MISSISSIPPI STATE UNIVERSITY
School of Architecture

Architecture Program Report for 2016 NAAB Visit for: Continuing Accreditation

Bachelor of Architecture 152 semester credits

Year of the Previous Visit: 2010
Current Term of Accreditation: 6 years

Quoted in full from decision letter:

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.

Submitted to: The National Architectural Accrediting Board
Date: **September 07 2015**

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Table of Contents

Section		Page
Section 1.	**Program Description**	
I.1.1	History and Mission	1
I.1.2	Learning Culture	7
I.1.3	Social Equity	9
I.1.4	Defining Perspectives	11
I.1.5	Long Range Planning	14
I.1.6	Assessment	14
Section 2.	**Progress since the Previous Visit**	
	Program Response to Conditions Not Met	17
	Program Response to Causes of Concern	18
	Program Response to Change in Conditions (if applicable)	21
Section 3	**Compliance with the Conditions for Accreditation**	
I.2.1	Human Resources and Human Resource Development	22
I.2.2	Physical Resources	81
I.2.3	Financial Resources	95
I.2.4	Information Resources	100
I.2.5	Administrative Structure & Governance	107
II.1.1	Student Performance Criteria	112
II.2.1	Institutional Accreditation	126
II.2.2	Professional Degrees & Curriculum	127
II.3	Evaluation of Preparatory Education	132
II.4	Public Information	133
III.1.1	Annual Statistical Reports	134
III.1.2	Interim Progress Reports	136
Section 4	**Supplemental Material** [NOTE: Blue text below is hyperlinked; full-size format can be found on p.136]	**136**

- **COURSE DESCRIPTIONS**
  01 - NAAB Course TEMPLATES - Course Descriptions FOLDER
  02 - MSU Catalog Information – Architecture FOLDER
- **STUDIO CULTURE POLICY**
  01 - S|ARC Studio Culture Policy.pdf
  02 - S|ARC Studio Culture Oath 2015-2016.pdf
- **SELF-ASSESSMENT POLICIES AND OBJECTIVES**
  01 - S|ARC Assessment Docs FOLDER
  02 - MSU Assessment Docs FOLDER
  03 - ARE Pass Rates – NCARB FOLDER
- **ACADEMIC INTEGRITY POLICIES For Students** (e.g., cheating and plagiarism)
  01 - HONOR CODE – MSU FOLDER
- **INFORMATION RESOURCES POLICIES Including Collection Development**
  01 - S|ARC Resource Collection Policy and Plan FOLDER
- **EEO/AA INSTITUTIONAL POLICIES AND PROCEDURES (faculty, staff, & students)**
  01 - WEB LINK to AA/EEO Policies - MSU.doc
  02 - SIGNED EEO/AA Statement by MSU President .pdf
  03 - Non-Discrimination and Anti-Harassment Policy HRM 0303 .pdf
- **HUMAN RESOURCE DEVELOPMENT INSTITUTIONAL POLICIES FOLDER LINK**
  01 - SABBATICAL Leave for Faculty Members AOP 1306 MSU.pdf
  02 - LEAVE With or Without Pay HRM Policy 60201 MSU.pdf
  03 - EDUCATIONAL ACHIEVEMENT - HRM - MSU .pdf
- **FACULTY APPOINTMENT and PROMOTION & TENURE policies, procedures, and criteria**
  01 - MSU Policies & Faculty Handbook FOLDER
  02 - S|ARC Promotion + Tenure Policies FOLDER
- **OFFSITE PROGRAM QUESTIONNAIRE RESPONSE**
  01 - MSU Jackson Center - 5th Year Program .pdf
- **SARC FIELD TRIP PROGRAM**
  01 - Field Trip PROGRAM .pdf

Section 1. Program Description (limit 15 pages)

I.1.1 History and Mission

A brief history of the institution, its mission, principles, and place in 21st century education

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 “Mississippi State University” (MSU), 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, 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.

Today MSU 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. MSU 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.

The mission of MSU is “to provide access and opportunity to students from all sectors of the state's diverse population, as well as from other states and countries, and to offer excellent programs of teaching, research, and service. Enhancing its historic strengths in agriculture, natural resources, engineering, mathematics, and natural and physical sciences, Mississippi State offers a comprehensive range of undergraduate and graduate programs; these include architecture, the fine arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine. The university embraces its role as a major contributor to the economic development of the state through targeted research and the transfer of ideas and technology to the public, supported by faculty and staff relationships with industry, community organizations, and government entities. Building on its land-grant tradition, Mississippi State strategically extends its resources and expertise throughout the entire state for the benefit of Mississippi's citizens, offering access for working and place-bound adult learners through its Meridian Campus, Extension, and distance learning programs. Mississippi State is committed to its tradition of instilling among its students and alumni ideals of diversity, citizenship, leadership, and service. (Updated 10/16/2009 – MSU Web)

MSU is a comprehensive, doctoral-degree-granting university offering a wide range of opportunities 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, master's, specialist, and doctoral degrees.

An able faculty, drawn from the best institutions in all parts of the nation and world, demonstrate excellence in teaching, while producing scholarly books, articles, exhibitions, 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.

MSU is emerging as one of the nation's premier public universities, one with both a local and global focus. The Carnegie Foundation has classified MSU as a Tier One Research University with Very High Research Activity and a Carnegie Community Engagement Institution. Our faculty and students are addressing the intellectual issues and research challenges of the 21st century.

A brief history of the program, its mission, principles, and place in 21st century education

The School of Architecture (S|ARC), 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 SARC 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 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 S|ARC'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 to 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 School occupied newly renovated facilities in Jackson – the Jackson Center (or Stuart C. Irby, Jr. Studios) – providing the program a permanent home in the city's CBD. 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 president of MSU close to the state legislature.

Following its initial five-year accreditation, the School expanded its activities to focus local, regional, and national attention on issues of 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 (CSTC). 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 its mission integrated into the fifth year urban design studio. The Gulf Coast Community Design Studio (GCCDS) was established in Biloxi, Mississippi, soon after Hurricane Katrina and is providing planning and architectural design support to many Mississippi Gulf Coast communities and non-profit organizations.

Today the School's mission is "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, and understand practice as research, and make a regenerative contribution to the world." The School has been 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.

Briefly in 2003 S|ARC 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 (CAAD), now home to S|ARC, 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. Crane Professorship in Architecture'. In 2012, S|ARC implemented an innovative two-semester "Collaborative Studio" sequence with BCS to address 21st century project delivery methods.

Program's benefit to the institution

Service learning: Long a leader in service learning on campus via research centers and studio projects, the School has significantly increased its service to the University over the past 5 years. These activities include design-build projects in the Collaborative Tectonic Studios (2014 Golf Course Storm Shelters, designed and constructed by S|ARC and BCS for the MSU Golf Institute, Office of the Vice President for Student Affairs, Office of the President, and the College of Business; and the 2013 MS Band of Choctaw Indians Bus Transit Shelters, which won the 2014 ACSA Design/Build Honor), service learning projects conducted in various Maymester or Special Topics courses (the upcoming Wetlands Learning Environment, sponsored by S|ARC, the Department of Landscape Architecture, College of Agriculture, and BCS; Sanderson Center reception desk and bench projects funded by the Sanderson Center); the Fennell Group's "Starkville Symbiosis Project"; as well as collaborating with Habitat for Humanity. Other benefits to the University include:

Funded Lecture series: Each semester there are three to four national guest lectures. Also included in this series is a special Energy Seminar. The series has been funded for the last 20 years.

Gallery exhibits: The Art Department manages the galleries for the College. Tau Sigma Delta manages the Architecture Gallery in Giles Hall under faculty supervision. Exhibitions of works in the Giles Gallery are open to the public.

Friday Forum: Sponsored by Tau Sigma Delta Honor Society, Friday Forum presents a weekly informal presentation/lecture in the jury room; the program is over 30 years old. Invited guests include: faculty, artists, architects, and crafts people from the area. (Lunch is also provided).

Hosting or Co-Hosting National or International Conferences: S|ARC has a long history of bringing scholars from around the world together on campus for workshops and symposia, beginning with the Chautauquas held annually during the School's first several decades. Recent events include the A+CA National 2-day Symposium on "Integrated Project Delivery Theatre" (2015), the Carl Small Town Center's (CSTC) "Mayor's Institute on City Design" (2008 and 2015), CSTC's "Design for Elected Officials Seminar" (2006 and 2008), "International Merleau-Ponty Conference" (2009), and "FORMCities National Symposium and Design Competion" (2010). In addition, the School co-hosted the annual Society of Building Educators/Building Technology

Educators' Society's "2015 International BTES Conference" with the University of Utah, which provided extraordinary outreach for our university.

Library: The Bob + Kathy Luke Library, located in Giles Hall (the School of Architecture building), has over 30,000 volumes. The resources of the library are available to the larger campus, and also by interlibrary loan to regional universities, colleges, K-12 schools, and public libraries. The Jackson Center Architecture Library services the fifth year students as well as professionals and alumni in Jackson.

Interdisciplinary activities: Since the creation of the college, we have been working to increase interdisciplinary interaction. Every fall, fourth year students from Architecture, Art, Interior Design and Building Construction Science engage in a 2-3 week funded Brasfield and Gorrie charrette.

University service courses: The School offers *5 courses that satisfy the University Core*: ARC 1013 Architectural Appreciation (Fine Arts core); ARC 2713 Passive Systems; ARC 2313 History of Architecture I; ARC 3313 History of Architecture II; ARC 3323 History of Architecture III.

Electives: Each semester S|ARC offers two or three architecture special topic electives open to students outside of the department by faculty permission. Students in Art, Interior Design, Landscape Architecture, Philosophy, and occasionally Engineering participate in these courses.

Architecture Minor: Architectural Studies coursework is available to all MSU students.

Faculty service: Faculty are required to spend a portion of their workload in support of service from the School level, the university-level, a regional-level and beyond.

MSU ECO: Two architecture faculty were founding co-chairs of the major components of the organizational structure *OPERATIONS: buildings, energy, infrastructure* of the MSU Environmental Collaborative Office (MSU ECO). MSU ECO is charged with greening the campus and bringing MSU into compliance with the American College and University Presidents Climate Commitment. As a result, MSU was named the 2013 "Educational Insitution Recycler of the Year" by the MS Recycling Coalition, and a "Tree Campus USA" in 2014 by the Arbor Day Foundation.

MSU Master Planning Committee: One S|ARC faculty member serves on the committee.

Benefits derived to the program from the institutional setting

Every bachelor's degree conferred by MSU has a stringent university general education (core) requirement in liberal arts and sciences. S|ARC students benefit tremendously from being a part of this land grant institution; and the School places an emphasis on combining professional coursework with a broad liberal arts education including curriculum content as well as a wide range of enrichment opportunities. Many of the academic programs on campus offer minors in their discipline. The School maintains a number of interdisciplinary ties that strengthen its position in the University. There are cooperative links to Forest Resources, Civil Engineering, Music Education, Biological Engineering, Sustainable Bio-Products, College of Business, among others.

Beyond these and other benefits afforded by most Universities (HR departments, Office of Student Affairs, student counseling centers, financial aid services, recreational facilities, facilities management, etc.), the following units perform specialized teaching, research, or service focused on issues of potential importance to School of Architecture faculty, staff, and students:

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),
Institute for Clean Energy Technology,
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,
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,
Center for Advancement of Service Learning Excellence,
Computational Simulation and Design Center,
High Voltage Laboratory,
Raspet Flight Lab and Airfield,
UAS Unmanned Aerial Systems (a newly formed named center supported by a consortium of universities from around the country).

MSU 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.

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.

S|ARC's collaboration with CAAD is still evolving, nevertheless we already see benefit from interdepartmental interaction in reviews, international travel, field trips, interdisciplinary interaction in design studios, and jointly supported lectures and exhibitions. When our students migrate to our Fifth Year Program in Jackson, they are adjacent to Jackson State University and Millsaps College. Agreements exist between these institutions for our students to be able to take electives; and faculty from these institutions occasionally teach required courses in the Jackson Center.

The program's holistic development of young professionals

Integrated study of the liberal arts and the discipline of architecture is a priority. The University and School's primary obligation is to educate future citizens to be informed and educated members of an increasingly complex world. Today's global society is changing at an ever-increasing rate, particularly with respect to technological innovation, information expansion, ecological concerns, and cultural transitions. Within such a society, the role of the architect can be expected to undergo equally dramatic changes. This has been borne out in numerous studies, books, and conference findings such as the AIA-sponsored *Vision 2000* program and the more recent environmentally conscious *Architecture 2030* (founded by Ed Mazria and supported by the USGBC, Rocky Mtn. Institute, SBSE, AIA, UIA, and mayors across the country). To this end, the School focuses its professional education on preparing students to contribute successfully within this changing societal framework. Students are introduced to complex issues in their freshman year and are consistently involved throughout their educations with a variety of strategies, information sets, and skills that will properly equip them for productive careers. These include an expanded core curriculum emphasizing humanistic issues, digital technologies, the visiting-lecturers program, an increased number and a broad range of electives, extensive field trips, international exchanges and foreign travel, integration of social issues such as those raised by Habitat for Humanity, post- Katrina Gulf Coast Rebuilding, affordable and energy-efficient housing, and the School's traditional small-town outreach. The school's two outreach centers (CSTC and GCCDS) contribute significantly to the life of the studios; at least once a year, the

Carl Small Town Center runs a project through one of the year levels, often led by one of the staff within the center. The Gulf Coast Community Design Studio provides opportunities that align with individual student interests. All of the centers have paid positions available for student workers throughout the year; these positions are advertised to our students (more information on these centers is provided elsewhere in the APR).

S|ARC is working to find new opportunities and venues to broaden our students' awareness. S|ARC hosted the A+CA National Symposium on 'Integrated Project Delivery' and co-hosted the International BTES Conference "Intersections & Adjacencies" in 2015. In addition to our successful Co-Op and Externship Programs (discussed in I.1.2 Learning Culture), semester-long exchanges take place during the fall semester of the fourth-year with MSU students traveling to the Washington Alexandria Architectural Center (WAAC) or abroad and foreign students coming to Starkville. Visiting students will make presentations to S|ARC students and faculty and our students do the same when they return to campus. MSU students also present their design work to the faculty to ensure that the School's curriculum criteria are being addressed and its standards are being met. The following international and off-campus study programs are currently available to S|ARC students:

Summer Travel: The summer of 2015 marked the inauguration of a five-week Rome Study Program in conjunction with the University of Arkansas' Rome Center (replacing our decade-old program in Vicenza). The program is open to all students within CAAD. The program has included multiple day trips to Orvietto, Florence, Venice, Milan, Padua, and Verona, with a day spent touring the villas of Palladio and a day spent visiting the work of Carlo Scarpa. This program is an exciting opportunity for students to experience Italian culture and offers excellent access to significant works of art and architecture throughout central and northern Italy.

Fifth Year International Field Trip: Beginning in 2006, students in the fifth-year program have spent their 10-15 day field trips in Rome, Florence, Amsterdam or Rotterdam and visited the offices of OMA and MVRDV. When participation was voluntary, attendance was +90%. In 2014, this trip was made mandatory and costs included in tuition. Scholarships are available for those in financial need.

Field Trip Week – First through Fourth Year: Students at all levels of our program travel to see the work of major architects and visit their offices. Beginning in 2006, for instance, students in the 4th year studio have travelled to Toronto, New York, and Seattle with plans for San Francisco in 2015. Trip durations range from a few days for first year up to a week for upper level studios.

Maymester: In 2006, MSU introduced the intersession model – between the end of the spring semester and the beginning of summer school and now referred to as Maymester – whereby students could take short, accelerated classes between semesters. In addition to offering classes on the MSU campus, many faculty took this opportunity to offer study abroad courses.

Washington-Alexandria Architecture Center: In 2004, SARC joined the Consortium for Architectural Studies located at the Virginia Tech, Washington-Alexandria Architecture Center in Alexandria, Virginia. Located in the old Robert E. Lee School for Girls at 1001 Prince Street, the Center has operated as the urban extension of the Virginia Tech College of Architecture and Urban Studies since 1980 and serves to house a consortium of architecture schools that share the common goal of providing students with an academic environment that uses the metropolitan area as an educational laboratory. 3-4 S|ARC students attend in their 4th year fall semester.

University Core: The University General Education (Core) Curriculum has minimum requirements in literacy and numeracy, but beyond that, has requirements for humanities, exposure to fine arts, social and behavioral sciences, and natural sciences. These requirements provide a broad grounding in contemporary societal issues, and exposure to a wide array of disciplines.

History/Theory Sequence: ARC 2313 History of Architecture I examines the societal forces that shape buildings. ARC 3313 History of Architecture II looks at the rise of science as a societal factor in architecture. ARC 3323 History of Architecture III addresses questions of modernity, its meanings and facets. ARC 4313 Architectural Theory introduces the canon of theory while calling

attention to issues of gender, race, and spatial-political activism. ARC 5353 Philosophy of Architecture compares and contrasts two modes of critical thinking – Rationalism and Empiricism.

Technology Sequence: ARC 2713 Passive Building Systems is the first course in the sequence. This course introduces students to the larger issues of environment and society, in addition to teaching students about *sustainable* design and technical strategies for building environments. This course is in this location as a statement regarding the primary importance of understanding *ecologic principles* in the context of building design. (This course received AIA COTE Special Recognition for Ecological Literacy in Architectural Education – 2005).

Professional Practice Sequence: ARC 5623 Urban Design introduces students to the canon of Urban Theory while encouraging students to connect with the realities of Jackson, MS via historical research, blogs, online surveys, radio call-in shows, print media, and other public events. ARC 5493 Architectural Practice addresses issues facing the graduate architect including: responsibilities to the community and the profession; project and business management; client relations; and delivery of services. Local architects, builders, and city and state officials meet with our students in these courses.

Design Studio Sequence: The design studio sequence builds conceptual and technical skills over the course of five years. This sequence also promotes an awareness of issues beyond technics and aesthetics, including issues of environment and society.

Architectural Electives: ARC 4990 Special Topics: *CREATE Common Ground* has been taught at SARC through the Carl Small Town Center for the past 15 years. The CSTC, in collaboration with the CREATE Foundation of Northeast Mississippi, offers the CREATE Common Ground course to approximately 10 students every spring semester. This service-learning course offers architecture students the opportunity to provide a small town in Northeast Mississippi with design and planning advice and proposals for new projects. All year levels are welcome to enroll.

Funded Software Workshops: S|ARC has hosted Applied Software professional seminars and training in the third year studio annually since 2011.

ICAA Classical Workshop: The Institute of Classical Architecture and Art (ICAA) in conjunction with the S|ARC hosted the “Dan and Gemma Camp Workshop in Classical Design” in March 2015. The two-day workshop was the first of what is intended to become an annual event. It is open to third and fourth year architecture students as well as professionals statewide. Participants receive a certificate in Classical design upon successful completion.

Gensler Scholarship Participation: Each year, Gensler offers a highly competitive scholarship program open to architecture students nationwide. S|ARC has supported student applications and, in the past two years, they have been successful. Larry Travis was awarded a Scholarship in 2014; Aryn Phillips in 2015.

I.1.2 Learning Culture

Studio Culture Policy

S|ARC faculty and students developed the MSU Studio Culture Policy. Its principles are reviewed annually by student organizations under the leadership of a faculty chairperson and discussed by the faculty at our end-of-the-year Faculty Retreat. The policy is presented to the entire student body at Convocation – the School’s kick-off meeting held on the first day of each academic year. It is available on the School’s website under “Student Handbook/Forms” and at:

- **STUDIO CULTURE Policy** LINK

Furthermore, to verifty that every student is aware of the policy, students must sign a Studio Culture Oath:

- **STUDIO CULTURE Oath** LINK

Field Trip Week (studio years 1 through 5)

Field trips are an important component of architectural education; therefore, for one week during the fall semester, the entire student and faculty population leaves the Starkville campus on excursions to major American metropolitan centers and other points of interest. The field trip location generally coincides with the studio focus for that year level, and students prepare for these trips by engaging in research and producing case studies. The time on site is divided between structured visits to important buildings, museums, and architectural offices, and free time for students to explore on their own.

Over the years, field trip destinations have included Atlanta, New Orleans, Savannah, Dallas, Washington, Philadelphia, New York City, Boston, Chicago, San Francisco, Seattle, Los Angeles, St. Louis, Minneapolis, Louisville, Cincinnati, Columbus, and New Harmony, Indiana as well as international destinations listed in the preceding section.

In addition to the weeklong field trips, students must also participate in local and regional field trips. These trips are not only planned in conjunction with the design studios, but also complement lecture courses and may last a few hours or require an overnight stay. Destinations for short-term field trips have included the Columbus Brick Factory, Viking Range Corporation, The Rural Studio, Marvin Windows and Doors, construction sites, and Mississippi small towns.

Externships

The School facilitates one-week, unpaid shadow externships during spring break for students interested in learning more about the profession. Externships occur over a five-day period at participating architecture and design firms across the United States. All expenses associated with travel, room and board are the responsibility of the student. There are no costs involved for hosting firms. S|ARC takes on the role of helping place and advising students interested in participating.

CO-OP

Following their third- or fourth-year, architecture students may elect to fulfill one year of their three-year Intern Development Program (IDP) requirements through a co-op experience managed by the MSU Career Center. The Cooperative Education Program works closely with students in making employment arrangements and monitors their performance through firm-submitted progress reports. These assessments are used to help students better understand professional expectations and inform S|ARC faculty of student preparedness.

Organizations affiliated with the Program[2]

American Institute of Architects [AIA] www.aia.org
AIA Mississippi Chapter [AIAMS] (offices housed in the Jackson Center) www.aiamississippi.org
American Planning Association [APA] www.planning.org
Association of the Collegiate Schools of Architecture [ACSA] www.acsa-arch.org
National Architectural Accrediting Board [NAAB] www.naab.org
National Council of Architecture Registration Boards [NCARB] www.ncarb.org

Student Organizations

The American Institute of Architecture Students (AIAS) is the student counterpart of the American Institute of Architects (AIA). The S|ARC chapter sponsors many professional, social, and educational events throughout the year including the Beaux Arts Ball. Many members of the S|ARC AIAS chapter have held national office. The S|ARC chapter also works closely with

[2] For a complete listing of affiliated professional and academic organizations, see “School Affiliations and Memberships” under *Professional Development Opportunities*, page 67

professional architects in the state through the Mississippi Chapter of the AIA (AIAMS). The president of AIAS is an ex-officio non-voting member of the AIAMS Board (and the AIAMS Chapter is housed in the fifth-year Jackson Center). Students belonging to AIAS are encouraged to attend the annual national AIAS forum with funding from the School and College. All students are invited and encouraged to become active participants. Officer elections are held in the spring of each year. Follow them on Twitter: @AIAS_MSSTATE

The Director's Student Advisory Council consists of two students from each year level in the School and executive leaders of S|ARC's student organizations. This group acts as a liaison between the student body and the administration and meets twice per semester with the Director (lunch provided).

CAAD Dean's Council consists of two students from each department in the College. This group acts as a liaison between the student bodies of the various programs and the administration and meets twice per semester with the Dean (lunch provided).

Tau Sigma Delta (TSD) is the architectural honor society open to top academic students in the third-, fourth-, and fifth-years. Tau Sigma Delta's activities include the organization of the Friday Forum series; the presentation of awards to students, faculty and practicing architects; and gallery exhibit coordination and scheduling.

The National Organization of Minority Architecture Students (NOMAS) is the student arm of the National Organization of Minority Architects (NOMA). Students participating seek to enhance the educational experience of its members by fostering diversity within the School and the community at-large. Each year in the spring NOMAS hosts a funded Regional Lecture and Symposium as well as TRASHIONshow, an event where students design clothing out of reusable items.

Alpha Rho Chi (APX) is the only national coed professional social fraternity for architecture and the allied arts. Mississippi State's Hippodamus Colony was formed in fall 2010 and, in 2015, received two national service awards for students. Follow them on Twitter: @HippodamusAPX

Faculty Learning Support

S|ARC faculty have diverse interests and backgrounds. These interests are supported at the departmental, college, and university levels through start-up packages, funded conference participation and professional organization memberships, grant opportunities, release time, and sabbaticals (in addition to the funded studios and elective courses in support of research addressed elsewhere in this document). Since 2010, S|ARC has provided Teaching Assistants in technology and history courses allowing teachers more time to focus on research and practice. As a result, the faculty are well-traveled and active in research and/or practice. They work to present students with a pluralistic education, employing interrogative strategies, fostering the exploration of ideas, and instilling a sense of thinking critically and creatively. The School has a proactive Promotion and Tenure policy, with a 100% success rate at receiving either promotion or tenure from the university over a 40-year period.

