboratory space for construction technology teaching and research, and with additional space for the graduate program. A new program in Building Construction Sciences, now under the umbrella of the School of Architecture, has 2 faculty members and is growing. Architecture will benefit significantly from the lab resources as the BCS program receives full funding and matures.

The undergraduate architecture program has also benefited from the teaching and material resources of the graduate program in Visualization. The graduate program’s laser cutter is available for undergraduate studios, allowing sophisticated computer technology to inform student designs.

The School’s wood shop and metal fabrication shop allow students to understand full-scale construction materials and details and incorporate them into the design process. Design studios emphasize making from the earliest stages of the program: Design I-A (Fall 2006 and Fall 2007) engaged in lengthy full-scale materials projects that culminated in a series of material sculptures integrated with the studio balcony handrail. Design I-B (Spring 2008) culminated in full-scale site constructions on the grounds of the School. Design I-B (Spring 2009) fabricated concrete chairs followed by a series of full-scale concrete columns under the studio balcony. Design IV-A (Fall 2008 and Fall 2009) built large-scale art installations within the building blurring the distinction between host site and intervention. Design IV-A (Fall 2009) engaged in a design-build project for a bus shelter for a Choctaw Nation community.

Research - Faculty research (Berk) into GreenMobile® technology is developing highly affordable, ecological-minded, factory-built housing units for the southeast United States. The GreenMobile® concept and related documents are copyrighted with the US Copyright Office; the GreenMobile® wordmark, servicemark, and trademark are owned by Mississippi State University. This research has had continued funding from HUD, DOE, and FEMA. It received the EPA Award (First Place) in the Life Cycle Building Challenge in 2007. Currently, the university is in negotiations with private industry for prototyping and manufacturing.

Faculty research (Lewis) into climatological housing in the form of the MSU Research and Demonstration House, currently under construction, simultaneously addresses energy efficiency, durability, and indoor air quality for wood frame housing in hot, humid climates. The house is the first building in the United States to address these three intertwined conditions simultaneously. The house has received several federal and local grants and material donations from national and state building industries.

Faculty research (Barrow) into high-performance housing, investigated development of mass-produced emergency housing for third-world countries that would sustain significant natural disasters. This project was supported by funds from the Hearin Foundation.
Service - Two architecture faculty members co-chair a central component of MSU ECO (Environmental Collaborative Office), the university-wide sustainability initiative for the MSU campus. Student organizations in the School have taken on a number of public service projects to raise awareness of sustainability. An ad-hoc student group studied recycling at the level of the School, the University, and the community and implemented a School-wide recycling program. NCMAS annually sponsors a creative exhibit and sale of trash sculptures in the SARC Gallery. AIAS, NCMAS, and Tau Sigma Delta student groups organize an annual tree-planting event in conjunction with Arbor Day.

3) Emphasis on phenomenology and inhabitation.
This strength aligns with the School's vision of phenomenal and material grounding and of anchoring work in our place and time.

Teaching - History, theory, and philosophy courses examine seminal phenomenological thinkers such as Heidegger, Husserl, and Merleau-Ponty and practitioners inspired by these thinkers. History of Architecture III (Spring 2008 and Spring 2009) devoted two weeks to modern and current architects whose work focuses on tactility and sensuousness. Architectural Theory (Spring 2009) engaged readings by Merleau-Ponty, Holli, Pallasmaa, and Zumthor.

Design studios intertwine an emphasis on perceptual content and material qualities with conceptual issues. Design I-A (Fall 2006 and Fall 2007) and Design I-B (Spring 2008 and Spring 2009) focused significantly on material construction and perceptual qualities. Design I-B (Spring 2008) used Juhani Pallasmaa's *Eyes of the Skin* as a studio text. Design II-B (Spring 2009) implemented a painterly approach to building design that emphasized immersion within the highly sensuous environment of a nature reserve. Third- and fourth-year studio balance concerns of perception and inhabitation in projects at various urban scales. Design V-A focuses each year on balancing perceptual and conceptual content in full-scale and projected building designs.

The 2009 MSU Alumni Association Award for Excellence in Undergraduate Teaching given to an architecture faculty member (McCann) whose work centers explicitly on phenomenological teaching methods in both studio and history-theory-philosophy.

Research - Faculty research (McCann) into Merleau-Pontian concepts of design and experience of architecture has gained international recognition. Her essay on design pedagogy won third prize in the 2003-05 EAAE Writings in Architectural Pedagogy contest, was published in *EAAE Prize 2003-05* and republished in *Environmental and Architectural Phenomenology* Newsletter. She has published further phenomenological research in two book chapters and a number of international presentations.