I.1.3 Social Equity

Mission Statement – University Office of Diversity and Equity Programs

The Office of Institutional Diversity and Inclusion is committed to developing services, programs, and initiatives that foster successful recruitment and retention of faculty, staff, and students from diverse and under-represented groups. To this end, the Office strives to develop partnerships within communities to promote diversity, which is an essential element of the mission of the University. Furthermore, the Office provides leadership and support toward developing a comprehensive and institution-wide approach to achieving and sustaining a diverse and pluralistic community of students, faculty, and staff.

Undergraduate Bulletin of Mississippi State University – Equal Opportunity Statement:

MSU is firmly committed to Equal Employment Opportunity, Affirmative Action, and compliance with all Federal, State, and local laws that prohibit employment discrimination. Discrimination based on race, color, ethnicity, sex (including pregnancy and gender identity), religion, national origin, disability, age, sexual orientation, genetic information, status as a U.S. veteran and or any other status protected by state or federal law is prohibited in all employment decisions including, but not limited to, recruitment, employment, training, promotion, compensation, benefits, disciplinary actions, and termination. All personnel actions are administered without regard to the above factors and are based only on valid job requirements.

MSU Equity and Diversity – Student Admissions, Advancement, Retention, and Graduation

The University maintains a department of Student Support Services (a federally-funded program) consisting of two distinct entities – the TRIO Program and Disability Support Services – designed to assist eligible college students with disabilities in completing their college education.

The TRIO program provides supportive services for low-income and first-generation students to enhance their academic skills, increase their retention and graduation rates, and as appropriate, facilitate entrance into graduate and professional programs. Disability Support Services seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities (as defined by the Americans with Disabilities Act and the Rehabilitation Act of 1973) accepted to the University.

MSU has one of the highest graduation rates of African-American students of the non-HBC (Historically Black Colleges) in the nation. Over 19% of the student enrollment is African-American. MSU was also named one of the nation's Top 20 "best buys" in higher education by *Forbes* magazine.

Office of Institutional Diversity and Inclusion

To see the website, including President Mark E. Keenum’s Statement on Diversity, visit www.oidi.msstate.edu

T.K. Martin Center for Technology and Disability

The T.K. Martin Center provides comprehensive, multi-disciplinary evaluations to remove limitations through the application of assistive technology, allowing individuals to participate in educational, vocational and leisure activities to the fullest degree they choose. The comprehensive nature of the services offered ensures that the correct solutions are achieved efficiently and effectively, with needs being met in a one-stop shop. The staff consists of a specialized team of Speech-language Pathologists, Occupational Therapists, Special Educators, and Rehabilitation and Biomedical Engineers. Facilities at the center include adaptive computer laboratories, design and fabrication workshops, a driver rehabilitation program, a seating and mobility center and specialized evaluation rooms. The fusion of modern facilities and resources with a staff dedicated to the realization of untapped human potential ensures a comprehensive approach with integrated, composite outcomes for persons with disabilities.

School of Architecture

S|ARC follows all policies and procedures of MSU to achieve equity and diversity in faculty appointments, reappointments, compensations, and promotions, and strongly adheres to the creed stated above. Faculty actively engage in seeking equity and diversity in the hiring process. S|ARC also works to insure students with disabilities have access to all University facilities and programs. The buildings are fully accessible; S|ARC has graduated chair-bound students; when necessary, special transportation arrangements are made for field trips.

Lecture Series: Invitations include a lengthy list of minority and female presenters.

National Organization of Minority Architects Students (NOMAS): The needs of all students are addressed through activities and programs aimed at achieving equity and diversity. There is an active chapter of the National Organization of Minority Architects Students (NOMAS), and guest speakers are invited to meet with students regarding issues of equity and diversity. It should be

noted that NOMAS at MSU is made up of large numbers of non-minority students. This is the ultimate testimony to our school's commitment to social diversity and equity issues.

Faculty, student, and staff (access to the formulation of policies and procedures): The School is an open community where public discussions of curriculum review and program development – to name a few – are encouraged and facilitated. All members of the faculty participate in the governance of S|ARC through tri-weekly faculty meetings. Faculty, students, and staff are elected or appointed members of standing committees and their recommendations are presented, discussed, and voted upon at faculty meetings. All full-time faculty have an equal voice and vote.

Faculty Recruitment and Promotion: Historically, this program has had difficulty in the recruitment and retention of minority faculty. Our geographical and political location (Mississippi) is the principal barrier. We are aware of this circumstance and engage in aggressive recruitment practices. We regularly invite minority faculty to sit on student reviews and have worked to secure additional funds for research and start-up packages as enticements. Frankly, we cannot compete with salaries offered by other institutions across the country.

Student Recruitment: The freshman summer studio recruits heavily from under-served Delta Community Colleges. It also provides a secondary path into the program for students who did not perform well in High School.

I.1.4 Defining Perspectives

A. Collaboration and Leadership: The School places great importance on the development and fostering of interpersonal skills. Most courses include group assignments or address the diversity of stakeholders or both. These skills are specifically addressed in our two Collaborative Tectonic Studios taught with BCS (Design 2-A and 3-B), team projects in Design 5-A, research components of Architectural Programming and Theory of Urban Design, and through readings and lectures in Architectural Practice. S|ARC has formalized *Create Common Ground*, a special topics course offered in conjunction with the CSTC, as an annual offering; in addition we frequently offer special topic/design-build courses. We encourage participation and leadership in service-learning activities sponsored by student organizations such as AIAS, APX, NOMAS, and TSD. These efforts have garnered the 2014-15 ACSA Collaborative Practice Award and the 2014-15 ACSA Design/Build Honorable Mention.

B. Design: The first-year design studios introduce the principles of design. In the second-year, students apply these principles to building designs. Third-year studios integrate programmatic, structural, and environmental systems. This process continues in the fourth-year where the spring semester Comprehensive Architectural Project (CAP) is used as a test of competence and, in turn, a test of readiness to move to Jackson where students are expected to take on a greater responsibility for structuring their design process. The fifth-year independent project furnishes the final instrument for evaluating mastery of the design process. The nature of these studios as well as the conceptual underpinnings of the design studio curriculum are elaborated in Section II.1.1, Student Performance Criteria, under Realm C.

C. Professional Opportunity: The School, as set out in its mission/vision statement, seeks "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. …" The School considers Architectural Registration to be extremely important. To that end, attention is given, throughout the curriculum and other aspects of the program, to important licensure issues of public health, safety, and welfare. Coursework in architectural history, design, technology, professional practice, and other areas targets specific competencies required for registration. Cooperative education is available to students who have completed three years of the program and is administered through the University's Office of Cooperative Education. All participating firms are required to use the IDP program. The School's Architect Licensing Advisor gives an IDP orientation session each spring to third- and fourth-year students; every other year, this session

includes NCARB and the MS Board of Architecture. S|ARC also organizes a flourishing week-long Externship program each spring. Our Professional Practice course, ARC 5493, addresses issues facing the graduate architect including: responsibilities to the community and the profession; project and business management; client relations; and delivery of services/career paths – both traditional and non-traditional. Members of the State Board of Architecture are actively involved with the School, and the Executive Director is an exofficio member of the School's Advisory Board. The School's Director is the Education Liason with the Board. The Dean is also a board member in the Mississippi Chapter of the AIA.

Furthermore, S|ARC has a strong history of engaging students in "real life" projects through funded studios that align with curricular objectives. Recent examples include: Adkerson Guest House for Scholars (MSU Foundation, 2011); Howlin' Wolf Blues Museum (West Point, MS Blues Society, 2012); Mississippi Band of Choctaw Indians' Bus Shelters (MBCI, 2013); 4th year Stion CAP competitions (Stion, 2012-14); 3rd year BIA Competitions (Brick Industry Association, 2005-14); Symbiotic Districts (Fennell Group, 2014); Mississippi Maritime Museum (Pascagoula, MS 2014); CAAD Fine Arts Complex (MSU and CAAD, 2014); and the MSU Golf Course Shelter (Student Affairs, 2014). In 2015, S|ARC students will be engaged in the design of an Outdoor Educational Demonstration Project on the MSU Campus in collaboration with the Department of Landscape Architecture. These and other real world projects give our students an edge when interviewing for their first professional position.

D. Stewardship of the Environment: This perspective aligns with the School's mission of preparing students to make a regenerative contribution to the world and with its vision of grounding design in the physical and ecological realities of making.

Teaching: 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.

MSU received the 2015 Gulf Guardian Award – civic/non-profit category – for the Gulf Coast Community Design Center's 'Bayou Auguste Restoration Project" in Biloxi, MS (Perkes) described as "the very best environmental accomplishments in the Gulf of Mexico." MSU also received the 2015 EPA Rain Catcher Award in the Neighborhood/Community Category for the Oktibbeha County Heritage Museum's rain garden program (Herrmann). The five-year project was designed and constructed by students, faculty and volunteers from the School of Architecture, Department of Landscape Architecture, and the Department of Art; it includes a rain garden, public use pavilion with green roof, cistern with sand filter, and education signage to explain the elements of the project. The Rain Catcher Award recognizes excellence for using natural or man-made systems to manage stormwater and reduce water impacts. The work helps reduce the volume of stormwater discharges and removes pollutants present in runoff and now serves as a demonstration site for North Mississippi. In addition, the School offers several core courses with an environmental focus that includes Passive Building Systems, Site Planning, and Theory of Urban Design. The Passive Building Systems course won special recognition from the AIA Committee on the Environment in the *Ecological Literacy in Architectural Education* program.

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 technology is under license with a private company.

Faculty research (Callender) into issues of sustainable urbanism is being conducted at the School's Jackson Center. Publications include "From Shopping Mall to Village: retrofitting the built environment for the 21st Century," co-authored with Anthony Mawson, DrPH and Thomas Kersen,

PhD in *World Health Design,* (April 2013) and "Sustainable Urban Development," in Susan J. Smith, Marja Elsinga, Lorna Fox O'Mahony, Ong Seow Eng, Susan Wachter, editors, *International Encyclopedia of Housing and Home,* Vol 7. Oxford UK: Elsevier, 2012.

Faculty research (Perkes) into resilience planning is taking place at our Gulf Coast Community Design Studio (GCCDS). A professional service and outreach program established in Biloxi in response to Hurricane Katrina to provide architectural design services, landscape and planning assistance, educational opportunities and research to organizations and communities along the Mississippi Gulf Coast, GCCDS works through close, pragmatic partnerships with local organizations and communities in and beyond the three Mississippi's coastal counties, putting professional expertise to work in order to shape vibrant and resilient Gulf Coast communities. The GCCDS was named a National Resilience Design Studio by the Architects Foundation in 2015.

Faculty research (Poros) into 'Rural Sustainability' is a primary focus area of the Carl Small Town Center (CSTC). CSTC promotes good design and planning for small towns, regional planning and cooperation between communities, the development of public space and life within towns and communities, sustainable development, public policy on the built environment, collaboration between communities, students and faculty, and provides towns and communities with an active resource center for contemporary small town design issues.

Service and Outreach: S|ARC student organizations 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. NOMAS annually sponsors *TRASHIONshow*, a creative exhibit and sale of trash fashions in the S|ARC Gallery. AIAS, NOMAS, and TSD organize an annual tree-planting event in conjunction with Arbor Day. The Director of S|ARC is a permanent voting member on the MSU Sustainability Committee and a second faculty member is an ad hoc member. The School also collaborates with a local utility to present the annual Atmos Energy Sustainble workshop, which is presented to students and AIA members and for which they can receive CEUs.

E. Community and Social Responsibility: Mississippi State continues to be recognized nationally for community service activities. The university received the Carnegie Foundation's Community Engagement Classification in 2010; was named a Presidential Award Finalist in the 2013 President's Higher Education Community Service Honor Roll program.

The School of Architecture shares this concern for the community. In addition to Design 2-A projects (previously described) for the Mississippi Band of Choctaw Indians and the MSU Golf Course, Design 3-B has worked with local communities on the design of volunteer department fire stations; Design 4-A has worked with the city of Starkville on 'Symbiotic Commerce' and assisted the town of Smithville with community planning in the wake of a 2012 tornado; furthermore, previously noted Special Topics and elective Maymester courses have assisted campus organizations with small design-build and recycling projects.

Research Centers: The School is fortunate to have two major community design centers. These centers engage directly, providing service to the communities of Mississippi and beyond. Students are also engaged in the centers, through internships, student work, and topical studios.

Carl Small Town Center (CSTC): Established in 1979, the vision of the CSTC is to strengthen communities and to promote a prosperous and sustainable future by raising an awareness of the physical environment through research and excellence in design. All CSTC work deals heavily with community design, a commitment to professional and public service and the multiple stakeholders and processes that drive the design process.

Gulf Coast Community Design Studio (GCCDS): The GCCDS was established in response to Hurricane Katrina. GCCDS is located in Biloxi and provides community planning and architectural design services to communities and rebuilding organizations as well as conducts resilience research. GCCDS has provided design and construction assistance for hundreds of new and existing homes, produced survey and GIS mapping for Biloxi, and provided planning work for a

collaboration of housing organizations. In 2015, the Architects Foundation named the GCCDS a Regional Resilience Design Studio.

Dan and Gemma Camp/ICAA Workshop on Classical Design: An annual two-day workshop for upper-level students. Free to the public and profession (CEUs for registered professionals).

I.1.5 Long Range Planning

In the Fall of 2010, President Keenum assembled a working group to initiate the process of developing a new strategic plan for MSU. The working group examined strategic plans from other institutions and presented Dr. Keenum with three tenets the strategic plan should reflect: 1) The plan should articulate strengths and goals, align efforts of all units, and guide resource allocations over the next five years. 2) The plan must reflect the values common to the university community. 3) The plan should establish priorities linked to specific, measurable goals.

In the spring of 2011, Dr. Keenum called a meeting of the President's Committee on Planning and charged that group with utilizing these tenets to develop a five-year strategic plan that aligned with the university's vision and mission statements. The President's Committee on Planning met throughout 2011 to develop a draft strategic plan. Feedback on the draft strategic plan was solicited from the university community and constituent groups during December 2011 and January 2012. The President's Committee on Planning utilized this feedback to finalize State of Excellence, the strategic plan that will guide MSU through 2017.

- **MSU STRATEGIC PLAN (Mission/Vision)** FOLDER

  THIS LINK CONTAINS THE FOLLOWING DOCUMENTS:

  01 - MSU 'State of Excellence'.pdf

  02 - MSU Research Focus areas.pdf

  03 - MSU 'State of Excellence' SCORECARD .pdf

I.1.6 Assessment

I.1.6.A Program Self-Assessment

The School utilizes a multi-faceted approach to self-assessment, including faculty meetings and retreats, curriculum committee meetings, strategic planning committee meetings, faculty and peer reviews, studio meetings with the Director, upper administration reviews, student reviews, and input from a thriving Advisory Board.

School Faculty Meetings + Retreats: Faculty meetings are scheduled tri-weekly (with additional meetings as necessary). A daylong retreat at the start of each academic year promotes good communication among studio years. A two day long faculty meeting at the end of each semester allows faculty members to assess the content and success of each year level, set new objectives, and re-evaluate the curriculum document. All faculty members are fully involved in this process; incremental adjustments and initiatives are implemented rapidly. Formal school committee meetings occur regularly throughout the semester.

Strategic Planning Committee Meetings: A series of faculty-wide meetings were held in 2014 to assess our 2009 Mission and Vision Statements and develop a new S|ARC Strategic Plan. The New Strategic Planning document that resulted brings S|ARC into alignment with MSU's 5 Strategic Goals: 1) foster teaching and learning; 2) promote research and learning; 3) expand outreach and engagement; 4) encourage global & cultural awareness; and 5) enhance institutional culture and environment. This plan is accessible at:

- **S|ARC STRATEGIC Plan (Mission/Vision)** FOLDER

  THIS LINK CONTAINS THE FOLLOWING DOCUMENTS:

01 - Mission/Vision Statement .pdf

02 - STRATEGIC Plan 2014-2019 .pdf

03 - Provost APPROVED Ltr Mission/Vision .pdf

Faculty Reviews + Peer Reviews: Faculty members complete an annual review form that summarizes his/her efforts in teaching, creative activity, research, and public service. This document asks faculty to define "specific goals and objectives, including areas in which improvement will be sought in the coming year." The Director then reviews this material and conducts a two hour meeting with each faculty member. The results of this process are recorded in a 2-page report in which the Director comments on the faculty member's performance, goals, and objectives as they specifically relate to the program. The system is positive and pro-active in its self-assessment, and provides a means for communication between the faculty member and the Director. Team teaching in the studio is a regular occurrence at each year level. Senior faculty team with junior faculty members. This structure provides an effective peer review process. Faculty are also reviewed in a formal university procedure for each course taught.

Studio Meetings with the Director: As students progress through the program, they are surveyed as a group. At semester's end, the Director meets with each Design Studio and asks a series of questions. Feedback is recorded in an open setting, and specific responses are submitted confidentially via written survey. When students graduate, many of the aforementioned questions are again asked. In addition to questions regarding immediate plans, whether their current jobs are related to their areas of study, and the relationship between their employment and the education they received, students are also asked to give more descriptive feedback on the strengths and weaknesses of the Fifth-Year Program, as well as to identify the most challenging design studio and the most and least effective instructors in the School.

Upper Administration Evaluations: The Dean conducts an annual review with the Director. The Dean summarizes the Director's efforts in managing the School of Architecture and consults with the faculty within the school to solicit feedback. Faculty also assess administrators through an annual survey conducted by the Faculty Senate. In addition, the University asks for a periodic review of deans and department heads by the faculty.

Student Reviews: Formal and informal student reviews occur at all year levels. The critics are made up of the faculty, invited academics, peers from the student body, and practitioners.

Promotion + Tenure Review: Tenure-track faculty have a formal tenure mid-review (end of third year) to give them preliminary and critical feedback; after 5 full years, the candidate applies to the university. The package is submitted to 6 external reviewers who each provide a written evaluation. All tenured-faculty participate and vote in the reviews at the School level and submit their own written evaluation. The S|ARC Director reviews the dossier next; then it goes to the CAAD committee. The College committee reviews the package, followed by the Dean, and then the Provost. A post tenure review process is also in place. The School has an official mentoring program for new faculty.

Advisory Board: Architectural professionals, many of whom are alumni, and individuals from allied fields (including Robert Ivy, FAIA, CEO and EVP of AIA, and Executive Director of the MS Board of Architecture, who is also an NCARB officer) become part of the program assessment and direction process through participation on the School's Advisory Council. Appointed by the Director, this group is informed of and encouraged to advise on current programs. The group forms an important communication link between the School and the architectural profession and the construction industry. They meet twice a year for a one-day retreat at the School. *The following are members of the 2015-16 Advisory Council:*

http://www.caad.msstate.edu/caad_web/alumni/advisorycouncils.php

I.1.6.B Curricular Assessment and Development

Curriculum Committee Meetings: The Curriculum Committee meets tri-weekly. The small size of our faculty suggests that we are all de facto members; however, a smaller group meets to prioritize and frame the issues. The committee examines the curriculum as a whole, as areas (history/theory, technology, design, etc.), and as individual courses. A chair is elected at the start of each academic year from amongst the full-time members of the faculty. The committee reviews new course proposals, electives, international studies, and other program initiatives. The faculty see the current curriculum document as a 'work in progress'.

Studio Coordinators, Coordinators Meetings, and Area Group Meetings: A senior member of the faculty is responsible for coordinating each studio year level and insuring that the content and pedagogy is consistent with the curriculum document (Note: each studio year-level is also team taught with the exception of Design 4A. This helps maintain consistency and provides assessment to the Director from the Coordinator). Meetings of the studio coordinators are held each semester to assess relative progress between studios and coordinate resource allocation. The different area groups also meet periodically to discuss issues of coordination and concern. The area groups are history/theory, technology, professional practice, and design. There is also a Digital Technology Committee that looks at digital technology issues across the other area groups.

Student Course Evaluations: At the classroom level, students in each course assess teaching through a formal University process. These evaluations are intended to give faculty members a clear indication of curricular effectiveness. Only unit administrators and individual faculty members see the results of these evaluations; faculty are expected to address student concerns in their annual review. They are intended to provide constructive feedback to the faculty members and may be used by them as documentation for tenure and promotion.

Director's Student Advisory Council: Two student representatives are elected from each year level in addition to student organization presidents. This group convenes for a lunch meeting twice a semester to monitor student concerns. The director also solicits feedback on curriculum, field trips, facilities, and collaborative studios. Even mid-semester, adjustments can be made.

Admissions: Student assessment begins with the admissions process. Students must first be accepted to the University. Each applicant is required to submit a Supplementary Application Form to the School. This is comprised of: an essay; a resume; two letters of evaluation from former teachers; two drawings; and an optional portfolio. In reviewing admissions data, a clear link was established between our admissions and a student's ACT/SAT scores. We immediately accept students with ACT scores of 26 or above and 3.5 High School GPA (the University waives out-of-state tuition for students with an ACT score of 26 or above). The School then assesses which students will be admitted to the design studios, and which students will be placed into the Pre-Architecture program. Supplemental Applications are reviewed for students with lower scores and grades in order to assess the entire individual, rather than base admissions solely on numerical feedback.

Juries (Final Reviews): Final reviews are one of the mainstays of assessment for the design studios. All faculty members participate in each year level's reviews, as well as visiting scholars, professionals, alumni, and members of the community. In addition to final reviews, we have interim and progress reviews. We also employ "walk-around" juries and reviews; students are scheduled for a block of time with a small, intimate group of critics. These reviews occur weeks in advance of the final reviews, and student response has been very positive. Note: the S|ARC Director attends all final and midterm reviews as a form of direct evaluation and as a measure of quality assurance.

Section 2. Progress since the Previous Visit (limit 5 pages)

Conditions Not Met in Previous Visit

3.13.14 Accessibility

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: The faculty believe that we address this issue in myriad places in our curriculum, including: ARC 3536 Design III-A; ARC 3546 Design III-B; ARC 4546 Design IV-B; ARC 5589 Design V-B; ARC 3713 Assemblages; and ARC 4733 Site Planning. Faculty ensure that students in these courses demonstrate ability. ARC 3536 Design III-B (Collaborative Studio Tectonic II), in particular, has made this SPC integral to its content.

3.13.23 Building Systems Integration

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: The faculty believe that the current courses listed (particularly, ARC 3546 Design III-B; ARC 4546 Design IV-B; and ARC 5589 Design V-B) are the appropriate places to address this issue in our curriculum; faculty ensure that students in these courses are able to demonstrate *ability*. ARC 3536 Design III-B (Collaborative Tectonic Studio II) has continued to develop this SPC into its content.

3.13.26 Technical Documentation

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: The faculty believe that the current courses listed (ARC 3546 Design III-B; ARC 4546 Design IV-B; ARC 5589 Design V-B and ARC 3713 Assemblages) address this criteria; faculty ensure that students in these courses demonstrate *ability*.

A recently added assignment for Outline Specifications (ARC 3713 Assemblages) addresses the team's concern regarding specification writing; and in fall 2015 an added lab (ARC 3713 Assemblages) will provide additional focus on technical drawings.

3.13.28 Comprehensive Design

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: The faculty believe that the current courses listed (ARC 3546 Design III-B; ARC 4546 Design IV-B; and ARC 5589 Design V-B) address this criteria and are the most appropriate places to address this issue in our curriculum.

Causes of Concern cited in Previous Visit

1. Strategic Planning

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: Other programs: As it relates to BCS, the Provost has administratively and financially separated this program from the School of Architecture; it is now a stand-alone program within the college. This decision should clarify most of the administrative and financial concerns that the Visiting Team had with respect to this topic.

Shared Shop Resources in Giles Hall: Student demand on shop space has been somewhat alleviated through better financial support (from BCS), and through the recent expansion and management of additional workspace and equipment accommodations in the basement.

Shared studio spaces in Giles Hall: In the Spring 2011, all BSC studios permanently moved from Giles Hall into Howell Hall. The Howell Hall expansion (which includes space for Art and Interior Design) has alleviated S|ARC's building use conflicts.

2. Human Resources

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: On July 01, 2010, the Dean (Jim West, AIA) with the full support of the faculty formally appointed senior faculty member (and previous Interim Director) Michael A. Berk, AIA, F.L. Crane Professor to be the permanent Director of S|ARC with a new enlarged office adjacent to the main administrative front office and convenient to the Architecture faculty.

3. Social Equity

Visiting Team Report [2010]: 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.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]:

Faculty:

S|ARC lost five female faculty members in the last four years. One Professor (Rachel McCann) retired after 25 years with the School; one Associate Professor (Jane Greenwood) retired after 20 years; one Assistant Professor (Frances Hsu, PhD) left to pursue international teaching opportunities; and two Visiting Assistant Professors (Amber Ellett, AIA, and Jenny Kivett) moved to other regional schools of Architecture while another Visiting Assistant (Laura Taylor Smith) returned to professional practice. The School, however, has been pro-active and successful in identifying and hiring female candidates to fill these positions in the past several years. Two of these positions were filled with experienced tenure-track Assistant Professors (Alexis Gregory, AIA, in 2010; and Andreea Mihalache, who will start in Fall 2015); one was replaced by a female Visiting Assistant Professor (Emily McGloghn, 2012) who subsequently became an Assistant Professor (2013); and one is currently filled by a female Visiting Assistant Professor (Zulaikha Ayub, a recent History/Theory Masters graduate from Harvard University, hired in 2014). In addition, the School has made a concerted effort to hire women as part-time Lecturers where full-time positions were not available (Leah Kemp in the CSTC and Amelia Salmon in the 5th year are current examples); and, when financially and logistically possible, the School has hired women in time-limited honorific positions (Anne Marie Decker, AIA, recently served as “Eminent Architect of Practice.”

The School was also pro-active and successful in identifying and hiring an African-American instructor (Finas Townsend III) for the 2012/2013 and 2013/2014 academic years. A recent B.Arch graduate working as a ‘Design-Studio Assistant’ under the tutelage of senior faculty member in the first year studio, the school piloted a mentorship program (in concert with the MSU Office of Diversity) to encourage this individual to (A) provide mentorship in both the NOMAS organization and with entering minority freshman and (B) ultimately seek further training for himself in a masters program. In both counts we were successful (Townsend is now an MFA student at the Glasgow School of Art); and S|ARC is dedicated to pursuing such mentorship opportunities in the future.

Furthermore, the School was pro-active and successful in identifying and hiring Hispanic candidates (Miguel Lasala and Erik Herman) as Visiting Assistant Professors (Lasala in 2010/2011; Herman in 2014/2015). Lasala also served as a full-time Lecturer in 2011/2012. Lasala did not meet the school’s minimum standards for tenure-track; he holds neither a license nor a PhD nor does he possess the requisite number of years of practice experience to ameliorate his lack of licensure; and thus he could only be hired as an Instructor or Lecturer.

Currently, the gender split of full-time non-administrative teaching faculty in S|ARC is: Male – 9 | Female – 4.

Overall, the gender split in S|ARC, including administrators (no deans), adjuncts and professional staff: Male – 13 | Female – 13.

Students (Recruitment):

Overall, in the Fall 2014, 8 of the 43 freshmen that started the Architecture program were African-American students (19%); this does not include other minorities or multi-racial students. At present, 38 students are registered for the Fall 2015; of these, 5 are African-American (13%). In additon, S|ARC has a long tradition of provisionally accepting students into the program who did not make the original 45-student Fall admissions selection; they are classified as pre-Architecture students. They are required to take (and successfully pass) the typical first year curriculum with the exception of design studios. After successful

completion of their two (2) freshman semesters with a minimum 2.5 GPA, pre-Architecture students formally apply for enrollement in the Summer Design Studios; ultimately they join the second year class in the following fall. Success rate of passing the freshman studio courses in the pre-Arch Summer Studio is 95%.

Relative to minority students and recruitment, the director formed the *Pre-Architecture Advisory System* 4 years ago; this system is managed by the School's Admissions/ Advisor Coordinator (Emily Parsons). This new *Pre-Architecture Advisory System* helps identify non-traditional and minority students from that pool and provides additional contact time including pizza meetings with the Director (and Admissions Advisor) and individual advising sessions leading up to the summer studio. We are entering our fifth year of implementation. This past summer 2015, Summer Studio Pre-Arch had an enrollment of 7 students, including 3 African American students (43%). Historically, these summer students have successfully matriculated into the second year design studio, increasing our overall minority student numbers.

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

4. Role of the Master's Program

Visiting Team Report [2010]: Further, a strategic determination regarding the role of the masters' program and growth of the BCS should be implemented.

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]:

Masters' Program: The University underwent a budgetary and efficiency analysis in 2009 and early 2010; the 'Select Committee on Efficiencies and Innovations' (SCEI) recommended eliminating the School's non-accredited Master of Science graduate program. No students have been admitted to the program since the Fall of 2010. The last 'active' student in the program graduated spring 2012. The graduate program is inactive and in official hiatus --- no students are enrolled and no future plans for this M.S. degree are being considered at this time. Preliminary discussions, however, are underway for a M.S. program in Community Design as noted in the S|ARC Strategic Plan.

Building Construction Science Program: As noted above, the BCS program has been administratively separated from S|ARC; it is now a stand-alone program within the college. The Dean also formed a strategic task force made up of Architecture and BCS faculty to look at each program's curriculum for ways to further collaborate. Currently, 5 courses are taught jointly: ARC 1013 Arch. Appreciation; ARC 2713 Passives; ARC 3723 Active Building Systems; and ARC 3904 and 3914 (Structures I and II). The Dean also asked the committee to look at places in the curriculum for joint studios. As noted earlier two collaborative tectonic studios were test-piloted and have been offered annually since Fall 2013 with all S|ARC and BCS students participating.

5. General Education

Visiting Team Report [2010]: In addition, by January 1, 2015 NAAB requires that the B. Arch include 45 units of General Education studies outside architectural studies. 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).

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]: The faculty voted to delete the required professional course ARC 1003 Concept and Form, from its curriculum. This provided 3 additional open elective (general education) credits within the B.Arch degree. In 2015/16 the course-work credit-hours break down is as follows:

General education:	39[3]
Professional:	101
Electives (open):	12
	152[4]

General education + Electives = 51 (33% of the B.Arch Curriculum)

Program Changes as a Result of Changes in the Conditions

To address the new SPC's focus on integration of skills and collaboration amongst participants in the architectural process, S|ARC implemented two Collaborative Tectonic Studios (ARC 2536 Design 2A and ARC 3546 Design 3B) since the last APR and team visit. S|ARC students in these studios work with BCS students on realistic projects with real clients and endeavor to understand each others' roles in the production of the built environment. In addition, S|ARC has collaborated with CAAD to secure funding for the annual Brasfield and Gorrie design charrette. This event teams 4th year architecture students with comparable students from Art, Interior Design and BCS for approximately 2 weeks every fall.

The School also formalized a relationship between the spring fourth year studio (ARC 4546 Design 4B) and our research centers. Real project programs and sites, secured or managed by CSTC of GCCDS staff, are commonly used as the locus for the spring Comprehensive Architectural Project.

[3] All architectural history courses count as General Ed Humanities and Passives counts as a General Ed Science course. NAAB Response, 2011 Annual Report, confirms NAAB's acceptance of these as General Education courses.

[4] The state's Institute of Higher Learning capped our 5-year B.Arch. degree program at 152 credit hours; and this required a special waiver (BS and BA degrees at all state universities are capped at 124 credit hours). We are hamstrung in creating additional required elective courses. That said, in the past decade all of our students exceeded 152 credit hours upon graduation. Historically, most exceed 160 credit hours by choice to pursue minors or other educational opportunities.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty Resources

We are a relatively young faculty with a large national and international presence and a diverse range of interests, philosophies, and expertise. During the Fall 2015 there are 14 full-time faculty positions and 7 part-time positions. Collectively, the faculty have received numerous honors, design awards and other types of recognition as outlined in their resumes. Most are registered architects and many are members of the AIA. Their terminal degrees were earned at a representative cross section of institutions of higher learning including Harvard, Yale, University of Florida, Virginia Tech., Clemson, Catholic University, University of Pennsylvania, University of Utah, University of Oregon, University of Minnesota, etc. One faculty member has a PhD and two others have completed their doctoral coursewok and are ABD (with dissertations due to be completed by the end of 2015).

New faculty members are selected in a process that involves several steps, including university-level approvals. When faculty vacancies occur, the faculty members discuss needs relative to teaching expertise, research priorities, etc.; through a process of consensus, decisions are made about the type of individual sought, and a national advertisement is published accordingly. The content of the advertisement outlines the criteria for consideration. Screening and review involve the entire tenure and tenure-track faculty; a short-list of candidates is invited to the campus after references have been verified. Visiting candidates present to a student audience (after which students provide feedback) and separately to the faculty with an extensive Q+A. Numerous meals and receptions provide opportunities for additional informal discussions. The candidates are toured around the campus and the city by the faculty. Following the interview process, the faculty recommends action to the Director. A University-level document is now in place that standardizes the recruiting and hiring process. As an equal opportunity employer, the University also requires extensive efforts to solicit applications from minorities and women. Offers of employment are approved by the CAAD Dean and the Provost before being forwarded to candidate.

The College Dean, Associate Dean, and the School Director are deeply committed to the artistic and professional development of the faculty; as senior faculty members, they consider themselves informal mentors for all junior faculty. New Faculty Mentorship and workshops formally occur at both the School level with the Director in ½ day lunch meetings and at the College level with Deans and Department Heads.

Faculty Resumes

Complete faculty resumes are included in the following pages for reference

THEODORE G. AMMON PhD | Lecturer - Jackson Center (5th Year Program)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 5353	Philosophy of Architecture
F 2014	N/A	
SP 2015	ARC 5353	Philosophy of Architecture
F 2015	N/A	

Educational Credentials:

PhD	Washington University, 1985, Philosophy
MA	Washington University, 1983, Philosophy
BA	Mississippi State University, 1976, Philosophy and English

Teaching Experience:

Associate Professor	1985 –	Milsaps College; Philosophy Dept.
Chair	1990-2004	Milsaps College; Philosophy Dept.
Dir. Heritage Program	2007-09	Millsaps College
Dir. Heritage Program	2010-12	Millsaps College
Dir. Writing Program	1996-1999	Millsaps College
Lecturer	2000-	MSU School of Architecture - 5th Year
Adjunct Instructor	2011-12	MSU-Meridian

Professional Experience:

N/A

Licenses/Registration:

N/A

Selected Publications and Recent Research:

Book	*Conversations with William H. Gass*. Theodore G. Ammon. Ed. University Press of Mississippi. - Jackson: 2003.
Articles	"There Are No Contradictions." *The College Mathematics Journal* Vol. 31, No.1, January 2000.
	"The Beggar in the Doorway: Borges' Use of Berkeley and Schopenhauer." *Arachne*, Vol. 4, No.1, 1997.
Novel	*The Verge* - submitted to Simon and Schuster
Books Under Contract	*Philosophy and David Bowie* – Open Court Pbl. (manuscript due 12/15)
	Philosophy and Jimi Hendrix – Open Court Pbl. (manuscript due 6/16)

Professional Memberships:

Mississippi Philosophy Association
American Philosophy Association

Awards / Honors (Optional):

Distinguished Professor Award 1991-92
Stewart Professorship 2003-2005
The Last Lecture, Spring 2009
Guest speaker for the annual NAACP 9/11 Memorial at Tougaloo College, 9/11/2011

ZULAIKHA AYUB Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	ARC 1013	Architecture Appreciation
	ARC 3536	Arch Design III-A
SP 2014	ARC 3323	History of Architecture III
	ARC 2546	Arch Design II-A
F 2015	ARC 1013	Architecture Appreciation
	ARC 3536	Arch Design III-A

Educational Credentials:

B.S. in Architecture	The Catholic University of America
B.Arch	The Cooper Union
M. Design Studies	GSD Harvard University

Teaching Experience:

Visiting Instructor	2006-2012	The Catholic University of America
Visiting Assistant Prof.	2014-current	Mississippi State University

Professional Experience:

Intern	Bone Levine Architects	2008-2010
Intern	Studio Daniel Libeskind	2009
Designer	STUDIOS Architecture	2007-2008
Intern	reFORM Architecture	2006-2007

Licenses/Registration:

N/A

Selected Publications and Recent Research:

Project	"Hiding in Plain Sight / Hiding in Plane Site" *The Funambulist Magazine*, Vol. 1 "Militarized Cities" 2015, 48-49
Paper	"Imagining the Ideal", Co-authored with Jeffery Roberson, *Beginning Design Conference 30 Proceedings*, 2014, 196-1999
Masters Thesis	"Desert Sun: The Manhattan Project in Los Alamos, New Mexico. Harvard GSD Publication. 2014
Exhibition	"Architecture Schools 2013", Center for Architecture, New York 2013 Thesis work on Manhattan Project selected for exhibition.
Exhibition	"Landscapes of Extraction", Hougton Gallery, New York Research, GIS mapping and info-graphics to correspond with photographs by J Henry Fair documenting the collateral damage of the fossil fuel industry. 2011

Professional Memberships:

N/A

Awards / Honors (Optional):

2012 Benjamin Menschel Traveling Fellowship
Cash prize for field study of the impacts of World War II upon the Aleutian Islands of Alaska.

2011 ONE Prize, Honorable Mention. Team submission illustrating strategies for enhancement of Manhattan's estuary ecology awarded cash prize for international design competition

MICHAEL A. BERK AIA | Director & F.L. Crane Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 3573	Art + Architecture of Packaging (Info Design)
F 2014	N/A	
SP 2015	ARC 3573	Art + Architecture of Packaging (Info Design)
F 2015	N/A	

Educational Credentials:

B. Design in Architecture	University of Florida
M. Arts in Architecture	University of Florida

Teaching Experience:

Instructor	1980-82	University of Florida
Assistant Professor	1990-95	Mississippi State Univ.
Associate Professor	1995-2003	Miss State Univ. w/ tenure
Professor	2003-	Miss State Univ. w/ tenure
Endowed Professor	2006-	Mississippi State Univ.
Director (Interim)	2009-10	Mississippi State Univ.
Director	2010-	Mississippi State Univ.

Professional Experience:

Partner	Anstis Ornstein Assoc. W. Palm Bch FL	1985-1990
Designer	K/M/D San Francisco CA	1983-1985
Designer	Anstis Vass Ornstein Assoc. W. Palm Bch FL	1979-1980

Licenses/Registration:

California Registered Architect #C015754
Florida Registered Architect #11083 [inactive status]

Selected Publications and Recent Research:

FEMA Alternative Housing Pilot Program for *GreenMobile*® Pre-Fab Housing
Amount Awarded: $5.8 million [w/ MS Governors Office]
Prototype engineering to produce 100 units for the
MS Gulf Coast (post Katrina) - ongoing Dec. 2006
USDA RBEG for *GreenMobile*® : Amount Awarded: $145,000. Oct. 2005

Professional Memberships:

American Institute of Architects: member, 1985-2002; 2011–present
BTES (Building Technology Educators Society): member
Nat'l Sierra Club: Chair, Mississippi Chapter Board of Directors. 2008-current

Awards / Honors (Optional):

University Of Florida School Of Architecture: "Distinguished Architecture Alumni Award". Contributions to practice and education. Mar 2014
U.S. EPA / AIA 'Lifecycle Building Challenge': "Winner – Professional: Unbuilt Category" for *the GreenMobile*® prefab unit. Sep 2007
FEMA AHPP (Alternative Housing Pilot Program) National Competition: "Number One Ranking" (for the *GreenMobile*®). Juried by: FEMA, HUD, DOE & AIA. Dec 2006
AIA COTE (AIA Committee on the Environment): "Special Recognition Honor" for: ARC 2713 Passive Systems course in their "Ecological Literacy in Architectural Education Program". May 2005
MSU School of Architecture Researcher of the Year Award. March 2002

JASSEN CALLENDER Associate Professor | Director - Jackson Center (5th Yr. Program)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 5589	Architectural Design V-B
F 2014	ARC 5623	Theory of Urban Design
	ARC 5576	Architectural Design V-A
SP 2015	ARC 5589	Architectural Design V-B
F 2015	ARC 5623	Theory of Urban Design
	ARC 5576	Architectural Design V-A

Educational Credentials:

Bachelor of Architecture	Mississippi State University
Master of Fine Arts	University of Minnesota

Teaching Experience:

Instructor	1998-2001	University of Minnesota
Visiting Assistant Professor	2004-2005	Mississippi State University
Assistant Professor	2005-2011	Mississippi State University
Associate Professor	2011-	Mississippi State w/ tenure

Professional Experience:

Designer	JBHM Architects	1993-94, 1998-2005, 2014
Designer	Eley Guild Hardy	2007-2008, 2011
Intern	Barlow Eddy Jenkins	1994-1998
Intern	Watkins and Cox	1993

Licenses/Registration: N/A

Selected Publications and Recent Research:

Book	*Architecture History and Theory in Reverse: From the Information Age Back to an Era of Meaning,* under contract to Routledge (due January 2017)
Article	"From Shopping Mall to Village: retrofitting the built environment for the 21st Century," Co-authored with Anthony Mawson, DrPH and Thomas Kersen, PhD in Marc Sansom, editor, *World Health Design,* (April 2013) 64-9
Chapter	"Sustainable Urban Development," Susan J. Smith, Marja Elsinga, Lorna Fox O'Mahony, Ong Seow Eng, Susan Wachter, editors, *International Encyclopedia of Housing and Home,* Vol 7. Oxford UK: Elsevier, 2012.129-133
Chapter	"The Place of Perception in the Sustainable City," *Sustainability Issues Shape Planning: Documentation Set #57,* Carmel, CA: IMCL Council, 2009
Chapter	"Sustainability vs. Urbanism: a Fear-Formed Impasse," *Sustainable Development and Planning IV,* no. 1. Southampton: WIT Press, 2009, 25-32

Professional Memberships:

Society of Architectural Historians Member #90006511

Awards / Honors (Optional):

Mississippi State University School of Architecture

Allen & Hoshall Faculty Teaching Award 2009, 2011, 2015

FRED ESENWEIN AIA | Assistant Professor (New hire: F 2015)

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	N/A	
SP 2015	N/A	
F 2015	ARC 3536	Arch Design 3A

Educational Credentials:

B.Arch	Virginia Tech
M.S. in Architecture	Virginia Tech
Candidate for Ph.D. (ABD)	University of Pennsylvania

Teaching Experience:

Teaching Assistant	2009-11	Virginia Tech
Instructor	2012	University of Pennsylvania
Instructor	2013-14	Frank Lloyd Wright School of Arch.
Assistant Professor	2015-	Mississippi State Univ.

Professional Experience:

Designer	Mitchell/Matthews Architects	Charlottesville VA	2011, 2015
Intern/Designer	Mitchell/Matthews Architects	Charlottesville VA	2005-09

Licenses/Registration:

Virginia Registered Architect	#0401014711
NCARB Certificate	#71847

Selected Publications and Recent Research:

Dissertation	*Simply American: Simplicity in Architectural Arrangement, Construction, and Standards, 1820-1920*, David Leatherbarrow - supervisor, University of Pennsylvania, (anticipated defense by Winter 2015/2016)
Article	"Illustrating the American Community: The Depiction of Villages and Cities in Residential Pattern Books from the 1850s" in *Manifest: A Journal of American Architecture and Urbanism* (October 2013), 114-123
Conference	Co-organizer and moderator, *Architecture Education Goes Outside Itself: Crossing Borders, Breaking Barriers,* Joan Ockman, David Leatherbarrow, Daniel Barber - faculty organizers, University of Pennsylvania, February 8-9, 2013
Conference Paper	"Imagine Universal, Design Local," *Local Identities, Global Challenges,* ACSA Fall Conference, Houston, TX, October 6-8, 2011

Professional Memberships:

American Institute of Architects: member, 2014–present

TIM FRANK RA, LEED AP | Assistant Professor (2013-14)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 2546	Arch Design	2B + ARC 1013 Arch Appreciation
F 2014	N/A		
SP 2015	N/A		
F 2015	N/A		

Educational Credentials:

B.Arch	Virginia Polytechnic Institute and State University
Minor in Studio Art & Sculpture	Virginia Polytechnic Institute and State University
M.Arch	Georgia Institute of Technology

Teaching Experience:

Assistant Instructor	2003-2004	Georgia Institute of Technology
Adjunct Faculty	2004-2011	Georgia Institute of Technology
Adjunct Faculty	2010-2011	Savannah College of Art and Design
Visiting Faculty	2011-2013	Virginia Tech
Assistant Professor	2013-2014	Miss State Univ. w/ tenure

Professional Experience:

Principal	Tim Frank Architecture - Atlanta, Georgia	2005-
Architect	KGA Architects - Atlanta, Georgia	2001-2010
Intern	HOK - Orlando, Florida	2000-2001
Intern	Hartman Cox Architects - Washington, DC	1988-1999

Licenses/Registration:

Georgia Registered Architect RA011446
LEED Accredited Professional, U.S. Green Building Council 2006

Selected Publications and Recent Research:

Frank, Tim & Clark, David. “Connective Computation”. Proceedings of the 4th ENERGY FORUM on Solar Architecture and Urban Planning. 2012

Frank, Tim & Clark, David. “The Role of High Complexity Low Resolution (HCLR) Performance Modeling . . .”. Proceedings of the Building Enclosure & Science Technology Conference (BEST4). Nat’l Institute of Building Sciences 2015

Frank, Tim. “Simulation Supported Precedent Analysis. Disclosing the Sustainable Attributes of Vernacular Structures in the Southern U.S.” Proceedings of the Symposium on Simulation for Arch. and Urban Design (SimAUD). 2014

Frank, Tim. “Techniques toward an Eccentric Architecture”. Proceedings of the 28th NCBDS National Conference. 2012

Funded Research: $15,000. “Archeological Reconstructions and CFD Analysis”. Funded by Boston University and NEH. Site: Sahilil Turkey 2013-14

Professional Memberships:

United States Green Building Council (USGBC)
Public Art National Registry for the City of Atlanta – Office of Cultural Affairs

Awards / Honors (Optional):

Resident Scholar, Center for European Studies & Architecture; Riva San Vitale, Switzerland 1998

First Prize, Modern Atlanta 10up Design Competition - GA 2012

JACOB A. GINES Assoc. AIA | Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 4546	Arch Design IV-B
	ARC 2723	Materials
	ARC 4000	Directed Individual Study: BARNWorks
F 2014	ARC 4536	Arch Design IV-A
	ARC 4000	Directed Individual Study: BARNWorks Redesign
SP 2015	ARC 4546	Arch Design IV-B
	ARC 2723	Materials
	ARC 4000	Directed Individual Study: BARNWorks
	HON 4003	Oxbridge Tutorial: Material Research
F 2015	ARC 4536	Arch Design IV-A
	ARC 4990	High Performance Wood Construction (Elective)

Educational Credentials:

Master of Architecture	University of Utah
BS Architectural Studies	University of Utah

Teaching Experience:

Adjunct Assistant Professor	2007-2012	University of Utah
Visiting Assistant Professor	2012-2013	Mississippi State University
Assistant Professor	2013-present	Mississippi State University

Professional Experience:

Vice President - Method Studio - Salt Lake City UT	2015-present
Senior Assoc. | Designer - Method Studio - Salt Lake City UT	2012-2015
Associate | Designer - Method Studio - Salt Lake City UT	2010-2012
Senior Assoc. | Designer - Scholz Architects - Provo UT	2007-2010
Intern | Designer - Richardson Design Partnership - Salt Lake City UT	2005-2007
Intern | Designer – Carpenter Stringham Architects – Salt Lake City UT	2004-2005
Intern | Designer – Scholz Architects – Provo UT	2002-2004

Licenses/Registration:

IDP complete; *ARE in progress.*

Selected Publications and Recent Research:

Co-Editor “Intersections & Adjacencies: Leadership in Architectural Technology Education”. Proceedings of the 2015 BTES Conference. Jun. 2015.

“Inquisitions of Culture, Craft, and Materiality”. ACSA Fall Conference. WORKING OUT_Thinking While Building. Oct. 2014.

“Artifacts of Non-Representation: Inverting of the Design Paradigm”. 30th NCBDS Conference. Jun. 2014.

“The Space of Revolution: Reimagining Post-Industrial Topographies”. ANYTHING Magazine. Spring 2013.

“Garden Education Teaching and Training Site (GETTS)”. MSU Extension Service (MSU-ES) Internal Seed Grant (w/ Landscape Dept.) $50,000. Dec. 2013.