Faculty research (Callender) into phenomenological inhabitation has been presented internationally as far afield as Melbourne and Kyoto.

Service - Architecture faculty have organized two major international conferences on phenomenology and architecture in 2009. Architecture + Phenomenology 2 in Kyoto (organized by Heredia) gathered over 200 scholars and featured keynote addresses by noted phenomenologists Karsten Harries, Alberto Perez-Gomez, Dalibor Vesely, David Leatherbarrow, Takashi Kakuni, Ryosuke Ghashi, Hubert Dreyfus, and Jin Saek.

The School hosted the 34th Annual International Merleau-Ponty Circle Conference, the premier international association of Merleau-Pontian scholars, with the theme "The Experience and Expression of Space." This philosophical conference (Fall 2009), which focused on the intersection of architecture and phenomenology, was complemented by
an adjunct architectural conference entitled "Flesh and Space: Intertwining Merleau-Ponty and Architecture."

4) Emphasis on independent and self-directed undergraduate education.
This strength aligns with the School’s mission of cultivating independent thinking in students and leading them to understand practice as research.

Teaching - Courses in the history-theory-philosophy sequence are writing intensive, with student work taking the form of essay questions and research projects requiring original and synthetic thought. History of Architecture II (Fall 2006 and Fall 2007) and History of Architecture III (Spring 2008 and Spring 2009) each required two six-week research projects that integrate principles of history with the work of selected neoclassical, Enlightenment, modern, and postmodern architects. Architectural Theories and Philosophy of Architecture each require research essays that integrate seminal writings with original architectural questions posed by students.

Design studio courses often approach design as research, requiring the student to set the research agenda and propose. Design I-A (Fall 2007) engaged in a 2-month open-ended material research project that asked students to investigate spatial and structural potential of given materials. Students were responsible for setting their own research goals (in the form of questions), and evaluating how well they achieved their goals in a semester-long design journal. Design I-B (Spring 2007) engaged in a semester-long spatial design project (one room) that asked students to formulate a spatial question and devise the means to answer it in an ongoing design. The studio emphasized self-directed inquiry and won a national ACSA Creative Achievement award. Design IV-A (Fall 2007, Fall 2008, and Fall 2009) required each student to identify a design issue as a research focus, and to propose a strategy for design inquiry that kept the issue at the forefront of the developing design and allowed methods to evaluation of the work.

Research - Faculty research (Monson) into design-based education has established a pilot program in a local high school that brings the self-directed and creative learning at which architecture excels into secondary education.

Service - NOMAS organizes an annual symposium featuring minority architects, with participants, theme, and question developed by students.

Additional Program Strengths

Faculty
- Faculty are diverse in focus, pedagogical approach, and stage of development. Distinguished nationally and internationally in research and service. Collegial, energetic, and dedicated to building a cohesive program that accommodates difference.
- Faculty teaching and research has earned national and international awards.
- Innovative 'Architecture History/Theory Core': three history survey courses and three theory/ philosophy courses. The School has 4 PhDs (one PhD all but dissertation) and a PhD Professor Emeritus who are actively engaged with the students, the curriculum, and the design community. All PhD's are architects and teach in the design studios.
- Faculty are deeply committed to teaching and received the only two MSU endowed teaching awards last year (the prestigious Grisham Master Teaching Award and the Alumni Association's Excellence in Undergraduate Teaching Award).
- Nearly all architecture courses are taught by faculty made up of professionals and tenured or tenure-track lines.
- All tenured and/or tenure track faculty teach both in the studio as well as the architectural core curriculum (technology, history/theory, professional practice); this
brings technical or specialized content directly into the studio environment.

**Students**
- Strong sense of community and school identity, supported by regular communal activities provided by the student organizations.
- Active AIAA program. Community Service. Arbor day events. Annual Beaux Arts Ball.
- Active Tau Sigma Delta (TSD) program. Provide the Friday Forum weekly lecture series and lunch.
- Active NOMAS program. Organizes an annual 'Regional NOMAS Symposium' each spring.

**Work environment**
- Recent merger with the Department of Art and the Interior Design Program to form the College of Architecture, Art, and Design.
- Excellent facilities with high-quality studio spaces and faculty offices; delightful environment for work, study, and "the making of things"; good fabrication and support labs.
- All students have a cold desk in the studio and ample workspace in the building.
- All studios meet at the same time (1-5 pm MWF); allows for easy studio collaboration.