Professional Memberships:

American Institute of Architects: Associate member, 2010-present
Building Technology Educators’ Society (BTES): member, 2015-present
Association of Collegiate School of Architecture (ACSA): member, 2012-present
Architecture, Culture + Spirituality (ACS): member, 2012-present

Awards / Honors (Optional):

AIA Grassroots Leadership Award 2012
American Institute of Architects, Recognition for YAF component (YAF Utah)

ALEXIS GREGORY AIA | Assistant Professor

Courses Taught (Four semesters prior to current visit)

SP 2014	ARC 3546	Architectural Design III-B
F 2014	ARC 4536	Architectural Design IV-A
	ARC 3713	Assemblages
SP 2015	ARC 3546	Architectural Design III-B
	ARC 4990	Comprehensive Tectonics
F 2015	ARC 4536	Architectural Design IV-A
	ARC 3713	Assemblages

Educational Credentials:

B.Arch	Virginia Tech
M.S. in Architecture	Clemson University

Teaching Experience:

Professor	2006-2011	Savannah College of Art and Design
Assistant Professor	2011-present	Mississippi State University

Professional Experience:

Principal	adg.add + architecture, Starkville, MS	2011-present
Project Architect	MV+A Architects, Bethesda, MD	2003-2004
Project Architect	Lorena Checa Associates – Washington, DC	2002
Project Architect	Envision Design, LLC – Washington, DC	2000-2002
Junior Architect	Perkins + Will – Washington, DC	1997-2000
Intern Architect	George Sexton Associates – Washington, DC	1997
Project Manager	Montage, Inc. – Washington, DC	1996-1997

Licenses/Registration:

Virginia Registered Architect #0401-011629

Selected Publications and Recent Research:

Book	**"**Comprehensive Tectonics: Technical Building Assemblies from the Ground to the Sky," Routledge, anticipated publication January 2017
Article	"Transforming Architecture Through Symbiosis: Waste as a Resource." The Expanding Periphery and the Migrating Center – Proceedings from the 103rd ACSA Annual Meeting, Spring 2015
Article	"Design/Build as Collaboration: Hands-On Construction to Facilitate Communication and Dedication." WORKING OUT: thinking while building – Proceedings from the ACSA 2014 Fall Conference, Fall 2014

Professional Memberships:

Building Technology Educator's Society
Society of Building Science Educators
American Institute of Architects

Awards / Honors (Optional):

Mississippi State University College of Architecture, Art + Design 2014 Faculty Research Award	April 2015
Association of Collegiate Schools of Architecture Design Build Award (team member)	April 2015
Mississippi State University School of Architecture Tau Sigma Delta Faculty Book Award	Spring 2014

GREG G. HALL AIA | PhD | NCARB | Associate Dean & Professor

Courses Taught (Four semesters prior to current visit):

N/A (joined School of Architecture in October 2014)

Educational Credentials:

Bachelor of Architecture (B.Arch.)	University of Texas at Austin
Doctor of Philosophy in Architecture (Ph.D.)	University of Hong Kong

Teaching Experience:

Teaching Assistant	1982	University of Texas at Austin
Teaching Assistant/Part-time Lecturer	1993-95	University of Hong Kong
Professor	2004-07	Savannah College of Art and Design
Chair and Professor	2012-14	Savannah College of Art and Design
Visiting Professor	2013, 15	Universidad del Istmo, Guatemala
Associate Dean and Professor	2014-	Mississippi State University

Professional Experience:

Director, Education	NCARB, Washington, DC	2007-12
Principal	Greg G. Hall, Architect, Cashiers, NC	1997-2007
Designer/Project Manager	Takenaka Corporation, Osaka, Japan	1991-93
Designer/Intern Architect	Renzo Piano Building Workshop, Osaka, Japan; Genova, Italy; Paris, France	1989-91
Assistant Project Manager	Jean Nouvel et Associés, Paris, France	1988-89
Intern Architect	Carlson Associates, Atlanta, GA	1986-88
Intern Architect	Derek Walker Associates, Milton Keynes, UK	1986
Intern Architect	Avery Associates Architects, London, UK	1985-1986
Intern	US Department of State, Burkina Faso	1983

Licenses/Registration:

Georgia Registered Architect #RA007417 [active]
North Carolina Registered Architect #7807 [active]
Mississippi Registered Architect #5083 [active]
South Carolina Registered Architect #5490 [active]

Selected Publications and Recent Research:

Article (coauthor)	**"**Gamifying Architecture: Professional Practice for Millennials," *The International Journal of Interdisciplinary Social and Community Studies.* Common Ground, anticipated publication 2015.
Article (coauthor)	"Disentanglement and Gates: An Interactive Game of Professional Practice," *DesignIntelligence*. Greenway, 2013.
Book (coauthor)	*Construction in Hong Kong: Issues in Technology Transfer and Labour Supply*, Avery Press, London, 1996.

Professional Memberships:

American Institute of Architects (AIA): professional member	1991–present
National Council of University Research Administrators (NCURA): member	2015–present

Awards / Honors:

Fellow, Southeast Conference Universities (SECU) Academic Leadership Development Program	2015-16
Presidential Fellowship, Savannah College of Art and Design	2013
NCARB Award for the Integration of Practice and Education	2012
Fulbright Fellow, University of Hong Kong	1993-94
Paris Prize, First Prize, Van Alen Institute	1987

ERIK HERMAN Assoc. AIA | Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	ARC 1013	Arch Appreciation
F 2014	ARC 1536	Arch Design 1A
SP 2015	ARC 1013	Arch Appreciation (and Honors Section)
SP 2015	ARC 1546	Arch Design 1B

Educational Credentials:

B. S. Architecture	Catholic University of America
M. Arch	University of Oregon

Teaching Experience:

Teaching Ass't	2013	University of Oregon
Graduate Teaching Fellow	2014	University of Oregon

Professional Experience:

Designer	Affolter, West, & Jones Architecture P.C.	2014
Designer	Karaso Arquitectos	2011
Carpenter	D&S Construction	2004 – 2006

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

American Institute of Architects: Assoc. member
Society of Building Science Educators (SBSE): member

Awards / Honors (Optional):

Grand Prize Team Capitol D.C. Solar Design Proposal (2011)
Grand Prize CUArch Workstation of the Future Competition (2012)
First Place Energy Balance Contest, Solar Decathlon Competition (2013)
Honorable Mention Fabric Structures Association Competition (2013)
Finalist 2012 AIA Convention Design Competition (2012)
CUA President's Society Highest University Honor (2012) Researcher of the Year Award (2002)

HANS C. HERRMANN, AIA, NCARB, LEED Green Assoc. | Associate Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 4546	Architectural Design IV-B
SP 2014	ARC 4733	Site Planning for Architects
F 2014	ARC 2536	Architectural Design II-A
SP 2015	ARC 4546	Architectural Design IV-B
SP 2015	ARC 4733	Site Planning for Architects
F 2015	ARC 2536	Architectural Design II-A

Educational Credentials:

Bachelor of Science in Design	Clemson University	2001
Master of Architecture	Clemson University	2003
Master of Landscape Architecture	Mississippi State Univ	anticipated 2016

Teaching Experience:

Assistant Professor	2006-2008	State Univ. of New York, Delhi
Assistant Professor	2008-2014	Mississippi State University
Associate Professor w/ tenure	2014-present	Mississippi State University

Professional Experience:

Designer	Ike Kligerman Barkley Architects	New York, NY	2004-2007
Designer	Lubrano Ciavarra Design, LLC	New York, NY	2003-2004

Licenses/Registration:

New York Registered Architect #033040

Selected Publications and Recent Research:

Factoid Facing: Geographic Information Systems and the Illustration of Bias
The International Journal of Design Education, Common Ground Publishing
Volume 7, Issue 2, Spring 2014

SPECIFICS: Discussing Landscape Architecture ”Interdisciplinary Design/Build at the Limits”, European Council of Landscape Architecture Schools ISBN: 978-3-86859-299-3. April 2014

Professional Memberships:

American Institute of Architects: member	2008–present
BTES (Building Technology Educators Society): member	2014–present

Awards / Honors (Optional):

Association of Collegiate Schools of Architecture 2015 Collaborative Practice Award, Project: Oktibbeha County Heritage Museum, Green Building-Technology Demonstration Pavilion. Joint award with Prof. Cory Gallo and Extension Associate, Mr. Brian Templeton (joint award team*)

American Society of Landscape Architects, 2013 Award of Excellence in Student Collaboration. Joint award*.

American Society of Landscape Architects, MS Chapter Merit Award 2013, Joint award*

Association of Collegiate Schools of Arch. 2015 Design/Build Award Honorable Mention Project P.I. with assistance from Assistant Prof. of Arch. Emily McGlohn, Alexis Gregory, and Tom Leathem Assist. Prof. of Building Const. Science.

American Society of Landscape Architects, MS Chapter Honor Award 2014, Award granted for Excellence in the study of Landscape Arch. (Grad. Student Level)

American Institute of Architects Emerging Professionals Annual Exhibition 2012

W. BRIAR JONES AIA | Lecturer

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	N/A	
SP 2015	N/A	
F 2015	ARC 1013	Architecture Appreciation

Educational Credentials:

B. Arch.	Mississippi State University

Teaching Experience:

Lecturer	2005-2009, 2013, 2015-	Mississippi State Univ.

Professional Experience:

Partner	Thomas Shelton Jones & Assoc.	Starkville, MS	2005-current
Architect	Thomas Shelton Jones & Assoc.	Starkville, MS	1997-2005
Intern	Foil / Wyatt Architects	Jackson, MS	1994-1997

Licenses/Registration:

Mississippi Registered Architect #3084

Selected Publications:

Exhibition Catalogue, 2010 National Juried Photo Exhibit, Academy of Fine Arts, Lynchburg, Virginia

Exhibition Catalogue, Watercolor USA 2010, Springfield Museum of Art, Springfield,

Missouri Exhibition Catalogue, 41st Annual River Roads Show, Louisiana State Archives Baton Rouge, Louisiana

Exhibition Catalogue, Multicultural Expressions of Faith, Xavier University, Cincinnati, Ohio

Professional Memberships:

American Institute of Architects

NCARB - Certificate Number 52,099

Starkville Arts Council, President (2008-2009), Treasurer (2011-2014)

Starkville Rotary Club, President Elect (2016-2017)

City of Starkville, Historic Preservation Commission (2011-2014)

Awards / Honors (Optional):

Mississippi Main Street, Best New Development Project, Renasant Bank (2014)

Mississippi Associated Building Contractors, 2013 Award of Excellence in New Construction, Renasant Bank

Mississippi Main Street, Best New Development Project, First State Bank, Meridian, MS (2011)

Miss. Heritage Trust (MHT), Merit Award for New Construction, First State Bank, Meridian, MS (2008)

R. Clay Simmons, Exemplary Enterprise Award (2008)

MAAPC, Award of Excellence, Wilkinson County African American Museum, Woodville, MS (2006)

SCNF, Award of Excellence, Tate House Restoration-505 Greensboro (2005)

MHT, Merit Award, Cunningham Bungalow Restoration, Woodville, MS (2002)

Eagle Scout

LEAH F. KEMP AIA | Assistant Director, Carl Small Town Center (CSTC) & Lecturer

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 1013	Architecture Appreciation
	ARC 4613	CREATE Common Ground (Elective)
F 2014	ARC 1013	Architecture Appreciation
SP 2015	ARC 1013	Architecture Appreciation
F 2015	ARC 1013	Architecture Appreciation

Educational Credentials:

B.S. Interior Design	Virginia Polytechnic Institute & State University
M. Architecture	Tulane University

Teaching Experience:

Instructor	2004-05	Mississippi State Univ.
Visiting Assistant Professor	2005-06	Mississippi State Univ.
Lecturer	2010-	Mississippi State Univ.

Professional Experience:

Assistant Director	CSTC Mississippi State Univ.	2010-present
Intern	Tuck-Hinton Nashville, TN	2005-2007
Assistant Director	CSTC Mississippi State Univ.	2004-2005
Intern	City Planning Commission New Orleans, LA	Summer 2002
Intern	Studios Architecture Washington, DC	1999-2000
Intern	Core Group, PLL Washington, DC	1998-1999

Licenses/Registration:

Mississippi Registered Architect #38463323
LEED Accredited Professional (inactive status)

Professional Memberships:

American Institute of Architects: member, 1985-2002; 2011–present
Mississippi Heritage Trust: Board member, 2015-present
American Planning Association: member

Awards / Honors (Optional):

MSU College of Architecture, Art, and Design Research Support Award 2015
Award to the Carl Small Town Center (CSTC).

MS AIA CITATION AWARD in the Master Planning and Urban Design Category.
For the 'Baptist Town Master Plan for the Greenwood Leflore Carroll Economic Development Foundation'. Oct 2014. (With John Poros and Emily Elliot)

Paper presented (w/ Emily Elliott) at 2014 Association of Collegiate Schools of Architecture and the 102nd Annual Meeting Conference, entitled: "Building Social Building," in the "Building Change: Public Interest Design as Catalyst," paper session. The 102nd Annual Meeting: GLOBALIZING ARCHITECTURE Miami, FL. Apr 2014

Award to the Carl Small Town Center (CSTC). American Planning Association's Jim Segedy Award for Baptist Town Revitalization Plan, Greenwood, MS Apr 2011

MSU College of Architecture, Art, and Design Research Support Award 2005

Rachel McCann PhD | Professor (Emeritus)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 2546	Arch Design 2B + ARC 3323 Arch History III
F 2014	N/A	
SP 2015	N/A	
F 2015	N/A	

Educational Credentials:

B. Arch.	Mississippi State University
M. Arch.	Georgia Institute of Technology
M.Phil. History/Criticism	University of Cambridge
Ph.D. in Arch Hist. & Theories	Architectural Association, London

Teaching Experience:

Assistant Professor	1988-94	Mississippi State University
Associate Professor	1994-2007	Miss State Univ. w/ tenure
Professor	2007-14	Miss State Univ.
Professor Emeritus	2014-	Miss State Univ.

Professional Experience:

Partner	Lewis/McCann Design Group, Starkville MS	1986-2014
Architect	Morris & Associates, Atlanta GA	1988-1989
Architect	Blount-Pittman Architects, Atlanta GA	1984
Intern + Archt	Thompson, Ventulett, Stainback & Assoc. Atlanta GA	1980-1984

Licenses/Registration:

Florida Registered Architect #10066 [inactive status]

Selected Publications and Recent Research:

Carnal Echoes: Merleau-Ponty and the Flesh of Architecture, ed. Rachel McCann and Patricia M. Locke (BOOK in progress). 13 contributors including Steven Holl, Alberto Perez-Gomez, Juhani Pallasmaa, and David Leatherbarrow.

Merleau-Ponty: Space, Place, and Architecture, ed. Patricia M. Locke and Rachel McCann, Ohio University Press. BOOK 12 essays by leading authors including Ed Casey, Galen Johnson, Glen Mazis. Also contributing a chapter, "The Spatial Experience of Merleau-Ponty's Metaphors." *Forthcoming*

"Expressing Embodiment: Architectural Representation as Carnal Echo," in Architecture and Phenomenology: The Kyoto Papers, ed. Thomas Daniell, Vincent Giraud, and Benoit Jacquet (2012).

"Perceptual Unfolding in the Palace of Minos," in Chora: Intervals in the Philosophy of Architecture, ed. Alberto Pérez-Gómez and Stephen Parcell, vol. 5, 2011.

Professional Memberships:

International Merleau-Ponty Circle. Board of Directors.
Society for Phenomenology and Existential Philosophy (SPEP).
Society of Architectural Historians (SAH).
Southeastern Society of Architectural Historians (SESAH). Past board member.
Tau Sigma Delta Honor Society for Architecture and the Allied Arts. Past Grand Chapter secretary

Awards / Honors (Optional):

Mississippi Association of Colleges and Universities Outstanding Faculty Member 2010.
Third prize, 2003-05 International EAAE Prize for Writings in Architectural Education, an international essay competition on architectural pedagogy
MSU Grisham Master Teacher. Top teaching award given by MSU, 2010

EMILY M. MCGLOHN Assoc. AIA, LEED AP | Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC/BCS 3723, ARC 3546
F 2014	ARC 2526,
SP 2015	ARC/BCS 3723, ARC 3546
F 2015	ARC 2526

Educational Credentials:

Bachelor of Architecture	Auburn University
Master of Architecture	University of Oregon

Teaching Experience:

Instructor	2003-2006	Auburn University
Grad. Teaching Asst.	2010-2012	University of Oregon
Visiting Asst. Professor	2012-2013	Mississippi State Univ.
Assistant Professor	2013-present	Mississippi State Univ.

Professional Experience:

Designer	William McDonough + Partners, Charlottesville VA	2006-2008
Designer	BRW Architects, Charlottesville VA	2009-2010

Licenses/Registration:

Virginia Registered Architect # 0401014938

Selected Publications and Recent Research:

Baseline Home Energy Ratings of Low-Income Housing in the Mississippi Delta. Funded by the Greenwood Leflore Carroll Economic Development Foundation and Enterprise Community Partners: Amount Awarded: $7,674 July 2015

Integrated Project Delivery Theater: Funded by the Architecture + Construction Alliance Teaching/Learning Grant [w/ H. Herrmann & M. Herrmann]: Amount Awarded: $9786 Nov. 2014

Conference Proceedings. Paper Entitled: "Cross Disciplinary Design/Build: The Design of Collaborative Education". ACSA (Association of Collegiate Schools of Architecture) 2014 Fall Conference, WORKING OUT | thinking while building. Halifax, NS. [w/ H. Herrmann 2nd author, T. Leathem 3rd author, A. Gregory 4th author, and L. Carson 5th author.] Oct. 2014

Professional Memberships:

American Institute of Architects: associate member
BTES (Building Technology Educators Society): member
Society of Building Science Educators: member

Awards / Honors (Optional):

Organizing Chair for SBSE (Society for Building Science Educators): 2015 Retreat. Proposal accepted and approved by SBSE Board. “Regions and Localities.” Highlands, NC June 16-19, 2015.

2015 ACSA Design Build Award Honorable Mention: (Co-Leaders: H. Herrmann + E. McGlohn; --- w/ collaborators: A. Gregory; T. Leathem; Lee Carson). Project: STOP TRAFFIC! MBCI Public Transit Shelters. December 19, 2014.

Lecture (Invited): Auburn University’s Rural Studio. Lecture entitled “Why You Should Care About What Your Building Wears.” November 20, 2014

ANDREEA MIHALACHE RA PhD | Assistant Professor (New hire: F 2015)

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	N/A	
SP 2015	N/A	
F 2015	ARC 1536	Arch Design 1A

Educational Credentials:

B.Arch	Ion Mincu University of Architecture and Planning, Bucharest
M.Arch	Ion Mincu University of Architecture and Planning, Bucharest
Ph.D. in Architecture	Ion Mincu University of Architecture and Planning, Bucharest
Ph.D. in Architecture	Virginia Tech (ABD)

Teaching Experience:

Assistant Professor	2000-2005	Ion Mincu UAP
Visiting Assistant Professor	2006-2009	The Catholic University of America
Adjunct Instructor	2009-2015	WAAC
Lecturer	2014-2015	CalPoly San Luis Obispo, CA
Assistant Professor	2015 -	Mississippi State University

Professional Experience:

Private practice	2004-	Bucharest, Romania

Licenses/Registration:

Registered Architect in Romania

Selected Publications and Recent Research:

Chapter	"The *Guilded* Ears of Television: Venturi and Boredom," Marcia Feuerstein, Margarita McGrath, editors, *CSI: Construction Scenes Investigations,* NY: Princeton Architectural Press, 2015__forthcoming
Chapter	"Re-Inventing the Center: Urban Memory, Political Travel and the Palace of the Parliament in Bucharest, Romania," Arijit Sen and Jennifer Johung, editors, *Landscapes of Mobility: Culture, Politics and Place-Making*, London: Ashgate, 2013, 105-132
Chapter	"Architectural Handbooks and the User Experience," (co-authored with Prof. Paul Emmons) in Kenny Cupers (ed.), *Use Matters: An Alternative History of Architecture*, London: Routledge, 2013, 35-50
Chapter	"Between Church and State: The Competition for the Romanian Patriarchal Cathedral, Bucharest, 2002," in M. Ronn, R. Kazemian, J. E. Anderson (eds.) *The Architectural Competition: Research, Inquiries, Experiences*, Stockholm: Axl Books, 2010, 490-507
Book	*Dogma and Innovation in the Architecture of Sacred Space* (*Dogma si inovatie in arhitectura spatiului de cult*), Bucharest: UAUIM Press, 2005

Professional Memberships:

ACSA

Awards / Honors (Optional):

Travel grants, Graduate Student Assembly's Travel Fund Program, Virginia Tech	Nov 2012; March 2014
Fulbright Grant	2005-2006

DAVID W. MOCKBEE ESQ Lecturer | Jackson Center (5th Year Program)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 5383	Legal Aspects of Architecture
F 2014	N/A	
SP 2015	ARC 5383	Legal Aspects of Architecture
F 2015	N/A	

Educational Credentials:

Bachelor of Arts (1971)	Davidson College
Juris Doctor (1974)	University of Mississippi w/ honors

Teaching Experience:

Lecturer	1983 - current	Mississippi State University

Professional Experience:

President	Mockbee Hall & Drake, P.A.,	1994-present
Partner	Phelps Dunbar	1986-1994
Partner	Jones, Mockbee Bass & Hodge	1982-1986
Partner	Jones & Mockbee	1981
Partner	Reynolds & Mockbee	1977-1980
Associate	Watkins, Pyle, Ludlam, Winter and Stennis	1975-1977
Law clerk	Judge Charles Clark, Former Chief Judge of the United States Court of Appeals - 5th Circuit	1974-1975

Licenses/Registration:

1974 **-** Admitted Member of the Bar – State of Mississippi

Selected Publications and Recent Research:

Book: Mississippi Construction Law (1994 and 2005 - Second Edition) (369-page treatise with periodic supplements)

Article: "Architect/Engineer Expert Witnesses: Professionals or Prostitutes?" Journal of the American College of Construction Lawyers Vol. 5, No. 2 (Winter 2011)

Article: "The Measure of Malpractice - There is a place for the threshold Approach in Evaluating Design Errors and Omission". Journal of the American College of Construction Lawyers Vol. 7, No. 1 (Winter 2013)

Chapter: Mississippi Law Contributor to State-By-State Guide to Construction Contracts and Claims (From a Contracting and Claims Perspective), Aspen Publishers, Inc. (2006, supplemented annually)

Professional Memberships:

Associate	American Board of Trial Advocates (MS Chapter Pres.)
Certified Trial Advocate	National Board of Trial Advocacy
Senior Counsel	College of Master Advocates & Barristers
Member	American Arbitration Association

Awards / Honors (Optional):

Fellow	American College of Construction Lawyers
Fellow	American College of Trial Lawyers (Mississippi State Committee Chair)
Fellow	Mississippi Bar Foundation

C. LAWSON NEWMAN AIA Lecturer | Jackson Center (5th Year Program)

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	ARC 5443	Architectural Programming
SP 2015	N/A	
F 2015	ARC 5443	Architectural Programming

Educational Credentials:

B. of Architecture	Mississippi State University
M. of Architecture	University of Texas at Austin

Teaching Experience:

Teaching Assistant	1997	University of Texas at Austin
Instructor	1997	University of Texas at Austin
Lecturer	2000 - present	Mississippi State University

Professional Experience:

Project Architect	WFT Architects, P.A.	1998 - present
Intern Architect	The Boudreaux Group	1992 – 1996

Licenses/Registration:

Mississippi Registered Architect # 4518

Selected Publications and Recent Research:

National Historic Landmark Nomination
- Mississippi State Capitol and Grounds (Team Leader) 2015

Historic Structure Reports
- The John Williams Boddie House, Tougaloo College 1998
- Ballard Hall, Tougaloo College 2007
- Holmes Hall, Tougaloo College 2007

Historic American Buildings Survey
- Scott-Ford Property, Jackson, MS 1999
- Lee County Courthouse, Giddings, TX 1997

National Register of Historic Places Nomination
- University Baptist Church, Austin, TX 1997

Professional Memberships:

American Institute of Architects: member, 1992 - 1996; 1998 - present

Awards / Honors (Optional):

Mississippi Heritage Trust, Heritage Award & MS Chapter AIA, Citation - Exterior
- Rehabilitation of the John W. Boddie House, Tougaloo College 2014

Mississippi Heritage Trust, Heritage Award & MS Chapter AIA, Citation -
- Rehabilitation of the Medgar Evers House Museum, Tougaloo College 2014

National Trust for Historic Preservation, Honor Award & MS Chapter AIA, Honor Award-
- Rehabilitation of the Woodworth Chapel, Tougaloo College 2003

Historic American Buildings Survey, Charles E. Petersen Prize
- Lee County Courthouse, Giddings, TX 1999

DAVID PERKES AIA | Professor & Director of the Gulf Coast Community Design Studio

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC6823 Public Design Seminar II; ARC6863 Public Design Practice II
F 2014	N/A
SP 2015	N/A
F 2015	ARC6813 Public Design Seminar I; ARC6853 Public Design Practice I

Educational Credentials:

BS Civil and Environmental Engineering	Utah State University
Master of Architecture	University of Utah
Master of Environmental Design	Yale University
Loeb Fellow	Harvard University

Teaching Experience:

Adjunct Professor	1990-1991	Temple University
Instructor	1992	Yale University
Assistant Professor	1993-1998	Mississippi State University
Assoc. Professor w/ tenure	1998-2012	Mississippi State University
Professor	2012-	Mississippi State University

Professional Experience:

Intern	Wallace, Roberts and Todd	1985-1986
Intern	Venturi, Scott Brown and Assoc.	1986-1990
Architect	Blackney Hayes, Philadelphia, PA	1990-1991
Architect	Svigals Associates, New Haven CT	1992-1993
Consultant	WFT Architects, Jackson MS	1995-1997
Director	Jackson Community Design Center	1998-2005
Director	Gulf Coast Community Design Studio	2005-present

Licenses/Registration:

Mississippi Registered Architect
Pennsylvania Registered Architect [inactive status]

Selected Publications and Recent Research:

"Learning from Public Interest Practices" chapter in *Public Interest Design Practice Guidebook*, edited by Lisa M. Abendroth and Bryan Bell, Routledge, 2015.

"Wisdom from the Field: Public Interest Practices in Architecture," AIA Latrobe Prize research 2013, joint author with Bryan Bell, Sergio Palleroni, Roberta Feldman.

"Reinventing Practice," Chapter *in Bridging the Gap: Public-Interest Architectural Internships*, edited by Georgia Bizios and Katie Wakeford, 2011.

Rebuild by Design, part of one of ten teams selected by HUD to create resilient design strategies for communities affected by Sandy, 2013-2014.

Resilient House Building Guide, Federal Alliance of Safe Homes publication, 2014.

Professional Memberships:

American Institute of Architects; Association for Community Design

Awards / Honors (Optional):

Gulf Guardian Award, EPA, First Place for Bayou Auguste Restoration 2015
Mississippi AIA Honor Award, Women in Construction Training Center, 2014
Mississippi AIA Honor Citation, Bayou Auguste Wetland Park, 2012
AIA Latrobe Prize, Certificate of Merit, 2011
Mississippi AIA Honor Citation, Broussard Residence, 2009
Tau Sigma Delta Silver Medal for Leadership in Architectural Practice, 2008
Gulf States Region AIA Honor Citation, Gulf Coast Community Design Studio, 2007

JOHN G. POROS AIA | Director, Carl Small Town Center & Associate Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 3914	Structures II
F 2014	ARC 3904	Structures I
SP 2015	ARC 3914	Structures II
F 2015	ARC 3904	Structures I

Educational Credentials:

B.A.	Columbia University
M. Arch	Graduate School of Design, Harvard University

Teaching Experience:

Adjunct Professor	1995-97	Philadelphia University
Visiting Assistant Professor	1997-99	Mississippi State Univ.
Assistant Professor	1999-2003	Mississippi State Univ.
Associate Professor	2003-	Miss State Univ. w/ tenure
Director, CSTC	2008-	Mississippi State Univ.

Professional Experience:

Project Architect	Kieran Timberlake Philadelphia, PA	1990-95, 1996-97
Project Architect	Ballinger Co. Philadelphia, PA	1995-1996
Intern Architect	Allen Greenberg Washington D.C.	1989

Licenses/Registration:

Mississippi Registered Architect #3573

Pennsylvania Registered Architect RA-013993-X [inactive status]

Selected Publications and Recent Research:

Grant	Southeastern Transportation Research, Innovation, Development, and Education Center (STRIDE) A Regional Land Use-Transportation Decision Support Tool for Mississippi
Grant	National Cooperative Highway Research Program, NCHRP 25-36 - "Impacts of Land Use Strategies on Travel Behavior in Small Communities and Rural Areas"
Grant	National Endowment for the Arts Our Town, “Marking the Mule, Marks, MS”
Grant	Enterprise Rose Fellowship host organization, Baptist Town, Greenwood, Mississippi
Chapter	“The Ruled Geometries of Marcel Breuer”, Architecture and Mathematics from Antiquity to the Future , Kim Williams, Michael J. Ostwald editors, Birkhauser, 2015, p. 367- 375

Professional Memberships:

American Institute of Architects

Awards / Honors (Optional):

2014 Mississippi Chapter of AIA Citation for Baptist Town project in Greenwood, MS

JEFFERY J. ROBERSON | Instructor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 4313	Architectural Theory
	ARC 1546	Design 1B
F 2014	ARC 4313	Architectural Theory
	ARC 1536	Design 1A
SP 2015	ARC 4313	Architectural Theory
	ARC 1546	Design 1B
F 2015	ARC 4313	Architectural Theory
	ARC 1536	Design 1A

Educational Credentials:

B. Science in Architecture	The Catholic University of America
M. Architecture	The Catholic University of America
M. Design Studies (HPD)	Harvard University

Teaching Experience:

Instructor	2003-08	The Catholic University of America
Instructor	2011-12	The Catholic University of America
Visiting Assistant Prof.	2013-15	Mississippi State University
Instructor	2015-	Mississippi State University

Professional Experience:

Principal	Division1 Architects	Washington DC	2012-2013
Designer	Division1 Architects	Washington DC	2005-2008

Licenses/Registration:

In Process [currently taking ARE]

Selected Publications and Recent Research:

Article	"The Reciprocity Between Media and Form in Architecture," *Proceedings: 31st National Conference on the Beginning Design Student*, 2015, 468-471
Article	"Imagining the Ideal," Co-authored with Zulaikha Ayub, *Proceedings: 30th National Conference on the Beginning Design Student*, 2014, 196-199
Article	"The Human Fact," Lantern Journal, 2013

Professional Memberships:

Architecture, Culture & Spirituality: member, 2013–present

Awards / Honors (Optional):

The Architectural League of New York: "Deborah J. Norden Fund".
Travel grant to study the work of Dom Hans Van der Laan. 2013

Amelia Salmon RA Lecturer | Jackson Center (5th Year Program)

Courses Taught:

SP 2014	ARC 5493	Architectural Practice
F 2014	ARC 5493	Architectural Practice
SP 2015	N/A	
F 2015	ARC 5493	Architectural Practice

Educational Credentials:

Bachelor of Architecture	Mississippi State University
Bachelor of Arts (English)	Mississippi State University

Teaching Experience:

Lecturer	2013 -	Mississippi State University

Professional Experience:

Owner	Salmon Architect PLLC 1999 -
Intern	Charles Curtis Moroney summer 1990, 1991-1999

Licenses/Registration:

Mississippi | #2749
Louisiana | #4980

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

LAURA SMITH TAYLOR RA, LEED AP | Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	N/A	
F 2014	N/A	
SP 2015	ARC 1013	Arch Appreciation
SP 2015	ARC 2546	Arch Design 2B

Educational Credentials:

B.Arch	Mississippi State University
M.S. Arch Studies	University of Texas at Austin

Teaching Experience:

Teaching Ass't	1999-2000	Auburn Rural Studio
Teaching Ass't	2006	University of Texas at Austin
Invited Critic (5th Yr)	2012-15	Mississippi State University
Visiting Asst. Prof.	2015	Mississippi State University

Professional Experience:

Project Architect	Foil Wyatt Architects & Planners, Jackson MS	2007-
Intern	Vincent Hauser, Architect, Austin, TX	2005-07
Intern	Eley Associates/Architects, Jackson MS	2002-05
Intern	Williamson Pounders Architects, Memphis, TN	2001
AmeriCorps VISTA	Auburn Rural Studio in Newbern, AL	1999-2000
Research Assistant	Small Town Center, MSU School of Arch.	SU 1999

Licenses/Registration:

Registered Architect MS #4744	2011
LEED AP	2009

Selected Publications and Recent Research:

Paper: *Re-thinking the Rural Studio.* University of Texas at Austin American Studies Graduate Conference, September 2007

Paper: *Analyzing Frank Gehry*. University of Texas at Austin American Studies Graduate Conference, September 2006.

Book: Under Contract: *Sambo Mockbee* w/ MS Univ Press Biography series 2015

Professional Memberships:

SouthEast Society of Architectural Historians (SESAH), member
SAH, member

Awards / Honors (Optional):

Outstanding Professional Report/Thesis/Master's Design Study Award at the University of Texas at Austin School of Architecture May 2007

Louis F. Southerland Endowed Scholarship at the University of Texas at Austin School of Architecture for the 2006 – 2007 school year.

ANDREW R. TRIPP Assoc. AIA | Assistant Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 1546	Architecture Design 1B
SP 2014	ARC 2313	Architecture History 1
SU 2014	ARC 1536	Architecture Design 1A
SU 2014	ARC 1546	Architecture Design 1B
FA 2014	ARC 1536	Architecture Design 1A
FA 2014	ARC 3313	Architecture History 2
SP 2015	ARC 1546	Architecture Design 1B
SP 2015	ARC 2313	Architecture History 1
SU 2015	ARC 4313	Architecture Theory
SU 2015	ARC 1546	Architecture Design 1B
FA 2015	ARC 1536	Architecture Design 1A
FA 2015	ARC 3313	Architecture History 2

Educational Credentials:

PhD. Candidate in Architecture History & Theory (ABD)	University of Pennsylvania
MS. Architecture History & Theory	University of Pennsylvania
B. Architecture	Cooper Union

Teaching Experience:

Assistant Professor	2011-	Mississippi State University
Instructor	2009-2010	University of Pennsylvania (School of Design)
Instructor (TA)	2008-2009	University of Pennsylvania (School of Design)
Instructor	2003-2007	Cooper Union School of Architecture

Professional Experience:

Designer	2002-2007	TsAo & McKown Architects, New York
Designer	2001-2002	Kaplan McLaughlin Diaz Architects, New York
Designer	1998-2001	Mach Architects and Engineers, Buffalo

Licenses/Registration:

IDP Completed. ARE in progress.

Selected Publications and Recent Research:

"Modern architecture, Sculpture and Contrapposto," presented at SESAH 2015
"Berthold Lubetkin: Contrapposto and proportion," presented at SESAH 2014
"Narrative time and architectural drawing," published in *NCBDS 31 Proceedings*
"Drawing and embodiment," published in *NCBDS 30 Proceedings*

Professional Memberships:

AIA, Associate Member	2011-
Society of Architectural Historians	2011-
Southeast Chapter SAH	2011-
Great Britain SAH	2011-

Awards / Honors (Optional):

Will M. Mehlhorn Award for Theory	2008

MARK S. VAUGHAN RA Instructor | Jackson Center (5th Year Program)

Courses Taught (Four semesters prior to current visit):

SP 2014	ARC 5589	Architectural Design V-B
F 2014	ARC 5576	Architectural Design V-A
SP 2015	ARC 5589	Architectural Design V-B
F 2015	ARC 5576	Architectural Design V-A

Educational Credentials:

Bachelor of Architecture	Mississippi State University
Master of Architecture	Harvard University, Graduate School of Design

Teaching Experience: (Adjunct Faculty)

Instructor	1992-2002	Mississippi State University
Visiting Instructor	2003	University of Texas
Visiting Instructor	1990-92, 2003	Tulane University
Instructor	2008-	Mississippi State University

Professional Experience:

Architect	Mark S. Vaughan, Architect	1996-2015
	Owner/Architect for all Architectural Services	
Architect	Foil Wyatt Architects & Planners	1991-1997
	Project Architect for various size projects	
Designer	Harvard Univ. Planning Dept.	1989
	Urban Design/Planning	

Licenses/Registration:

State of Mississippi, 1987
State of Alabama, 2006
State of North Carolina, 1998
NCARB Certificate No. 48,818

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

Current Architectural Projects:

Fire Station #4, Clinton Fire Department, Clinton, Mississippi
Dobyns Hall Renovations, MS Schools for the Blind and the Deaf, Jackson, MS
Operating Room E107 Renovations, Univ. of MS Medical Center, Jackson, MS
3 West Renovations, Univ. of MS Medical Center, Jackson, MS
Playground for the Blind, MS Schools for the Blind and the Deaf, Jackson, MS
MS Museum of Science Re-Roof, MS Dept of Wildlife, Fisheries, & Parks
Clean Room Renovations, Blair E. Batson Children's Hospital, Jackson, MS
Byram City Hall Renovations, Byram, Mississippi
Roof/Skylight Renovations, MS Dept. of Education, Jackson, MS
UMC School of Dentistry ADA Renovations, Univ. of MS Medical Center

JAMES L. WEST AIA | Dean & Professor

Courses Taught (Four semesters prior to current visit):

SP 2014	BCS 3323	High Performance Construction
SP 2015	BCS 3323	High Performance Construction

Educational Credentials:

1973	Bachelor of Design	Interior Design	University of Florida
1975	Bachelor of Design	Architecture - High Honors	University of Florida
1979	Master of Arts	Architecture	University of Florida

Teaching Experience:

Assistant Professor	1982-1987	University of Florida
Associate Professor	1987-1997	University of Florida
Professor	1997-1998	University of Florida
Assoc. Dean/Professor	1998-2001-	Mississippi State Univ.
Dean (Interim)	2001	Mississippi State Univ.
Dean/Professor	2001-present	Mississippi State Univ.

Professional Experience:

Principal	James L. West Architect	1982-present
Project Manager	Dompe Paluzzi & Vyverberg Architects	1980-1982
Construction Superintendent	Mason Construction Co.	1979-1980
Construction	Mathews Systems	1974-1978
Custom Furnituremaker	Vallone and Keenan	1973-1974

Licenses/Registration:

Florida Registered Architect #0009486

Selected Publications and Research:

2006 Robert M. Hearin Foundation "Establishment of Interdisciplinary Construct. Science and Mgmt. Degree Program" $1,500,000

1998 "Cost of Worker's Compensation Fraud & Exemptions in Residential & Commercial Construction; State of Fla Construction Education Concepts $10,000

1997 Assessment & Analysis of Multifamily Building's Conformity with Fair Housing Accessibility Guidelines" US Department HUD $20,000

1996 Book, Co-author *Accessible Design Review Guide: An ADAAG Guide for Designing and Specifying Spaces, Buildings, and Sites*, McGraw Hill

1993 Americans With Disabilities Act Surveys for the State Univ. System State of Florida Board of Regents Tallahassee Florida P.I. 199 $1,593,270

1988 Building Standards for Educational Facilities for Handicapped Children State of Florida Dept. of Education, Office of Educational Facilities, $39,925.00

Professional Memberships:

Architecture + Construction Alliance. 2007- present National President 2011-2015
American Institute of Architects. member 1998-present
American Institute of Architects Mississippi Chapter. Board Member 2001-present

Awards / Honors (Optional):

University Of Florida Department of Interior Design Distinguished Alumnus 2003
Teacher of the Year, College of Architecture, University of Florida 1997-98

Faculty Matrix Template

A matrix must be provided for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments.

In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit must be identified. Also, the matrix must be updated for the current academic year showing the semester during which the visit takes place. This supplemental matrix should be available to the team 30 days in advance of the visit and also placed in the team room.

The required landscape format faculty matrix for the past two academic years is available at:

- **FACULTY MATRIX** LINK

On the following pages, a portrait format version is included for reference:

Spring 2014

Faculty member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**
Theodore **Ammon** PhD Lecturer – 5th Year Program (Assoc. Prof – Milsaps College)	PhD Philosophy (Aesthetics) + MA + BA: former Chair at Milsaps College - Philosophy Dept.; currently Assoc. Prof. at Milsaps w/ 2 books under contract; 30 years teaching experience.		**ARC 5353** Philosophy of Architecture	
Michael A. **Berk** AIA F.L. Crane Endowed Professor Director – School of Arch.	M.Arts Arch (Theory/Design) + B.Des: 9 years professional practice in San Francisco and West Palm (5 years as design partner); 27 years teaching experience. Registered Architect.		**ARC 3573** Packaging + Info/Design Elective	
Jassen **Callender** Associate Professor Director – 5th Year Program	MFA (Painting) + B.Arch: 12 years of professional practice as project designer; Architectural Theory Book under contract with Routledge; 13 years teaching experience.	**ARC 5589** Arch Design 5B		
Timothy **Frank** RA Assistant Professor	M.Arch (Studio Art minor) + B.Arch: 11 years of professional practice in DC and Atlanta; 11 years teaching experience. Registered Architect.	**ARC 2546** Arch Design 2B	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Jacob **Gines** Associate AIA Assistant Professor	M.Arch (design/build) + B.S.Arch: 10 years of professional practice in Utah; V.P. Research & Design @ Method Studio. 8 years teaching experience. ARE in progress.	**ARC 4546** Arch Design 4B	**ARC 2723** Materials	
Alexis **Gregory** AIA Assistant Professor	M.S.Arch + B.Arch: 10 years of professional practice as project architect in Wash DC; Assembly/Tectonics Book under contract w/ Routledge; 9 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B		
Hans C. **Herrmann** AIA NCARB LEED ASSOC Associate Professor	M.Arch + B.S.Des: 5 years of professional practice in NYC; Graduate Studies in Landscape Arch (expected MLA in 2016); 9	**ARC 4546** Arch Design 4B	**ARC 4733** Site Planning	

	years teaching experience. Registered Architect.			
Leah **Kemp** AIA Lecturer Assistant Director – CSTC	M.Arch B.S.Interior Des: Over 4 years of professional practice in Nashville and Wash DC); 7 years part-time teaching experience. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	**ARC 4613/6613** CREATE Elective
Rachel **McCann** PhD Professor	PhD Arch Hist. & Theory + M.Arch + B.Arch: coordinator History/Theory MSU; 6 years professional practice; two Theory Books under contract; 28 years teaching experience. Registered Architect.	**ARC 2546** Arch Design 2B	**ARC 3323** History of Arch III	
Emily **McGlohn** AIA LEED ASSOC Assistant Professor	M.Arch (environmental technologies) + B.Arch (Design/Build): 4 years of professional practice (including William McDonough + Partners); Design/Build instructor @ Auburn Rural Studio; 6 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 3723** Active Building Systems	**ARC 4000** Directed Ind. Study
David **Mockbee** Esquire Lecturer – 5th Year Program	Juris Doctor (w/ honors) + B.A: 41 years legal practice specializing in construction law for 38. Book: *Mississippi Construction Law*. 32 years adjunct teaching: ARC 5383		**ARC 5383** Legal Aspects of Arch	
Lawson **Newman** AIA Lecturer – 5th Year Program	M.Arch (UT Austin – Arch Preservation) + B.Arch: 23 years of professional practice w/ an emphasis in preservation; 15 years teaching Architectural Programming. Registered Architect.	*Not teaching this semester*		
David **Perkes** AIA Professor Director – GCCDS	M. Environ. Des (Yale) + M.Arch + B.S. Civil Engr: Harvard Loeb Fellow (Public Design); AIA Latrobe Prize (Public Design). 8 years professional practice. 22 years teaching. Registered Architect.	**ARC 6823** Public Design Seminar II Grad. Certificate Program (NOT NAAB)	**ARC 6863** Public Design Practice II Grad. Certificate Program (NOT NAAB)	
John **Poros** AIA APA Associate Professor Director – CTSC	M.Arch (Harvard) + B.A (Columbia): 9 years of professional practice as Project Architect (7 years @ Kieran Timberlake); 18 years teaching experience. Registered Architect.		**ARC 3914** Structures II	
Jeffery **Roberson** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + M.Arch + B.S.Arch + 4 years of professional practice in Wash DC; 8 years teaching experience (foundations). ARE in progress.	**ARC 1546** Arch Design 2B	**ARC 4313** Architectural Theory	
Amelia **Salmon** RA Lecturer – 5th Year Program	B.Arch + B.A. (English): 24 years of professional practice; 16 years as principal owner; 2 years part-time teaching experience in Architectural Pro-Practice course. Registered Architect.	*Not teaching this semester*		
Justin **Taylor** Associate AIA Assistant Professor	M.S.Arch (Digital Design & Fabrication) + B.Arch: 6 years of professional fabrication/construction + practice; 8 years teaching experience.	**ARC 2546** ARC Design 2B	**ARC 4633** Arch. of Virtual Spaces Elective	
Andrew **Tripp** Assistant Professor	B.Arch + M.S.Arch (UPenn - Arch History & Theory; expected PhD @ UPenn in 2016): 6 years of	**ARC 1546** Arch Design 1B	**ARC 2313** History of Arch I	

	professional practice in NY; 7 years teaching experience.			
Mark **Vaughan** RA Lecturer – 5th Year Program	M.Arch (Harvard) + B.Arch: 22 years of professional practice; 21 years part-time teaching experience (including LSU and Tulane). Registered Architect.	**ARC 5589** Arch Design 5B		

Fall 2014

Faculty member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**
Theodore **Ammon** PhD Lecturer – 5th Year Program (Assoc. Prof – Milsaps College)	PhD Philosophy (Aesthetics) + MA + BA: former Chair at Milsaps College - Philosophy Dept.; currently Assoc. Prof. at Milsaps w/ 2 books under contract; 30 years teaching experience.	*Not teaching this semester*		
Zulaikha **Ayub** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + B.Arch + B.S.Arch: 5 years professional practice (including 1 year in Libeskind Studio); 8 years teaching experience.	**ARC 3536** Arch Design 3A	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Michael A. **Berk** AIA F.L. Crane Endowed Professor Director – School of Arch.	M.Arts Arch (Theory/Design) + B.Des: 9 years professional practice in San Francisco and West Palm (5 years as design partner); 27 years teaching experience. Registered Architect.	*Not teaching this semester*		
Jassen **Callender** Associate Professor Director – 5th Year Program	MFA (Painting) + B.Arch: 12 years of professional practice as project designer; Architectural Theory Book under contract with Routledge; 13 years teaching experience.	**ARC 5576** Arch Design 5A	**ARC 5623** Theory of Urban Design	
Jacob **Gines** Associate AIA Assistant Professor	M.Arch (design/build) + B.S.Arch: 10 years of professional practice in Utah; V.P. Research & Design @ Method Studio. 8 years teaching experience. ARE in progress.	**ARC 4536** Arch Design 4A	*Release Time*	
Alexis **Gregory** AIA Assistant Professor	M.S.Arch + B.Arch: 10 years of professional practice as project architect in Wash DC; Assembly/Tectonics Book under contract w/ Routledge; 9 years teaching experience. Registered Architect.	**ARC 4536** ARC Design 4A	**ARC 3713** Assemblages	
Erik **Herman** Associate AIA Visiting Assistant Professor	M.Arch + B.S.Arch: 3 years of professional practice. Graduate Teaching Fellow (Univ. of Oregon); 2 years teaching experience.	**ARC 1536** Arch Design 1A	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Hans C. **Herrmann** AIA NCARB LEED ASSOC Associate Professor	M.Arch + B.S.Des: 5 years of professional practice in NYC; Graduate Studies in Landscape Arch (expected MLA in 2016); 9 years teaching experience. Registered Architect.	**ARC 2536** Arch Design 2A	*Release Time*	
Leah **Kemp** AIA Lecturer Assistant Director – CSTC	M.Arch B.S.Interior Des: Over 4 years of professional practice in Nashville and Wash DC); 7 years part-time teaching experience. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	

Emily **McGlohn** AIA LEED ASSOC Assistant Professor	M.Arch (environmental technologies) + B.Arch (Design/Build): 4 years of professional practice (including William McDonough + Partners); Design/Build instructor @ Auburn Rural Studio; 6 years teaching experience. Registered Architect.	**ARC 2536** Arch Design 2A	**ARC 4000** Directed Ind. Studies "Audit Squad'	
David **Mockbee** Esquire Lecturer – 5th Year Program	Juris Doctor (w/ honors) + B.A: 41 years legal practice specializing in construction law for 38. Book: *Mississippi Construction Law*. 32 years adjunct teaching: ARC 5383	*Not teaching this semester*		
Lawson **Newman** AIA Lecturer – 5th Year Program	M.Arch (UT Austin – Arch Preservation) + B.Arch: 23 years of professional practice w/ an emphasis in preservation; 15 years teaching Architectural Programming. Registered Architect.		**ARC 5443** Architecture Programming	
David **Perkes** AIA Professor Director – GCCDS	M. Environ. Des (Yale) + M.Arch + B.S. Civil Engr: Harvard Loeb Fellow (Public Design); AIA Latrobe Prize (Public Design). 8 years professional practice. 22 years teaching. Registered Architect.		**ARC 6853** Public Practice I Grad. Certificate Program (NOT NAAB)	
John **Poros** AIA APA Associate Professor Director – CTSC	M.Arch (Harvard) + B.A (Columbia): 9 years of professional practice as Project Architect (7 years @ Kieran Timberlake); 18 years teaching experience. Registered Architect.		**ARC 3904** Structures I	
Jeffery **Roberson** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + M.Arch + B.S.Arch + 4 years of professional practice in Wash DC; 8 years teaching experience (foundations). ARE in progress.	**ARC 1536** Arch Design 1A	**ARC 4313** Architectural Theory	
Amelia **Salmon** RA Lecturer – 5th Year Program	B.Arch + B.A. (English): 24 years of professional practice; 16 years as principal owner; 2 years part-time teaching experience in Architectural Pro-Practice course. Registered Architect.	**ARC 5493** Architectural Practice		
Justin **Taylor** Associate AIA Assistant Professor	M.S.Arch (Digital Design & Fabrication) + B.Arch: 6 years of professional fabrication/construction + practice; 8 years teaching experience.	**ARC 3536** Arch Design 3A	**ARC 2713** Passive Bldg. Systems	**ARC 4000** Directed Ind. Studies
Andrew **Tripp** Assistant Professor	B.Arch + M.S.Arch (UPenn - Arch History & Theory; expected PhD @ UPenn in 2016): 6 years of professional practice in NY; 7 years teaching experience.	**ARC 1536** Arch Design 1A	**ARC 3313** History of Arch II	
Mark **Vaughan** RA Lecturer – 5th Year Program	M.Arch (Harvard) + B.Arch: 22 years of professional practice; 21 years part-time teaching experience (including LSU and Tulane). Registered Architect.	**ARC 5576** Arch Design 5A		