**Travel and Visiting Lectures**
- Well funded lecture series: Harrison Visiting Lecture Series ($20,000+)
- TrimJoist Fellow and Competition. Funded annual lecture and school-wide student competition. Traveling Scholarships are awarded.
- Pella Competition and Jury. 4th year capstone project with Traveling Scholarships awarded. Funded annually.
- Active Co-op program for students. MSU Career Services supports this program.
- Travel abroad opportunities: Vicenza Summer Program; Architecture + Engineering Italy program; and the 5th year field trip to Rome.

**Professional orientation**
- Strong ties with the profession in the state. The School pays AIA dues for faculty members, and faculty and administration are actively involved in the Mississippi AIA chapter.
- Since 2003, overall, the ARE pass rates of our graduates are consistently above the national average

**Program Challenges (with action plan)**

**Administrative**

**Interim Director** — The formation of the new College of Architecture Art and Design created the need for a director position in the School of Architecture. In the Fall of 2007, after a lengthy search, the Dean hired Caleb Crawford, from Pratt Institute, to be the Director of the School of Architecture. Growing pains with this new position, further compounded by significant issues of communication with many of the faculty led to an erosion of collegiality within the school. In June 2009, the Dean of the College of Architecture Art and Design made the following email announcement: "I have been evaluating the School of Architecture over the course of the past several months. I have had numerous conversations concerning the program, its direction and future, including curriculum and personnel relationships. I have come to the decision to make some changes in the leadership and direction of the School. Beginning July 1, Professor Michael Berk will assume the role of Interim
Director of the School and Professor Caleb Crawford will join the faculty as a full time teaching faculty member. I want to personally thank Caleb for his hard work on behalf of the School of Architecture over the past two years. If you have any questions concerning this please do not hesitate to contact me. I hope you will give Professor Berk your full support in this new role.”

---Action Plan: In July 2009, Michael Berk began duties as Interim Director of the School of Architecture. The Interim Director has taken over responsibility of the NAAB Report and all matters related to the School of Architecture. Assessment of this situation is ongoing.

Administrative support – a weak point in administrative support for architecture is in the area of recruiting and admissions coordination. The bulk of this responsibility falls on the shoulders of the Director along with the Academic Records Assistant, who are both over-burdened with other duties. The college has a recruitment committee, but this is not sufficient for architecture’s needs on a daily basis.

---Action Plan: A proposal has been made to move some excess faculty money from recent senior faculty retirements into a staff line to support this position. Budget cuts (2009) are holding up this plan.

Information technology and support – With the formation of the college (CAAD), IT responsibilities more than doubled overnight, placing a strain on the staff. Faculty and students at the end of the Spring 2009, identified “information technology services” as an area in need of significant improvement. The college handles its own IT; the School helps to fund the IT Manager who is now overburdened with student, school, college, and faculty needs. Student fees help fund the equipment (plotters, printers, adjunct computer lab, and maintenance). Actual printing costs are subsidized to keep costs low.

---Action Plan: In the Spring 2009, an Assistant Manager was hired to help handle the workload. The Associate Dean is working closely with the Director of Architecture and with IT staff to solve this problem. We are currently monitoring the situation.

Shop / Fabrication Lab and support – The Wood Shop has a long tradition of being an integral part of the “making” in our school. The shop supervisor has made excellent use with limited resources in the past. However, we were not servicing the students in an effective way; use and availability of the limited resource facility was a chronic complaint. As a result of the BCS program, additional resources and shop hours have been added; but with these additions, we now have more BSC students competing for these resources.

---Action Plan: In the Fall 2008, a new “Fab Lab” committee was formed in the School with student, faculty, and staff membership. A proposal went forward to the Provost’s Office to create a fee structure associated with the classes that make use of the shop facilities. Approval of this proposal has afforded the students greater (and more flexible) hours of shop access, new equipment, safety-featured equipment, and better staff support with trained student workers. Most important, the committee wrote and implemented a Shop Handbook that explains features and guidelines for use as well as formally featuring safety policies (shoes, clothing, eyewear) and penalties for misuse. The plan effectively goes into place in Fall 2009. The committee will monitor the situation this fall and the committee will convene at the end of the term to make recommendations.

Curriculum
Sustainable practice is an important interest of the faculty and an expertise of some. We have attempted to change how we teach this important information simultaneous with all the other fundamentals in the design studio and the related coursework. Like many architectural programs around the country, it has yet to mature in the studio and the
required courses beyond the building environment technology courses. It is not consistently addressed in the coursework.