Spring 2015

Faculty member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**
Theodore **Ammon** PhD Lecturer – 5th Year Program (Assoc. Prof – Milsaps College)	PhD Philosophy (Aesthetics) + MA + BA: former Chair at Milsaps College - Philosophy Dept.; currently Assoc. Prof. at Milsaps w/ 2 books under contract; 30 years teaching experience.		**ARC 5353** Philosophy of Architecture	
Zulaikha **Ayub** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + B.Arch + B.S.Arch: 5 years professional practice (including 1 year in Libeskind Studio); 8 years teaching experience.	**ARC 2546** Arch Design 2B	**ARC 3323** History of Arch III	
Michael A. **Berk** AIA F.L. Crane Endowed Professor Director – School of Arch.	M.Arts Arch (Theory/Design) + B.Des: 9 years professional practice in San Francisco and West Palm (5 years as design partner); 27 years teaching experience. Registered Architect.		**ARC 3573** Packaging + Info/Design Elective	
Jassen **Callender** Associate Professor Director – 5th Year Program	MFA (Painting) + B.Arch: 12 years of professional practice as project designer; Architectural Theory Book under contract with Routledge; 13 years teaching experience.	**ARC 5589** Arch Design 5B		
Jacob **Gines** Associate AIA Assistant Professor	M.Arch (design/build) + B.S.Arch: 10 years of professional practice in Utah; V.P. Research & Design @ Method Studio. 8 years teaching experience. ARE in progress.	**ARC 4546** Arch Design 4B	**ARC 2723** Materials	
Alexis **Gregory** AIA Assistant Professor	M.S.Arch + B.Arch: 10 years of professional practice as project architect in Wash DC; Assembly/Tectonics Book under contract w/ Routledge; 9 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 4000** Directed Ind. Studies	
Erik **Herman** Associate AIA Visiting Assistant Professor	M.Arch + B.S.Arch: 3 years of professional practice. Graduate Teaching Fellow (Univ. of Oregon); 2 years teaching experience.	**ARC 1546** Arch Design 1B	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	**ARC 1013** Honors Sec.
Hans C. **Herrmann** AIA NCARB LEED ASSOC Associate Professor	M.Arch + B.S.Des: 5 years of professional practice in NYC; Graduate Studies in Landscape Arch (expected MLA in 2016); 9 years teaching experience. Registered Architect.	**ARC 4546** Arch Design 4B	**ARC 4733** Site Planning	
Leah **Kemp** AIA Lecturer Assistant Director – CSTC	M.Arch B.S.Interior Des: Over 4 years of professional practice in Nashville and Wash DC); 7 years part-time teaching experience. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	**ARC 4613** CREATE Elective
Emily **McGlohn** AIA LEED ASSOC Assistant Professor	M.Arch (environmental technologies) + B.Arch (Design/Build): 4 years of professional practice (including William McDonough + Partners); Design/Build instructor @ Auburn Rural Studio; 6 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 3723** Active Building Systems	**ARC 4000** Directed Ind. Studies "Audit Squad"
David **Mockbee**	Juris Doctor (w/ honors) + B.A: 41		**ARC 5383**	

Esquire Lecturer – 5th Year Program	years legal practice specializing in construction law for 38. Book: *Mississippi Construction Law*. 32 years adjunct teaching: ARC 5383		Legal Aspects of Arch	
Lawson **Newman** AIA Lecturer – 5th Year Program	M.Arch (UT Austin – Arch Preservation) + B.Arch: 23 years of professional practice w/ an emphasis in preservation; 15 years teaching Architectural Programming. Registered Architect.	*Not teaching this semester*		
David **Perkes** AIA Professor Director – GCCDS	M. Environ. Des (Yale) + M.Arch + B.S. Civil Engr: Harvard Loeb Fellow (Public Design); AIA Latrobe Prize (Public Design). 8 years professional practice. 22 years teaching. Registered Architect.		**ARC 6873** Public Design Practice II Grad. Certificate Program (NOT NAAB)	
John **Poros** AIA APA Associate Professor Director – CTSC	M.Arch (Harvard) + B.A (Columbia): 9 years of professional practice as Project Architect (7 years @ Kieran Timberlake); 18 years teaching experience. Registered Architect.		**ARC 3914** Structures II	
Jeffery **Roberson** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + M.Arch + B.S.Arch + 4 years of professional practice in Wash DC; 8 years teaching experience (foundations). ARE in progress.	**ARC 1546** Arch Design 1B	**ARC 4313** Architectural Theory	**ARC 4000** Directed Ind. Studies
Amelia **Salmon** RA Lecturer – 5th Year Program	B.Arch + B.A. (English): 24 years of professional practice; 16 years as principal owner; 2 years part-time teaching experience in Architectural Pro-Practice course. Registered Architect.	*Not teaching this semester*		
Justin **Taylor** Associate AIA Assistant Professor	M.S.Arch (Digital Design & Fabrication) + B.Arch: 6 years of professional fabrication/construction + practice; 8 years teaching experience.	**ARC 2546** Arch Design 2B	**ARC 4633** Arch. of Virtual Spaces Elective	**ARC 4000** Directed Ind. Studies
Laura Smith **Taylor** RA LEED AP Visiting Assistant Professor	M.S.Arch Studies (Interdisciplinary Studies) + B.Arch: 15 years of professional practice (8 years as project architect; 1 year @ Rural Studio); Sambo Mockbee Book under contract; 2 years teaching experience	**ARC 2546** Arch Design 2B	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Andrew **Tripp** Assistant Professor	B.Arch + M.S.Arch (UPenn - Arch History & Theory; expected PhD @ UPenn in 2016): 6 years of professional practice in NY; 7 years teaching experience.	**ARC 1546** Arch Design 1B	**ARC 2313** History of Arch I	
Mark **Vaughan** RA Lecturer – 5th Year Program	M.Arch (Harvard) + B.Arch: 22 years of professional practice; 21 years part-time teaching experience (including LSU and Tulane). Registered Architect.	**ARC 5589** Arch Design 5B		

Fall 2015

Faculty member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**
Theodore **Ammon** PhD	PhD Philosophy (Aesthetics) + MA + BA: former Chair at Milsaps	*Not teaching this semester*		

Lecturer – 5th Year Program (Assoc. Prof – Milsaps College)	College - Philosophy Dept.; currently Assoc. Prof. at Milsaps w/ 2 books under contract; 30 years teaching experience.			
Zulaikha **Ayub** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + B.Arch + B.S.Arch: 5 years professional practice (including 1 year in Libeskind Studio); 8 years teaching experience.	**ARC 3536** Arch Design 3A	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Michael A. **Berk** AIA F.L. Crane Endowed Professor Director – School of Arch.	M.Arts Arch (Theory/Design) + B.Des: 9 years professional practice in San Francisco and West Palm (5 years as design partner); 27 years teaching experience. Registered Architect.	*Not teaching this semester*		
Jassen **Callender** Associate Professor Director – 5th Year Program	MFA (Painting) + B.Arch: 12 years of professional practice as project designer; Architectural Theory Book under contract with Routledge; 13 years teaching experience.	**ARC 5576** Arch Design 5A	**ARC 5623** Theory of Urban Design	
Fred **Esenwein** AIA NCARB Assistant Professor	M.S.Arch + B.Arch + (expected PhD @ UPenn in 2016): 5 years of professional practice in Virginia; 4 years teaching experience (VTech, UPenn & FLW School). Registered Architect.	**ARC 3536** Arch Design 3A	*Release Time*	
Jacob **Gines** Associate AIA Assistant Professor	M.Arch (design/build) + B.S.Arch: 10 years of professional practice in Utah; V.P. Research & Design @ Method Studio. 8 years teaching experience. ARE in progress.	**ARC 4536** Arch Design 4A	**ARC 4990** High Performance Wood Construction Elective	
Alexis **Gregory** AIA Assistant Professor	M.S.Arch + B.Arch: 10 years of professional practice as project architect in Wash DC; Assembly/Tectonics Book under contract w/ Routledge; 9 years teaching experience. Registered Architect.	**ARC 4536** Arch Design 4A	**ARC 3713** Assemblages	
Hans C. **Herrmann** AIA NCARB LEED ASSOC Associate Professor	M.Arch + B.S.Des: 5 years of professional practice in NYC; Graduate Studies in Landscape Arch (expected MLA in 2016); 9 years teaching experience. Registered Architect.	**ARC 2536** Arch Design 2A	*Release Time*	
W. Briar **Jones** AIA NCARB Lecturer	B.Arch: 21 years of professional practice; 10 years as principal owner; 5 years part-time teaching experience (in Arch. Apprec course). Visual artist. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Leah **Kemp** AIA Lecturer Assistant Director – CSTC	M.Arch B.S.Interior Des: Over 4 years of professional practice in Nashville and Wash DC); 7 years part-time teaching experience. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Emily **McGlohn** AIA LEED ASSOC Assistant Professor	M.Arch (environmental technologies) + B.Arch (Design/Build): 4 years of professional practice (including William McDonough + Partners); Design/Build instructor @ Auburn Rural Studio; 6 years teaching experience. Registered Architect.	**ARC 2536** Arch Design 2A	*Release Time*	

Andreea **Mihalache** PhD RA (Romania) Assistant Professor	PhD Arch Hist/Theory (Romania) + M.Arch + B.Arch + (expected PhD @ VTech in 2016): 5 years professional practice (Bucharest); Fulbright Scholar. 10 years teaching experience. Registered Architect.	**ARC 1536** Arch Design 1A	*Release Time*	
David **Mockbee** Esquire Lecturer – 5th Year Program	Juris Doctor (w/ honors) + B.A: 41 years legal practice specializing in construction law for 38. Book: *Mississippi Construction Law*. 32 years adjunct teaching: ARC 5383	*Not teaching this semester*		
Lawson **Newman** AIA Lecturer – 5th Year Program	M.Arch (UT Austin – Arch Preservation) + B.Arch: 23 years of professional practice w/ an emphasis in preservation; 15 years teaching Architectural Programming. Registered Architect.		**ARC 5443** Architecture Programming	
David **Perkes** AIA Professor Director – GCCDS	M. Environ. Des (Yale) + M.Arch + B.S. Civil Engr: Harvard Loeb Fellow (Public Design); AIA Latrobe Prize (Public Design). 8 years professional practice. 22 years teaching. Registered Architect.	**ARC 6813** Public Design Seminar I Grad. Certificate Program (NOT NAAB)	**ARC 6853** Public Design Practice II Grad. Certificate Program (NOT NAAB)	
John **Poros** AIA APA Associate Professor Director – CTSC	M.Arch (Harvard) + B.A (Columbia): 9 years of professional practice as Project Architect (7 years @ Kieran Timberlake); 18 years teaching experience. Registered Architect.		**ARC 3904** Structures I	
Jeffery **Roberson** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + M.Arch + B.S.Arch + 4 years of professional practice in Wash DC; 8 years teaching experience (foundations). ARE in progress.	**ARC 1536** Arch Design 1A	**ARC 4313** Architectural Theory	
Amelia **Salmon** RA Lecturer – 5th Year Program	B.Arch + B.A. (English): 24 years of professional practice; 16 years as principal owner; 2 years part-time teaching experience in Architectural Pro-Practice course. Registered Architect.		**ARC 5493** Architectural Practice	
Justin **Taylor** Associate AIA Assistant Professor	M.S.Arch (Digital Design & Fabrication) + B.Arch: 6 years of professional fabrication/construction + practice; 8 years teaching experience.	**ARC 3536** Arch Design 3A	**ARC 2713** Passive Bldg. Systems	
Andrew **Tripp** Assistant Professor	B.Arch + M.S.Arch (UPenn - Arch History & Theory; expected PhD @ UPenn in 2016): 6 years of professional practice in NY; 7 years teaching experience.	**ARC 1536** Arch Design 1A	**ARC 3313** History of Arch II	
Mark **Vaughan** RA Lecturer – 5th Year Program	M.Arch (Harvard) + B.Arch: 22 years of professional practice; 21 years part-time teaching experience (including LSU and Tulane). Registered Architect.	**ARC 5576** Arch Design 5A		

Spring 2016 TBA (not confirmed)

Faculty member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**
Theodore **Ammon** PhD	PhD Philosophy (Aesthetics) + MA + BA: former Chair at Milsaps		**ARC 5353** Philosophy of	

Lecturer – 5th Year Program (Assoc. Prof – Milsaps College)	College - Philosophy Dept.; currently Assoc. Prof. at Milsaps w/ 2 books under contract; 30 years teaching experience.		Architecture	
Zulaikha **Ayub** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + B.Arch + B.S.Arch: 5 years professional practice (including 1 year in Libeskind Studio); 8 years teaching experience.	**ARC 2546** Arch Design 2B	**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Michael A. **Berk** AIA F.L. Crane Endowed Professor Director – School of Arch.	M.Arts Arch (Theory/Design) + B.Des: 9 years professional practice in San Francisco and West Palm (5 years as design partner); 27 years teaching experience. Registered Architect.	*Not teaching this semester*		
Jassen **Callender** Associate Professor Director – 5th Year Program	MFA (Painting) + B.Arch: 12 years of professional practice as project designer; Architectural Theory Book under contract with Routledge; 13 years teaching experience.	**ARC 5589** Arch Design 5B		
Fred **Esenwein** AIA NCARB Assistant Professor	M.S.Arch + B.Arch + (expected PhD @ UPenn in 2016): 5 years of professional practice in Virginia; 4 years teaching experience (VTech, UPenn & FLW School). Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 2313** History of Arch I	
Jacob **Gines** Associate AIA Assistant Professor	M.Arch (design/build) + B.S.Arch: 10 years of professional practice in Utah; V.P. Research & Design @ Method Studio. 8 years teaching experience. ARE in progress.	**ARC 4546** Arch Design 4B	**ARC 2723** Materials	
Alexis **Gregory** AIA Assistant Professor	M.S.Arch + B.Arch: 10 years of professional practice as project architect in Wash DC; Assembly/Tectonics Book under contract w/ Routledge; 9 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 4990** Gender & Sexuality in Architecture Elective	
Hans C. **Herrmann** AIA NCARB LEED ASSOC Associate Professor	M.Arch + B.S.Des: 5 years of professional practice in NYC; Graduate Studies in Landscape Arch (expected MLA in 2016); 9 years teaching experience. Registered Architect.	**ARC 4546** Arch Design 4B	**ARC 4733** Site Planning	
W. Briar **Jones** AIA NCARB Lecturer	B.Arch: 21 years of professional practice; 10 years as principal owner; 5 years part-time teaching experience (in Arch. Apprec course). Visual artist. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	
Leah **Kemp** AIA Lecturer Assistant Director – CSTC	M.Arch B.S.Interior Des: Over 4 years of professional practice in Nashville and Wash DC); 7 years part-time teaching experience. Registered Architect.		**ARC 1013** Architecture Appreciation Gen. Ed. Fine Arts Elective for non-architects	**ARC 4613** CREATE Elective
Emily **McGlohn** AIA LEED ASSOC Assistant Professor	M.Arch (environmental technologies) + B.Arch (Design/Build): 4 years of professional practice (including William McDonough + Partners); Design/Build instructor @ Auburn Rural Studio; 6 years teaching experience. Registered Architect.	**ARC 3546** Arch Design 3B	**ARC 3723** Active Building Systems	**ARC 4000** Directed Ind. Studies "Audit Squad"
Andreea **Mihalache** PhD RA (Romania) Assistant Professor	PhD Arch Hist/Theory (Romania) + M.Arch + B.Arch + (expected PhD @ VTech in 2016): 5 years	**ARC 1546** Arch Design 1B	**ARC 3323** History of Arch III	

	professional practice (Bucharest); Fulbright Scholar. 10 years teaching experience. Registered Architect.			
David **Mockbee** Esquire Lecturer – 5th Year Program	Juris Doctor (w/ honors) + B.A: 41 years legal practice specializing in construction law for 38. Book: *Mississippi Construction Law*. 32 years adjunct teaching: ARC 5383		**ARC 5383** Legal Aspects of Arch	
Lawson **Newman** AIA Lecturer – 5th Year Program	M.Arch (UT Austin – Arch Preservation) + B.Arch: 23 years of professional practice w/ an emphasis in preservation; 15 years teaching Architectural Programming. Registered Architect.	*Not teaching this semester*		
David **Perkes** AIA Professor Director – GCCDS	M. Environ. Des (Yale) + M.Arch + B.S. Civil Engr: Harvard Loeb Fellow (Public Design); AIA Latrobe Prize (Public Design). 8 years professional practice. 22 years teaching. Registered Architect.		**ARC 6873** Public Design Practice II Grad. Certificate Program (NOT NAAB)	
John **Poros** AIA APA Associate Professor Director – CTSC	M.Arch (Harvard) + B.A (Columbia): 9 years of professional practice as Project Architect (7 years @ Kieran Timberlake); 18 years teaching experience. Registered Architect.		**ARC 3914** Structures II	
Jeffery **Roberson** Visiting Assistant Professor	M.DesS (Harvard – Arch History & Philosophy) + M.Arch + B.S.Arch + 4 years of professional practice in Wash DC; 8 years teaching experience (foundations). ARE in progress.	**ARC 1546** Arch Design 1B	**ARC 4313** Architectural Theory	
Amelia **Salmon** RA Lecturer – 5th Year Program	B.Arch + B.A. (English): 24 years of professional practice; 16 years as principal owner; 2 years part-time teaching experience in Architectural Pro-Practice course. Registered Architect.	*Not teaching this semester*		
Justin **Taylor** Associate AIA Assistant Professor	M.S.Arch (Digital Design & Fabrication) + B.Arch: 6 years of professional fabrication/construction + practice; 8 years teaching experience.	**ARC 2546** Arch Design 2B		**ARC 4000** Directed Ind. Studies
Andrew **Tripp** Assistant Professor	B.Arch + M.S.Arch (UPenn - Arch History & Theory; expected PhD @ UPenn in 2016): 6 years of professional practice in NY; 7 years teaching experience.	**ARC 1546** Arch Design 1B	**ARC 4990** History Theory Seminar - Modernism Elective	
Mark **Vaughan** RA Lecturer – 5th Year Program	M.Arch (Harvard) + B.Arch: 22 years of professional practice; 21 years part-time teaching experience (including LSU and Tulane). Registered Architect.	**ARC 5589** Arch Design 5B		

Teaching Workload and Support

Faculty members are hired with a work distribution load that includes 75% teaching and service, and 25% research. The University requirement for full-time status is a teaching load of nine credit hours per semester, which translates into one 6-credit studio course and one 3-credit lecture course for architecture. Teaching positions are nine-month appointments. Benefits are supported over summer breaks. Faculty members are eligible for a paid sabbatical leave of one semester

after completing 14 consecutive semesters of teaching (along with other conditions noted on the Provost's web site).

The average faculty-student ratio in the design studios for all design levels is 1:15. This can trend down to as few as 1:10 and as many as 1:19.

The distribution of rank (Fall 2015-16 academic year) is as follows:

Fourteen Full-time Faculty members

- 2 Full Professors (4 including the Dean and Associate Dean)[5] w/ tenure
- 3 Associate Professors w/ tenure
- 6 Tenure-track Assistant Professors (one submitting for P+T in F2015)
- 1 Assistant Clinical Professor
- 1 Visiting Assistant Professors
- 1 Instructor

The distribution of tenured and tenure-track (full-time teaching faculty) follows

- 36% of Faculty are Tenured (5/14)
- 43% of Faculty are Tenure-track (6/14)
- 21% of Faculty are Non-Tenure track (3/14)

Part-time faculty members (equals +/- 3.5 full-time positions)

- 7 Lecturers or Instructors (1 member is tenured at another institution)

Total number of teaching faculty positions = 17.5

The distribution of tenured or tenure-track faculty teaching classes is as follows

- 63% of all teaching faculty are either tenured or tenure-track (11/17.5)

Research Workload and Support

The tenured and tenure-track faculty are all required to have an active research agenda. This research may be evidenced in creative works, critical outreach, applied research/practice, or scholarly pursuits. The School's faculty are very diverse in their approaches. All work must be validated in a peer review environment.

The MSU Office of Research and Economic Development (ORED) offers an opportunity for new faculty (in their first two years) to apply for Research Initiation Grants as a means to assist each grant recipient in starting a particular project. The School's faculty have regularly received support in this university-wide competitive program. ORED also assists MSU faculty with start-up funds that are matched by their Departments. The last 6 architecture tenure-track hires were awarded significant start-up packages, including money for travel, resources, equipment, etc. The Office of Research also offers, on a competitive basis, Arts and Humanities Research Grants. Faculty members have limited access to the university airplane for trips to Washington, D.C. and the NASA facilities on the Mississippi coast on a regular basis. General faculty travel is funded primarily on the basis of peer-reviewed scholarly activity; funds have been adequate to meet most of the faculty needs.

Travel Support

Typically, all full time faculty members are supported in travel with $2000 (on average) to present papers at conferences. Tenure-track faculty have priority and receive significant travel monies above and beyond the $2000 allocation for senior tenured faculty. Exceptions are generally provided for senior faculty with productive agendas. In the last 5 years, tenure-track faculty have received full funding for attending conferences where they have been accepted in a peer-review venure or hold board memberships in Academic or Professional Organizations.

[5] CAAD's Dean and Associate Dean have no teaching responsibilities.

Faculty Support for Training + CEU

Faculty members are encouraged to participate in CEU offerings, and the School pays AIA dues and other Professional Society dues for any faculty member who is a member. The University and Office of Research offer numerous opportunities for workshops on a variety of subjects. The Provost's Office offers regular Teaching Seminar/workshops and Promotion + Tenure Workshops to the faculty. Workshops for New Faculty and New Administrators are also provided. The School has funded software and hardware training for faculty members and has provided for specialized educational opportunities for specific individuals who have been assigned new areas of responsibility. Faculty and staff are also eligible to take classes at no cost, and to enroll in other degree programs at the university. The School provides internal workshops for all new faculty members; the College provides the same.

School Course Release Time

Tenure-track faculty receive course release time to develop new coursework and/or develop their research agenda within the first few semesters of arrival in pursuit of tenure; one lecture-course (3 credits) release for one semester. Tenured faculty may request release time for specific projects; one associate professor will have a reduced teaching load during the 2016 calendar year to complete a book. Typically, however, tenured faculty are released from teaching by having grants to buy-out their time.

University Sabbatical Program (and Leaves of Absence)

The University has an established policy for sabbatical leaves. After six years, a faculty member may apply for one semester or a full year. Faculty taking one semester sabbatical receive full salary; those taking one year's sabbatical receive 50% salary each semester. One faculty member has taken sabbatical leave since the last accreditation visit. Faculty can also take a leave of absence to pursue special interests. The Tenure clock can also be stopped for a tenure-track faculty member for family leave and other life balance issues (new child; family illness).

<u>Service Workload and Support</u>

The service component of the faculty resides mostly in the institutional structure of our program – the committees and outreach centers. Faculty have significant responsibilities in determining and affecting the academic and administrative direction of the architecture program. Students are invited and encouraged to be a part of the committee structure.