---Action Plan: In Spring 2009, the faculty re-crafted our `mission-vision` statement for the school. We introduced concepts and phrases such as, "ecological realities of making" and "regenerative contribution to the world"; to challenge our curriculum and instruction to reflect and respond to this new ecologic paradigm.

**Digital technology** – The School of Architecture was an early pioneer (*NotePad in Every Backpack*, 1992) with student-owned laptops, but current software demands have compromised studio teaching in many places. All graphic representation is taught in the design studio – analog and digital. Teaching of these tools has been inconsistent from studio to studio.

---Action Plan: We re-evaluated the digital pedagogy in the design studio in Spring 2008. In the Spring 2009 we instituted a series of formal, school-wide lectures during studio that introduce digital concepts. We have also created a design studio curriculum (as of Spring 2008) that assigns responsibility for digital instruction to specific year levels. There is, however, an emerging consensus in the curriculum committee that the school needs separate courses in representation to effectively deliver this material and raise the level of digital competence. In the Spring 2010, the curriculum committee will develop a strategy for achieving this goal.

**Master of Science in Architecture** – The Master of Science graduate program has afforded the undergraduate program state-of-the-art fabrication technology but has suffered from a lack of focus and connection to the undergraduate program. In the Spring 2009, this program was restructured and is now under the Director of the School of Architecture. The graduate program has many potential benefits to the professional undergraduate program and direct collaborations between the programs is essential.

---Action Plan: In the Summer 2009, a Graduate Program Coordinator was appointed to properly manage the program; this coordinator reports directly to the Director.

**Building Construction Sciences (BCS) program** – The new program in Building Construction Sciences has been formed within the School of Architecture. The opportunity for collaboration has much potential. This new program has employed `studio-based` learning as its core vehicle (similar to architecture studios). Administratively, it falls under architecture but has its own program director. The BCS students are now enrolled in most of the School's technology-related courses. This has placed an additional burden on the faculty teaching those courses. The program has provided funding for teaching assistants, but the assistants do not have enough expertise to truly relieve the additional load. Many of these technical courses will double in size very shortly, significantly impacting and stressing the student-to-faculty ratio for architecture students in the support courses.

---Action Plan: According to plans, as this program grows, additional BCS faculty will be hired, thus relieving this additional load. We are monitoring the situation.

**Facilities**

A new building proposal is in development for a `Fine Arts Complex` to house all the College programs in one place, and to provide much needed space as a result of our growth. Due to the nature of our current pedagogy, which has a significant construction and `making` component, we have outgrown our studio space. New programs (BCS and Graduate program) and college-wide administrative offices have consumed our limited classroom and seminar spaces.

---Action Plan: A capital plan is underway to fund a new addition to connect with an adjoining structure (Howell Hall) that is earmarked by the university for our College.
New Front Office for School of Architecture: When the School was absorbed into the new College (CAAD), the primary administrative offices that were originally assigned to the School of Architecture are now reserved for the Dean's offices. At present, the School does not have a presence in the front office. ---Action Plan: A 'New Front Office' for the School of Architecture is in the early planning stages. The Dean has committed to remodel the front offices to include a significant presence for the Director of the School and related staff. This work is planned for the Summer 2010.
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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, February 20

11:15 am  Team members arrive at GTR Airport
           Pick up by Prof. Rachel; MCann for transport to Butler Guest House

2:00 pm  Team Chair Judith Sheine and Team member Robert Fielden arrive in Jackson
           Pick up by Interim School of Architecture Director Michael Berk and CAAD Dean Jim West

3:00 pm  Sheine and Fielden tour Jackson Design Center with Michael Berk and Jim West
3:00 pm  Meet with 5th Year Director Jassen Callender
3:30 pm  Meet with 5th Year Faculty
4:00 pm  Tour Jackson Design Center (Irby Studios)
4:30 pm  Meet with 5th Year Students

5:00 pm  Leave via car for Starkville (MSU Main Campus) w/ West and Berk

7:30 pm  Arrive MSU Butler Guest House

8:00 pm  Team (only) dinner – Team meets for introduction and orientation
           Begin review of 2009 MSU APR, assemble issues and questions
           Veranda Restaurant

Sunday, February 21

8:00 am  Team Chair, Judith Sheine, review of NAAB Team Room with Michael Berk

9:00 am  Team Breakfast (Team only)
           Continue review of 2009 MSU APR, assemble issues and questions
           Butler Guest House

10:00 am Overview of Team Room with Program Director Michael Berk

11:00 am Initial Team review of Exhibits and Records

12:00 noon Team Lunch with Program Administrators Michael Berk and Jim West
           MSU Cafeteria

1:00 pm  Tour Giles Architecture Building (M. Berk to escort)
           Meet with Units of the College
1:00 pm  Gulf Coast Community Design Center – David Perkes
1:15 pm  Carl Small Town Center – John Poros
1:30 pm  CAAD Library – Susan Hall and Frances Coleman, Dean
1:45 pm  Educational Design Institute – Chris Cosper
2:00 pm  Design Research and Informatics Lab - Justin Taylor and Sarah Pittman
2:30 pm  Tour MSU campus w/ AIAS or NOMAS guides (if time allows)

3:00 pm  Team Meeting with Faculty only
           Conference Room

4:00 pm  Continued Team Review of Exhibits and Records in Team Room
5:30 pm   Reception with Faculty, Staff, Students, Practitioners and Alumni
           Giles Gallery

7:30 pm   Team dinner with Program Administrators
           Central Station Grill

9:00 pm   Team Meeting (De-briefing)

Monday, February 22

7:00 am   Breakfast with Program Director, Michael Berk
           MSU Cafeteria

8:30 am   Meet with Development Officer Nathan Moore and Bo Hemphill, Executive Director of
           Major Gifts, MSU Foundation
           Conference Room

9:15 am   Meet with School of Architecture Staff
           Conference Room

10:30 am  Meet with Dr. Glenn Steele, Interim Provost and V.P. for Academic Affairs
           Allen Hall 612

11:30 am  Meet with CAAD Administrators, Dean Jim West and Associate Dean David Lewis
           Dean's office

12:30 pm  Lunch with Selected Faculty
           Rachel McCann – History/Theory, Design Studio
           Greg Watson – Representation, Design Studio
           John Poros – Technology
           Jane Greenwood – Research, Design Studio (past Associate Dean)
           Hans Hermann – Junior Faculty Representative
           Jassen Callender – 5th Year Representative
           Conference Room

1:30 pm   School-wide Entrance Meeting with Students (only)
           Giles Audtorium

2:30 pm   Observation of Studio Environment by Team
           Giles Studios

3:30 pm   Continued Team Review of Exhibits and Records in Team Room

8:00 pm   Team (only) dinner
           Harvey's

Tuesday, February 23

8:00 am   Breakfast with Michael Berk and Jim West
           MSU Cafeteria

9:00 am   Review of General Studies, Electives and Related Programs
           Giles Hall
10:00 am  Continued Team Review of Exhibits and Records in Team Room
10:00 am  Observation of Lectures + Seminars
          Giles Hall
12:00 noon Lunch with Student Leaders
          Deans' Council (Michael Varhalla, Brian Asa, Vanessa Robinson
          AIAS (Amy Selvaggio, Audrey Bardwell)
          Tau Sigma Delta (Sarah Grider, Scott Archer)
          NOMAS (Ingrid Gonzalez, Shannon Gathings, Jesse O'Quinn)
          5th Year Students (Blake Daniels, Kusa Tosin)
          Conference Room
1:30 pm    Meet with selected faculty (if necessary)
3:30 pm    Continued Team Review of Exhibits and Records in Team Room
6:00 pm    Team Deliberations and Drafting of Visiting Team Report
          Dinner delivered to Team Room

Wednesday, February 24
8:00 am    Team Breakfast with Michael Berk, Director
            MSU Cafeteria
9:00 am    Exit Meeting with Jim West, Dean and David Lewis, Associate Dean
            Dean's office
10:30 am   Exit Meeting with Dr. Mark Keenum, President, and Dr. Glenn Steele, Interim Provost and
            VP for Academic Affairs
            Allen Hall 612
11:30 am   All School Exit Meeting with students, faculty and staff
            Giles Auditorium
12:30 pm   Team Lunch
2:00 pm    Team Check out from Butler Hall
            Shuttle van to GTR airport
IV. Report Signatures

Respectfully submitted,

Judith Sheine
Team Chair

Representing the ACSA

Ronald J. Battaglia, FAIA
Team member

Representing the AIA

Dustin L. Brugmann
Team member

Representing the AIAS

Robert Fielden, FAIA
Team member

Representing the NCARB

Robert V. M. Harrison, FAIA, FCSI
Observer

Kimberly Brown
AIA, LEED® AP
Observer