Critical Standing School-wide Committees include

- Faculty Meetings: Regularly scheduled tri-weekly meetings occur through the semester. Full regular faculty members attend and make final determination of matters brought forward by other committees. The Director chairs the meetings.
- Curriculum Committee: Chaired by a tenured, tenure-track or clinical member of the faculty. The primary academic committee for the school. Reports to the faculty at large.
- Lecture Committee: Chaired by tenured, tenure-track or clinical faculty member. Develops proposals for the Harrison Visiting Lecture Series and facilitates lecturer's visits. Reports to the faculty.
- Faculty Search Committee: Chaired by the Director or senior faculty member. Includes all tenured and tenure-track members.
- Promotion + Tenure Committee: Chaired by a Professor or senior Associate Professor. Includes all tenured and tenure-track members. Reports to the Director and the College P+T Committee.
- Admissions Committee: Chaired by the Director or senior faculty member. Appointed members.
- Fabrication Committee: Chaired by tenured, tenure-track or clinical faculty member. Reports to the faculty.
- Scholarship Committee: Chaired by tenured, tenure-track or clinical faculty member. Reports to the faculty.

o Library Committee: Chaired by tenured, tenure-track or clinical faculty member. Reports to the faculty.

Complete list of S|ARC, CAAD, and MSU committee assignments: 2015-16 (* denotes Chair)

S|ARC COMMITTEES

Curriculum
*Taylor Herrmann Poros Gregory
Callender Tripp Roberson

Promotion + Tenure
Callender* Poros Perkes Herrmann

Mission / Vision - Strategic Plan
McGlohn *Callender Berk

Lecture
Gines* Callender Ayub
McGlohn Herrmann

Admissions
Berk* Parsons Prater

Scholarship + Awards
Ayub McGlohn Esenwein Prater

Studio Culture + Student Handbook
Herrmann* Gines Roberson Mihalache

Shop + Fabrication
Taylor* Hudspeth Herrmann Gregory

Recruiting (+ Literature)
Berk* Parsons McNeal

Assessment
*Berk

Print/Plot IT
Pennell* Herrmann Taylor

Facilities
Berk* Taylor Hudspeth McGlohn

Advising
Parsons* Berk Prater

Library Sub-Comm
Tripp* S. Hall Poros Ayub Roberson
Esenwein Mihalache

Web + *Letterhead + e-Newsletter*
McNeal* Berk Taylor

IDP *NCARB Architect Licensure Advisor*
A. Gregory

CAAD COMMITTEES

I. Collab. Courses + Co-Curric. Activities
Herrmann Gines Roberson

II. Communications
Gregory McGlohn Taylor

III. Recruitment / Retention / Diversity
Parsons Prater Ayub

IV. Research / Creative Art
Perkes *Poros Callender
Tripp Esenwein

V. Promotion + Tenure
Poros Callender Perkes

VI. CAAD Curriculum
Taylor

VII. Faculty Advisory Council to Dean
Herrmann Callender

VIII. Diversity Committee (new)
Mihalache NOMAS President

MSU UNIVERSITY COMMITTEES

Berk	Academic Dept. Heads Exec. Council
Berk	MSU Sustainability Comm.
McGlohn	MSU Sustainability Comm.
Berk	MSU Presidential Scholars
Gregory	MSU Community Engagement
Kemp	CDE Education Forum
Gines	MSU Museum & Gallery Comm.

S|ARC - *OTHER*

Ayub/Roberson	BARNworks
Taylor	Studio Coordinator, Chair
Gregory	Externship; Internships
Gines	TSD Gallery Exhibits

S|ARC Student Orgs – Faculty Advisors

Gregory	AIAS
Mihalache/McGlohn	NOMAS
Herrmann/Gines	Tau Sigma Delta
Taylor	Alpha Rho Chi

ACSA *Faculty Councilor*
Herrmann

Other Ad-hoc Committees include:

o Technology Committee
o History / Theory Committee
o Archive/Photography Committee
o Web Committee (also part of College committee)
o Marketing / Graphics Committee
o Outreach

Faculty Advisors for Student Organizations

o AIAS
o Alpha Rho Chi
o NOMAS
o Tau Sigma Delta

University Resources – Miscellaneous

MSU Health Services: *The Longest Student Health Center* serves students, faculty, and staff with excellent physicians, pharmacy, and proactive health education. MSU and the Longest Student Health Center have an agreement with Baptist Health Services in Jackson to serve students, faculty, and staff in the Fifth Year program.

Recreation: The *Joe Frank Sanderson Center* is an indoor facility with an Olympic sized swimming pool, basketball courts, weight room, aerobics, indoor track, CV workout equipment, squash courts, rock wall, etc. and an outdoor walking trail. On campus, there are intra-mural tennis courts, soccer fields, running tracks, basketball courts, baseball fields, an official frisbee golf course, and football/soccer fields. There are organized athletic and recreational outings: biking, hiking, boating, etc. and SEC sports; the football stadium is across the street from our studio building.

Entertainment: The University is host to the *Lyceum Series*, which brings in musical, dance, and theater performances and national groups. Various departments hold lectures and screen movies; these are announced via campus email to the entire MSU community.

Housing: As affordable housing is limited, the School and the University make every effort to accomodate new faculty in University Faculty Housing. S|ARC has a 100% success rate in placing our new hires in the past 5 years.

Architectural Licensing Advisor

Assistant Professor Alexis Gregory, AIA was recently selected to serve as the School's Architectural Licensing Advisor (replacing Professor John Poros, AIA, who held the position of IDP Coordinator for 6 years). Professor Gregory will be attending the 2015 Licensing Advisors Summit from July 30-August 2 in San Diego, CA. Already she has helped coordinate an NCARB IDP Presentation with the Mississippi Board of Architecture at the School of Architecture on April 15, 2015; is coordinating the 2015-2016 co-op experiences for seven 4th year architecture students; and is working with the MSU Career Center to develop the 2016 Spring Break Externship opportunities.

Professional Development Opportunities

There is a strong connection between the profession, the School, and our Research Centers. To facilitate and strengthen these ties, the School pays AIA and other professional dues for its faculty. Furthermore, the AIA MS chapter is headquartered in our 5th Year Jackson Center, fostering connections between practitioners, faculty and students.The School's policy regarding human resource development, both individually and collectively, is best seen in the School's stated mission of providing excellent educational opportunities across a broad spectrum. By definition this must involve students, faculty, and staff alike. Professional growth among faculty and staff as well as educational opportunities for students (both on and off campus) are intrinsically linked to all facets of work and activity in the School--including teaching, service outreach, scholarly work, and enrichment opportunities.

Faculty Research, Scholarship, and Funded Studios

There are two Research Centers directly affiliated with the School and directed by Architecture faculty: Carl Small Town Center (CSTC) and Gulf Coast Community Design Studio (GCCDS). These centers have been instrumental to engaging faculty in funded research: for example, Gines' "King Cotton" research in summer 2013. Frequently, research grants in the CSTC are executed within one of the design studios: Spring 2014, the Mississippi Maritime Museum (Herrmann and Gines); Spring 2013, Howlin' Wolf Blues Museum (Herrmann); Fall 2009, the Choctaw Nation Transportation Project (Herrmann) – all 4th year projects.

Faculty members are listed as P.I.'s on a majority of the work conducted by the centers. Here are the total research funds including all foundation funds to research centers:

- 2010 $1,046,854
- 2011 $1,094,831
- 2012 $656,051
- 2013 $845,017
- 2014 $692,475

Noteworthy Faculty Accolades
The following professors have engaged in individual research resulting in notable awards, board memberships, and/or publications (recent selections):

National/International Board and Committee Memberships

Michael A. Berk
-MS Chapter of National Sierra Club. Chair (Board of Directors - MS).
-Viking Range Corp. Sustainability Advisory Board. Member 2009-14

Jassen Callender
-Mississippi Humanities Council. External Evaluator

Jane Greenwood
-Public Affairs Section of the Embassy of the USA in Armenia. Member, Committee Section
-U.S. Department of State Bureau of Educational and Cultural Affairs (ECA). member.
-Armenian National Center for Professional Education Quality Assurance (ANQA). Member

Alexis Gregory
-Journal of Architectural Education (JAE). Member, Editorial Board, 2009-14
- d3:dialog>international Journal of Architecture and Design, Editorial Board Member, 2012-

Greg Hall
AIAS (American Institute of Architecture Students). Board of Directors. Member

Hans Herrmann
-American Institute of Architects (AIA) MS Chapter. Board of Directors. Member

Rachel McCann
- MPC (Merleau-Ponty Circle). Int'l Board of Directors. member

David Perkes
- Loeb Fellow (Harvard University)

Jim West
- Architecture + Construction Alliance (A+CA). President, Board
- SECAC - Design Programs in SEC Universities. President - Regional Board.

Selected National/International Accomplishments

Zulaikha Ayub Visiting Assistant Professor
- NATIONAL EXHIBITION: Drawing (Entitled: ""An Analysis of House II"). Exhibition entitled: "Drawing From The Archive": Houghton Gallery; The Irwin S. Chanin School of Architecture at The Cooper Union. NYC, NY. 14 Oct – 26 Nov 2014

Michael A. Berk AIA F.L. Crane Professor | Director – School of Architecture
- NAMED '2014 UF Distinguished Architecture Alumni' (for contributions to the academy and practice). University of Florida, School of Architecture. Feb 03 2014
- NATIONAL LECTURE (w/ honorarium). SoA Fall Architecture Lecture Series @ University of Florida School of Architecture. Sep 29. Lecture entitled: "Ecological Design and the Art of Pre-Fabrication ". July 2014

Jassen Callender Associate Professor | Director – Jackson Center
- BOOK CONTRACT with Routledge publisher (NYC). Proposed book titled "Architecture History and Theory in Reverse: From the Information Age Back to an Era of Meaning". May 2015
- JOURNAL ARTICLE published in WORLD HEALTH DESIGN | April 2013. "From shopping mall to village: Retrofitting the built environment for the 21st century". Design & Health Scientific Review pp 64-9 (w/ Anthony R. Mawson, MA, DrPH, Jackson State University; Thomas M. Kersen, PhD, Jackson State University)
- BOOK CHAPTER (*International Encyclopedia of Housing and Home*, published by Elsevier 2012) entitled: "Sustainable Urban Development"
-"PROVOCATEUR". Invited to the Ohio State's STIR SYMPOSIUM Conference, Oct 2011

Tim Frank Assistant Professor
- NEH GRANT. Selected for NEH (Nat'l Endowment for the Humanities) Study and Grant Research Collaboration w/ Boston University Archaeology Department. Funded by the National Endowment for the Humanities (NEH). $40k

Jacob Gines Assoc AIA Assistant Professor
- NAMED Vice President of Research and Design at Method Studio. Method Studio is a full-service architectural and design firm in downtown Salt Lake City. August 06, 2015
- PUBLICATION (Co-Editor): Gines, J., Carraher, E., & Galarza, J. (Eds.)
(2015) *Intersections + Adjacencies: Leadership in Architectural Technology Education*. Proceedings of the 2015 Building Technology Educators' Society Conference. Stoughton, WI: The Printing House Inc. ISBN 978-0-9895980-1-9 June 2015
- CONFERENCE CO-CHAIR: J. Gines, E. Carraher, J. Galarza (co-chairs). Intersections + Adjacencies: Leadership in Architectural Technology Education, 2015 Building Technology

Educators' Society (BTES) Conference with University of Utah. Salt Lake City, UT, 24-27 Jun. 2015

Jane Greenwood Associate Professor

- Special Mayoral Invitation (from Gyumri Mayor Samvel Balasanyan) to the “CIS Cultural Capital" event in Gyumri, Armenia. June 01 2013. From the Republic of Armenia
- FULBRIGHT SCHOLAR. Armenia

Alexis Gregory AIA Assistant Professor

- BOOK CONTRACT with Routledge publisher (NYC). Proposed book titled "Comprehensive Tectonics: Technical Building Assemblies from the Ground to the Sky". Jan 2015
- NATIONAL APPOINTMENT: to ‘ACSA Working Group on Community Colleges and Pre-professional Education’
- ASSOCIATE EDITOR, Journal of Architectural Education, Vol. 67, No. 2. October 2013

Hans C. Herrmann AIA LEED Associate Professor

- ELECTED to 2015 MS Chapter AIA Board of Directors. Aug 2014
- NATIONAL AWARD: 2015 ACSA Collaborative Practice Award; (Co-Leader w/ C. Gallo LAE; -- and support from: J. Taylor; B. Templeton; S. Powney; and Wilkerson). Project: Heritage Museum Design/build
- NATIONAL AWARD: 2015 ACSA Design Build Award Honorable Mention: (Co-Leaders: H. Herrmann + E. McGlohn + T. Leathem: -- w/ collaborators: A. Gregory; Lee Carson). Project: STOP TRAFFIC! MBCI Public Transit Shelters
- NATIONAL AWARD: 2015 U.S. Environmental Protection Agency (EPA), Region 4 RainCatcher Award for Excellence in Green Infrastructure projects (Community category): (Co-Leaders: H. Herrmann + C. Gallo). Project: Oktibbeha County Heritage Museum. 2015 EPA/International Erosion Control Association conference in Atlanta, GA on Tuesday, June 16th. May 19, 2015
- ELECTED to 2014 MS Chapter AIA Board of Directors. Aug 2013
- GRANT awarded (co-PI w/ M.Herrmann & E.McGlohn). Architecture + Construction Alliance (A+CA) entitled: “Integrated Project Delivery Theater: A Symposium Designed To Facilitate Learning From Experts” for the Collaborative Architecture and Building Construction Teaching/Learning Proposal: $9,786. Dec 2013
- NATIONAL LECTURE. Clemson’s “Southern Roots + Global Reach Spring 2013 Lecture Series”. Feb 2013. Presentation entitled: “Opportunistic[Eth]ic”
- NATIONAL AWARD. 2012-13 MS ASLA Merit Award. Heritage Museum Green Technology Demonstration Pavilion w/ C. Gallo. Feb 2013.
- NATIONAL AWARD. 2013 ASLA ‘Award of Excellence in the Student Collaboration’ category (w/ C. Gallo). (ASLA Professional and Student Awards). June 2013.
- NATIONAL PUBLICATION/ CITATION: ASLA Landscape Architecture Magazine. Oct 2013: Vol 103; No. 10: pp 92-93. "ASLA Student Awards. Student Collaboration. Award of Excellence: Oktibbeha County Heritage Museum"
- NATIONAL AIA EXHIBITION. *AIA Center for Emerging Professionals* to exhibit his 'Valley Retreat' residential project in the **American Institute of Architects Annual Emerging Professionals Exhibitio**n. AIA National’s Headquarters, the American Center for Architecture, in Washington, http://www.aia.org/professionals/AIAB093211, 2012
- INTERNATIONAL NOMINATION. Rome Prize Nomination submittal and package. Support letters from Robert Ivy FAIA; Michael McClure; and Wm Massey (Cranbrook Academy). Mentoring support provided by Billie Tsien. Nov 2012

Rachel McCann PhD Professor

- BOOK. *Merleau-Ponty: Space Place Architecture,* edited by Patricia M. Locke and Rachel McCann, has been accepted for publication by Ohio University Press ‘Series in Continental Thought. Anticipated publication: 2015.

- BOOK. *Carnal Echoes: Merleau-Ponty and Architecture,* edited by Rachel McCann and Patricia M. Locke, has been accepted by Routledge Press for their 'Research in Architecture series'. Feb 2014
- INVITED INTERNATIONAL LECTURE "Architectural Sense." Symposium Lecture (invited): Merleau-Ponty and the Sense of Space, University of Nottingham, Nottingham, England, 2 November 2011
- INVITED INTERNATIONAL LECTURE "Architectural Flesh in the Digital Age." Guest Lecturer (invited), Chalmers School of Architecture, Chalmers, Sweden, 26 January 2012

Emily McGlohn Assoc AIA LEED Assistant Professor

- NATIONAL ORGANIZING CHAIR for 'SBSE 2015 Retreat'. Proposal accepted and approved by SBSE Board. 24 June 2014
- NATIONAL LECTURE (Invited): Auburn University's Rural Studio. Lecture entitled "Why You Should Care About What Your Building Wears". November 20, 2014

David Mockbee ESQ Instructor – Jackson Center

- NATIONAL JOURNAL ARTICLE PUBLISHED: 2013 Journal of the American College of Construction Lawyers (V 7: No.1: p 53). Entitled: "The Measure of Malpractice- There is a Place for the Threshold Approach in Evaluating Design Errors and Omissions"

David Perkes AIA Professor | Director – Gulf Coast Community Design Studio

- BOOK CHAPTER. Co-authored a chapter for a book that should be published this year.
- NATIONAL CENTER DESIGNATION. MSU Gulf Coast Community Design Studio named a 'Regional Resilience Design Studio' national designation (funded by the AIA Foundation and Rockefeller Foundation). Announced May 14 @ AIA National Convention by Pres. Bill Clinton
- NATIONAL AWARD: FIRST PLACE EPA– EPA Gulf Guardian award. Environmental Protection Agency (EPA) Civic/Nonprofit category for: "Bayou Auguste Restoration project". July 2015
- BOOK. (with Roberta Feldman, Sergio Palleroni and Bryan Bell). "Public Interest Practices in Architecture," AIA Latrobe Prize research report, AIA on-line book publication, 2013
- CITATION in ARCHITECT magazine March 2013, "AIA Collaboration: Structural Integrity | Shoring Up Architecture's Social Foundation". Author: Ben Ikenson. Pp.39. Perkes is featured in the article
- BOOK CHAPTER: "Gulf Coast Community Design Studio" pp: 172-177 Book Title: *Green Architecture Now! 2.* Philip Jodidio, editor. Cologne, Germany: Press: Taschen GMBH
- NATIONAL KEY-NOTE SPEAKER at annual conference held at RISD/Brown University 'A Better World by Design' in Providence RI. Oct 2011
- FEMA/DHS (NATL BUILDING CODES): presentation of SERRI flood-proof construction. The research will become a key reference in the field and we will likely be involved in new flood-proof construction guidelines for the IBC (international building code). GCCDS is now getting involved on a couple of national code committees. Oct 2011

John Poros AIA Associate Professor | Director – Carl Small Town Center

- CITATION. The EDGE (HUD on-line magazine). *In Practice section:* "First-Time Homeownership with the Baptist Town Cottages". AUG 2015
http://www.huduser.org/portal/pdredge/pdr_edge_inpractice_081015.html
- FUNDED WORKSHOP ($35k) with Nat'l Endowment of the Arts (NEA) *Citizens' Institute on Rural Design*™ (CIRD) .
- BOOK CHAPTER. "The Ruled Geometries of Marcel Breuer". K. Williams and M.J. Ostwald (eds.), Architecture and Mathematics from Antiquity to the Future. Pg. 367-75. Chapter 71. Switzerland 2015
- NEA GRANT Award (CSTC). National Endowment of the Arts (NEA Town Projects). $25,000. 16 July 2015
- GRANT AWARD. 'Design for Public Officials', Hearin Foundation, $112,322.39, September 2013----March 2016

- SESSION PROPOSAL accepted to the **2014** American Planning Association National Conference. Session entitled: "Getting it Done: The path to results in small town planning". Atlanta, Georgia on April 26-30.
- FELLOWSHIP Recipient. CSTC was named host research center for the Enterprise Rose Fellow: Emily Elliot
- FELLOWSHIP AWARDED TO CSTC "2013 Rose Enterprise Architectural Fellowship." This 3 year fellowship will be jointly hosted by the Greenwood-Leflore Economic Development Foundation in Greenwood, Mississippi and the Carl Small Town Center with Mississippi State University School of Architecture. Fall 2012
- NATIONAL AWARD TO CSTC Mississippi Chapter APA (American Planning Association) Oct 2012

1- MS **APA Student Collaborative Award** (Rachel McKinley; Zachary James) CSTC CREATE Common Ground project in New Albany

2- MS **APA Public Outreach Award**: CSTC Mississippi By-Pass Guidelines published this year.

Jeff Roberson Assistant Professor

- NATIONAL AWARD. Deborah J. Norden Award by the Architectural League of New York to travel to the Netherlands and study the work of the Benedictine monk and architect Dom Hans van der Laan. JR will be visiting the Netherlands over winter break and staying at three monasteries that were designed by Van der Laan. July 2013

Justin Taylor Assistant Clinical Professor

- NATIONAL INVITATION for Presentation to Alpha Rho Chi Conference -- Faculty Roundtable (w/ honorarium). University of Houston School of Architecture. November 1, 2014
- INTERNATIONAL WORKSHOP. Invited Workshop Presentation: 'Synthetic Ecosystems'. The 8th International Conference on Intelligent Environment (IE12) in Guanajuato, Mexico
- GRANT AWARD. Nat'l Audubon Society jointly w/ Strawberry Plains MS Audubon to construct the 'Bird-viewing Porch' prototype and walkway system at the Environmental Ctr. in Holly Springs (w/ M Berk)

Andrew Tripp Assistant Professor

- NATIONAL EXHIBITION: Drawing (Entitled: "Conical Arcuation at the Indian Institute of Management by Louis Kahn" - pencil on paper, 30x42). Houghton Gallery; The Irwin S. Chanin School of Architecture at The Cooper Union. NYC, NY. 14 Oct – 26 Nov 2014

Greg Watson Associate Professor

-NATIONAL EXHIBITION. (Triplet #1) was selected for exhibition AND ***received one of seven Awards of Merit*** at the 35th Annual Art on Paper National Juried Exhibition conducted by the *Maryland Federation of Art.* Susan Bader from the Maryland Institute of Art was the juror. 71 pieces were selected out of 964 entries.

For a complete list of faculty accomplishments see:

- **PRODUCTIVITY REPORTS** FOLDER

  THIS LINK CONTAINS THE FOLLOWING FOLDERS:

  01 - FACULTY KUDOS per each member FOLDER

  02 - SCHOOL Productivity REPORTS FOLDER

School Affiliations and Memberships

The School of Architecture is a member of the significant collegiate organizations including ACSA and ARCC. The School of Architecture supports the dues for individual faculty membership in professional and academic organizations, including:

- American Institute of Architects [AIA] www.aia.org
- AIA Mississippi Chapter [AIAMS] (offices housed in Jackson Center) www.aiamississippi.org
- American Planning Association [APA] www.planning.org
- Association of the Collegiate Schools of Architecture [ACSA] www.acsa-arch.org
- National Architectural Accrediting Board [NAAB] www.naab.org
- National Council of Architecture Registration Boards [NCARB] www.ncarb.org
- National Organization of Minority Architects [NOMA] www.noma.net
- Construction Specifications Institute [CSI] www.csinet.org
- Mississippi Board of Architecture www.archbd.state.ms.us
- Society of Architectural Historians [SAH] www.sah.org
- Southeastern Chapter of the Society of Architectural Historians [SESAH] www.sesah.org
- Building Technology Educators' Society [BTES] www.bteslonline.org
- Society of Building Science Educators [SBSE] www.sbse.org
- Mississippi Heritage Trust www.mississippiheritage.com
- Institute of Classical Architecture and Art [ICAA] www.classicist.org
- Chicago Architecture Foundation www.architecture.org
- US Green Building Council [USGBC] www.usgbc.org
- Architecture + Construction Alliance [A+CA] www.aplusca.org
- Architecture, Culture & Spirituality [ACS] www.acsforum.org
- Association for Computer Aided Design in Architecture [ACADIA] www.acadia.org
- College Art Association [CAA] www.collegeart.org
- MS Department of Archives + History (MDAH historian housed in Giles Hall) www.mdah.ms.us

Criteria for Promotion and Tenure (P+T)

The University has published general guidelines and criteria as outlined in the *Faculty Handbook*. College-level units, as well as departments, are expected to have more specific criteria pertinent to the given unit. School of Architecture P+T Guidelines establish clear criteria in the areas of teaching, research, service, and professionalism. All faculty members in architecture must be excellent in their teaching to receive tenure. A formal mentoring program, mid-review P+T submittal, and university P+T workshops help to clarify the process and expectations. All P+T applications require a minimum of five external blind-reviews from colleagues at peer institutions.

Architecture's submittal process starts with an internal review by the Promotion + Tenure committee (made up of all tenured faculty members) with recommendations made to the Director, who, in turn presents a recommendation to the College P+T Committee, who in turn makes recommendation to the Dean, who in turn makes recommendation to the Provost. The Provost then reviews the documents and recommends action to the President. The University-level Tenure and Promotion Review Committee acts only in cases of appeal. Therefore, the work of the faculty and administration at the unit level is critically important in maintaining standards of excellence. S|ARC has never had a candidate rejected at the upper administrative level.

Since our last APR, one faculty member has been promoted to full professor (David Perkes) and two faculty members received promotion to Associate Professor w/ tenure (Callender and Herrmann).

Annual Faculty Reviews

A careful review of faculty by the Director is conducted each year during the annual-review sessions. The university has a standard form for each faculty member to complete; it corresponds directly to the P+T Application form. The annual review form includes a productivity report along with formal student course evaluations and peer review. The Director counsels tenure-track faculty regarding areas that need attention in order to be successful at the tenure review. In addition, this review serves to mentor faculty members on issues of professional development. The meetings are 2-2.5 hours in length and result in a detailed report indicating progress toward promotion and/or tenure.

Student Support Services

The School of Architecture recognizes its obligation to provide its students with a diversity of ideas, and exposure to individuals, and environments beyond those available from its own faculty and setting. It fulfills this obligation by bring visiting lecturers and critics to Mississippi; organizing field trips to metropolitan centers and other places of interest in the United States and Canada; nurturing foreign exchange programs and architectural study trips to Europe; and providing a cooperative-education opportunity. Furthermore, S|ARC is committed diminishing the impacts of various obstacles to learning that some students face. In particular, we provide access to economic support (in the form of scholarships and awards) and academic and professional advising. Faculty make referals to the appropriate University program for other counseling needs.

Undergraduate Research Funding

MSU's Undergraduate Research and Creative Discovery Program affords students the opportunity to apply existing knowledge to new issues, and allows students to develop new skills. The purpose of the program is to assist students in learning what sort of creative work a scholar in his or her field does. Funded by the Grad School, the Office of Research and Economic Development (ORED), and the Shackouls Honors College, the program hosts an annual symposium with poster presentations – in which our students have excelled – and provides study abroad funding as well as faculty funding for faculty who will mentor an honors DIS (directed independent study) student.

University Honors Program

The Shackouls Honors College at MSU serves the entire campus, and Architecture students who qualify can participate in this program. Honors courses substitute for regular courses and are applicable to every degree program at the University. Honors sections of regular courses are taught by 'recognized' outstanding faculty members. The Program sponsors a wide range of activities including a regular Honors Forum. The Honors Program has also participated as a financial sponsor in certain of the School's visiting lectures. The School offers Honors sections of its first and second-year design studios. The program has funded BARNworks editors that were honors students with stipends (Scott Penman and Ryan Fierro).

The Shackouls Honors College draws regional and national attention because of its size and structure. Though the College includes over 1,000 students, Honors classes are typically limited to no more than twenty. Students receive individualized instruction from faculty members who challenge them to explore their potential.

Eminent Architect of Practice

In 2012, the Director implemented the 'Eminent Architect of Practice' visiting studio faculty program. Through this position, regionally and nationally significant practitioners spend a semester with our students in a studio environment and provide students a new perspective on the relationship between academia and the profession.

- 2012 Larry Scarpa, FAIA (Principal, Brooks + Scarpa – AIA Firm of the Year 2012)
- 2013 Todd Walker, FAIA (Principal, Archimania)
- 2015 Anne Marie Decker, AIA (Principal, Duvall Decker Architects)

Visiting Lecturers and Critics (Robert and Freda Harrison Lecture Series)

The visiting lecture series provides frequent opportunities for students to be presented with ideas and examples of work from a broad range of accomplished individuals. The lecture series typically includes four lectures per semester. The visiting lecturers include nationally recognized architects, educators, and artists. The schedule is advertised in various ways including email blasts, targeted mailers, and a permanent page on the School's website:

- **LECTURES SERIES** WEB-LINK

The schedule includes several special events each year, such as an extended visit from an architect or architects to direct a school-wide sketch problem; an artisan who lectures and

presents a hands-on workshop for students; a lecture specifically addressing energy-related issues; and one or more lectures associated with a gallery exhibit. The lecture series is also used to present work of ecological-based architects; minority architects and philosophers; in addition, the Lecture Series Committee designates a lecture that recognizes work of an alumnus or regional architect. For most lectures, the visit is scheduled to allow interaction with students beyond the formal lecture, such as time in the design studios or informal meetings with students. Among the lectures each semester, one is given in Jackson as part of the Fifth Year Program. The Jackson lectures are also planned to involve the community of practicing architects. The Visiting Lecture Series and NOMAS Symposium are funded by Robert and Freda Harrison (and named accordingly). This generous outside support has allowed the lecture series to invite nationally recognized lecturers, making the series an important component of the School's broad educational objectives and complimenting the University's rural setting with visitors from various urban locations. The fifth-year facilities in Jackson offer opportunities for lectures that reach out to the profession (exemplified in 2010's FORMcities Symposium and Design Competition, hosted in the Jackson Center; see https://caadjcdc.wordpress.com/projects/visioning/formcities/).

Robert and Freda Harrison lectures over the past several years:

Fall 2009
- Merleau-Ponty International Symposium:
  (Keynotes: Alberto Perez-Gomez; Roy Decker; Suzanne Cataldi, Dept. of Philosophy, SIU; Anne Marie Decker; Helen Fielding, Dept. of Philosophy, University of Western Ontario)
- Pliny Fisk III (Co-Director, Center for Maximum Potential Building Systems; Professor, TAMU)
- Trey Trahan (President at Trahan Architects, Baton Rouge, Louisiana Area)
- Robert Ivy, FAIA (Editor-in-Chief, Architectural Record)

Spring 2010
- David Salmela (Architect, Duluth, MN)

Fall 2010
- Greg Havens (Planner and Architect, Sasaki Associates, Watertown, MA)
- Steve Dumez (Principal, Eskew + Dumez + Ripple Architects, New Orleans, LA)
- Robert Luke (Principal, LPK Architects, Meridian, MS)
- Brian Mackay-Lyons (Principal, Mackay-Lyons Sweetapple, Halifax, Nova Scotia)
- FORMcities Symposium:
  Keynote addresses by Susan Piedmont-Palladino (Curator, National Building Museum and Professor at the Washington/Alexandria Architecture Consortium) and Brendan Cormier & Christopher Pandolfi (Co-founders and Principals of the Department of Unusual Certainties)

Spring 2011
- Ursula Emery McClure (Professor and Graduate Coordinator, Louisiana State University)
- Hilary Sample (Principal, MOS Architects, NYC)
- Steve Kieran (Principal, Kieran Timberlake Architects, Philadelphia, PA)
- Larry Scarpa, FAIA (Principal, Brooks + Scarpa, Los Angeles, CA)

Fall 2011
- Ted Shelton & Tricia Stuth (Principals, curb, Knoxville, TN)
- Kirsten Murray (Architect, Olson Kundig, Seattle, WA)
- David J. Hardy, AIA (Principal, Eley Guild Hardy, Biloxi, MS; CAAD Alumni Fellow)

Spring 2012
- Wendy Allen (VP Media Operations & Engineering PBS, Washington DC)
- William Sharples (Principal of SHoP Architects & SHoP Construction, NYC)
- William Culpepper (Assistant Professor, Graphic Design, Ferris State University)
- Billie Tsien (Principal of Tod Williams Billie Tsien Architects, NYC)

Fall 2012
o Martin Despang (Associate Professor, University of Hawaii at Manoa)
o William Massie (Architect-in-Residence, Cranbrook Academy of Art)
o Todd Hido (Photographer, San Francisco, CA)
o Marc Simmons (Partner, Front Inc., Brooklyn, NY)

Spring 2013
o Walter Hood (Principal, Hood Studio; Professor at UC Berkley)
o Edward Cazayoux, FAIA (Principal, EnvironMental Design, Lafayette, LA)
o David J. Lewis, AIA (Principal, LTL Architects; Associate Professor, Parsons, NYC)

Fall 2013
o Gordon Watkinson – lecture and workshop (Bauhuas Photographer, NYC)
o Jennifer Bonner (Principal, Studio Bonner, Atlanta, GA)
o Will Bruder (Principal, Will Bruder Architects, Phoenix, AZ)

Spring 2014
o Bob Harris (Architect, Lake|Flato Architects, San Antonio, TX)
o Julie Eizenberg (Principal, Koning Eizenberg Architecture, Santa Monica, CA)
o Charles Renfro (Principal, Diller Scofidio +Renfro, NYC)

Fall 2014
o Martin Gundersen (Associate Professor, School of Architecture, University of Florida)
o Wendell Burnette (Principal, Wendell Burnette Architects, Phoenix, AZ)
o Jules Dingle + Mark Sanderson (Principals, DIGSAU, Philadelphia, PA)
o Gerardo Salinas (Partner, Rojkind Arquitectos, Mexico City, Mexico)

Spring 2015
o Steve Badanes (Jersey Devil Architect, Professor, University of Washington)
o Erin Sterling + Matthew Henning Griffith (Principals, in situ studio, Raleigh, NC)

Summer 2015
2015 BTES International Conference co-hosted by S|ARC and University of Utah, Salt Lake City Keynote: Bille Faircloth (Partner, Kieran Timberlake, Philadelphia). The School sent multiple students, faculty, and the Director.

William Giles Recognition Day Speaker
Recognition Day is an annual Spring event honoring graduate and undergraduate students with a variety of awards. It is also a formal graduation ceremony for the 5th year students. William Giles, past president of MSU, was responsible for and championed the architecture program at MSU; his family funds the endowment for this speaker.

o 2009 Stephen D. Schreiber, FAIA (President, Tau Sigma Delta; Chair of Architecture, UMass)
o 2010 Mary Ann Lazarus (Senior VP Firmwide Director of Sustainable Design HOK)
o 2011 Michael Fazio, PhD, AIA (Professor Emeritus, MSU)
o 2012 John McRae, FAIA (Professor, University of Tennessee)
o 2013 Harriet Mayor Fulbright (President, J. William & Hariet Fulbright Center)
o 2014 James Cramer (Chairman/CEO, Greenway Group; founder of DesignIntelligence)
o 2015 Anne Marie Decker (Principal, Duvall-Decker Architects, Jackson, MS)

NOMAS Symposium
o 2010 Ray Huff (Principal of Huff + Gooden Architects, NYC)
o 2011 Colin Brice + Caleb Mulvena (Principals, Mapos, NYC)
o 2012 Billie Tsien (Principal, Tod Williams Billie Tsien, NYC)
o 2013 Lisa Iwamoto (Principal, Iwamoto Scott Architecture; Associate Professor, UC Berkeley)

- 2014 Zena Howard (Architect, The Freelon Group, Durham, NC)
- 2015 Erin Sterling Lewis + Matthew Henning Griffith (Principals, in situ studio, Raleigh, NC)

Energy Seminar / Workshop

Annually, in the Spring semester, Atmos Energy funds a "Sustainable Energy Seminar" at the 5th year Jackson Design Center. It is a day-long seminar and part of the formal AIA Continuing Education program; it is focused on sustainable architecture and energy. The Energy Seminar is free for faculty and students; all 5th year students are required to attend. Professionals from around the state attend for the continuing education benefits. *Recent presenters include:*

- 2010 Pliny Fisk III (Co-Director, Center for Maximum Potential Building Systems)
- 2011 Joe Hagerman (Architect, Department of Energy, Washington, DC)
- 2012 N/A (seminar was transitioned from the fall semester to the spring)
- 2013 Alison Kwok, PhD (Professor, University of Oregon; co-author, *Green Studio Handbook*)
- 2014 Lance Davis, AIA (LEED expert, GSA, Washington D.C.)
- 2015 Angie Brooks, FAIA (Principal, Brooks + Scarpa, Los Angeles, CA)

Dan and Gemma Camp ICAA Classical Design Workshop

Initiated in Spring 2015 and sponsored by Dan + Gemma Camp and the ICAA (Institute of Classical Architecture & Design, NYC), this 2 day workshop is taught by ICAA instructors – including associates from Robert A.M. Stern's office. This will be a bi-annual event.

Visiting Jurors and Guest Critics

The School makes a concerted effort to bring in diverse and outside voices on our reviews. Studio year levels 1 through 4 are typically given a +/- $250 stipend per semester to invite guests. Funded studios have additional resources to bring in guests. The fifth year program has a very robust guest juror program; academics and practicing architects from the region and beyond are regularly invited; many continue to come back. *The following is selected list of recent critics:*

- Alison Anderson, FAIA, Unabridged Architects, Bay St. Louis, MS
- John Anderson, FAIA, Unabridged Architects, Bay St. Louis, MS
- Chuck Barlow, AIA, Principal, Barlow Eddy Jenkins Architects, Jackson, MS
- Dan Bennett, FAIA, Architect and former Dean, Auburn University
- David Buege, Professor, University of Arkansas
- Christian Dagg, Associate Professor, Auburn University
- Steve Davis, AIA, Principal, Canizaro Cawthon Davis Architects, Jackson, MS
- Roy Decker, AIA, Principal, Duvall Decker Architects, Jackson, MS
- Anne Marie Decker, AIA, Principal, Duvall Decker Architects, Jackson, MS
- David Donovan, AIA, Architect, Montgomery, AL
- Jim Eley, FAIA, Principal, Eley Guild Hardy Architects, Jackson, MS
- Julie Eizenberg, FAIA, Principal, Koning Eizenberg, Santa Monica, CA
- Bud Hollomon, AIA, Principal, Hollomon Architects, Jackson, MS
- Tom Howorth, FAIA, Principal, Howorth Architecture, Oxford, MS
- Jeff Karer, Architect, Jackson, MS
- Mukesh Kumar, Associate Professor and Director, Urban + Regional Planning, Jackson State
- Pamela Leonard, AIA, Architect, Jackson, MS
- Alfred Luckett, Architect, Jackson, MS
- Susan Melsop, Associate Professor, the Ohio State University
- Kevin Moore, Assistant Professor, Auburn University
- David Morris, Architect, Jackson, MS
- Behzad Nakhjavan, AIA, Professor and Chair, Auburn University
- Ted Porter, AIA, Principal, Ryall Porter Sheridan Architects, New York, NY
- Hilary Sample, Principal, MOS Architects, New York, NY
- Larry Scarpa, FAIA, Principal, Brooks + Scarpa, Los Angeles, CA
- Jeff Seabold, AIA, Principal, Seabold Architects, Jackson, MS

- Laura Smith Taylor, Architect, Jackson, MS
- Belinda Stewart, FAIA, Belinda Stewart Architects, Eupora, MS
- Wayne Timmer, AIA, Principal, WFT Architects, Jackson, MS
- Wade Thompson, AIA, Architect, Jackson, MS
- Billie Tsien, Principal, Tod Williams Billie Tsien Architects, New York, NY
- Stan Wagnon, AIA, Principal, Burris Wagnon Architects, Jackson, MS
- Todd Walker, FAIA, Principal, Archimania Architects, Memphis, TN
- Greg Watson, Professor, Louisiana State University

Visiting Faculty (Visiting Assistant Professor lines)

The School made a formal decision many years ago to keep two full-time visiting lines open that would be targeted toward young talented architects and designers. The intent was to make sure that new ideas and energy from young faculty 'fresh out of the academy' and in the 'early stages of practice' would bring a constant source of positive resistence to our curriculum. Appointments are arranged for 1- or 2-year stays.

Gallery Exhibitions

The College has three galleries that are managed by the Art Department. S|ARC has its own gallery in a prominent location in Giles Hall at the School of Architecture. The Architecture gallery has 3-4 regional exhibitions on average per semester, including 2 student shows. TSD provides curatorial support: in 2014 TSD organized an exhibition of modern architecture in Mississippi; the resulting show, MS Modern, is currently touring the state. The S|ARC Gallery received a $100k pledge in 2014; in 2018 it will be named the Richard + Charlotte McNeel Gallery. Exhibitions at all four galleries are free and open to the public.

Access + Personal Advising

Within the School, students have ready access to the faculty, the Director, the Associate Dean, and the Dean. With the library in the building, they have immediate access to the architecture librarians. They also have immediate access to the IT systems administrator, and the shop foreman. In addition, students are able to call upon the administrative staff for a variety of needs, including access to their academic records.

Students are counseled by faculty and, if found to have serious emotional, mental, or substance-abuse problems, are referred immediately to the Student Counseling Center. Students with other medical problems are sent to the Student Health Center. Students with disabilities work with the Office of Disabled Student Services.

Academic and Professional Advising

Curricular advising guidelines are distributed to the students (as freshman) and the faculty. Students from Pre-architecture and 1st to 4th year on the main campus are advised by the School's Academic Advisor; the 5th year Director handles advising duties for those students at the Jackson Design Center. Special cases are managed by the S|ARC Director.

The Cooperative Education Program (Internship): Following their third year, students may elect to fulfill one year of their IDP requirements through a Co-op experience managed by the University's Office of Cooperative Education. The Co-op office works closely with NCARB License Architect Advisor and students to make all necessary arrangements. Student performance during the co-op year is monitored through progress reports from the professional firm back to the School. These assessments help students to better understand the expectations of the firms and let the faculty know if they have done a good job preparing the students. Approximately five to fifteen students participate in this program each year. Students are strongly encouraged to participate via meetings and convocations; the Career Center and the License Advisor make presentations at all convocations which occur at the beginning of each semester.

Career Day

The School held its own Career Day in Giles Hall (working with the Office of Cooperative Education) until 2014. Due to decreasing firm participation, the decision was made to fold the School and College's event into the University's Career Day. Firms occupy 'booths' in the Humphrey Coliseum concourse and schedule and hold interviews. In conjunction, the School as a roundtable panel presentation with visiting architectural employers and a robust reception. The event draws primarily fourth-year and graduating fifth-year students, but other students are encouraged to participate as firms also hire co-op and summer interns.

Scholarships and Fellowships

Annually, the School offers private-funded scholarships and support for its students. In its commitment to recognizing outstanding students whose academic credentials confirm their potential for success, Mississippi State University offers numerous scholarships to students at all year levels. In addition to applying for a variety of privately funded scholarships, entering freshmen are particularly encouraged to apply for University Academic Scholarships. These scholarships are awarded to students with outstanding ACT scores and to National Merit and National Achievement semifinalists and finalists. Out-of-state tuition waivers (based on ACT scores) are also available to students. In order to maintain the scholarships, students must keep their cumulative GPA above a 3.00.

Each year, the School of Architecture also makes a special effort to recognize student achievement through scholarships, competitions, and annual awards. These monetary awards are made possible by friends and alumni of the School, as well as by building and industry suppliers, and are awarded on the basis of demonstrated design excellence and financial need. Currently, over 40% of the incoming freshmen in the Bachelor of Architecture program are awarded a five-year University Academic Scholarship (of varying amounts). The following list identifies private scholarships offered along with criteria for student selection (does not include university or AIA scholarships):

Freshmen Scholarships:

The Nathan and Anna Boggan Legacy Scholarship ($5,000)
The Nathan and Anna Boggan Legacy Scholarship seeks to reward high-achieving high school students applying to the School of Architecture at Mississippi State University. Students with demonstrated academic success, leadership experience, and acceptance into the School of Architecture will be considered for this $5,000 annual award. Interested students must have a minimum ACT score of 29 and a high school grade point average of 3.5. Interested applicants can apply through the Office of Admissions and Scholarships, using the university's comprehensive scholarship application.

Fred Carl, Sr. Memorial Scholarship ($1,500)
Applicants must be full-time students at Mississippi State University, entering students in the first-year design studio in the School of Architecture; residents of Mississippi; have achieved a minimum composite ACT score of 28 (or SAT equivalent), and can demonstrate financial need.

Creig B. Hoskins Architects Scholarship ($1,000) 2 Awards
Applicants must be entering the first-year design studio in the School of Architecture; be a resident of one of the following Mississippi counties: Bolivar, Calhoun, Carroll, Coahoma, Grenada, Humphreys, Leflore, Montgomery, Panola, Quitman, Sunflower, Tallahatchie, Washington, Yalobusha; and can demonstrate financial need.

Boral Bricks, Inc. Annual Scholarship ($500)
Applicants must be entering first-year design studio in the School of Architecture at MSU, must be in good academic standing and can demonstrate financial need.

Other Scholarships:

Paul Grootkerk Travel Award ($4,000)
The Paul Grootkerk Travel Award (funded by Ted T. Porter) will be made available to full-time students in the School who will have completed their second year of study. Candidates must have a minimum MSU 2.5 GPA (based on a 4.0 scale), be hard working and can demonstrate financial need.

Creative Windows & Doors/Marvin Windows Traveling Fellowship ($3,000)
In September 2004, Dave Young and Eddie Rives, owners of Creative Windows & Doors, and David Morris, Marvin Windows representative, established this traveling fellowship for a student completing the fifth-year. Awarded for design excellence on comprehensive capstone project.

Rowan Taylor Endowed Scholarship ($2,500)
Applicants must be a full-time student enrolled in the School of Architecture at Mississippi State University and entering the fifth year of architectural study within the school; have demonstrated academic achievement, and maintained a minimum MSU 3.0 GPA (based on a 4.0 scale); have demonstrated exceptional design work or the work ethic and ability to achieve exceptional design work in the fifth year of architectural study; and have demonstrated financial need.

Acme Brick Company Scholarship ($2,000)
Applicants must be: entering the fifth-year design studio in the School of Architecture; have a minimum grade point average of 3.0; be of good moral character; and have demonstrated leadership ability and strong overall academic performance.

Duvall Decker Minority Travel Scholarship ($2,000)
Applicants must be currently enrolled as a full-time student and be a member of an under-represented minority group in the practice of architecture (African American, Latino, Native American, women) and also meet the following criteria: 1) self motivated learner; 2) high GPA; 3) demonstrate financial need.

Eley Guild Hardy Architecture Annual Scholarship ($2,000)
In May 2007, Taylor Guild III and David Hardy established this scholarship to assist talented students in their fifth-year of study in the architecture program.

Mockbee Hall & Drake Scholarship ($1,350)
Applicants must be: entering the fifth-year design studio in the School of Architecture; have a minimum grade point average of 3.0; be of good moral character; and have demonstrated leadership ability.

Charles H. Dean Jr. Annual Memorial Scholarship ($1,000)
Any students in their third- through fifth-year of design studio may apply. Applicants must be full-time students at Mississippi State University; have completed their second-year of design studio in the School of Architecture; residents of Mississippi; and can demonstrate financial need.

Interior Elements Annual Scholarship ($1,000)
Applicants must be full-time students entering the fourth-year design studio in the School of Architecture, be in excellent academic standing with the university, and be a student with exceptional design ability.

Matt L. Virden III and M.L. Virden IV Memorial Scholarship ($1,000)
Students must be entering the third-year (or higher) of design studio in the School of Architecture; have a minimum 2.80 overall grade point average; be of good moral character; have demonstrated leadership; can demonstrate financial need; and be a resident of one of the following Mississippi Delta counties: Bolivar, Carroll, Coahoma, Desoto, Holmes, Humphreys, Issaquena, Leflore, Panola, Quitman, Sharkey, Sunflower, Tallahatchie, Tate, Tunica, Warren, Washington, Yazoo. Established by the Virden Family in 1994 to honor the distinguished careers of Matt L. Virden (architect) and M.L. Virden (engineer).

Stephanie Mihojevich Pizzetta Annual Scholarship ($1,000) 5 Awards
Candidates must be full-time students at Mississippi State University; have completed their second-year of design studio in the School of Architecture; have a minimum grade point average of 3.0; and can demonstrate financial need. Established by Daria Pizzetta in memory of her mother. Ms. Pizzetta is a partner with H3 Hardy Architects in New York City.

Joseph L. Echols D2 Scholarship ($600) 3 awards
This scholarship will provide support to high school students attending the Mississippi State University School of Architecture Design Discovery Camp. Candidates must meet the following criteria: be a high school student who shows an interest in majoring in architecture by taking college preparatory math and science courses and demonstrating ability; show strong work ethic and satisfactory performance; be a minority student from the Marshall County area; demonstrate financial need. The scholarship will pay for all costs (except for one meal) of the selected participants' meals, lodging, and supplies during the eight-day summer workshop.

Johnson-McAdams Design Discovery Camp Scholarships ($600) 4 Awards
Eligible high school students should contact the School of Architecture to request a scholarship application; applicants must be from Leflore County, Mississippi; be sixteen years of age or older; and be genuinely interested in a career in architecture and related disciplines. Minority students and other under-represented populations will also be considered. This scholarship funds four students to attend this eight-day summer workshop. Each scholarship will pay for all costs (except for one meal) of the selected participants' meals, lodging, and supplies.

Pryor & Morrow Annual Scholarship ($500) 4 Awards
Any students in their second- through fifth-year of design studio may apply; are full-time students at Mississippi State University; have completed their first-year design studio in the School of Architecture; are residents of Mississippi; and can demonstrate financial need.

Angelo "Pops" Primos Computer Scholarship 5 Awards (3D Software)
Applicants must be enrolled as full-time students at Mississippi State University; entering the second-year design studio in the School of Architecture; and can demonstrate financial need. Established by Mrs. Primos Smith to honor her father in recognition of his support to young architects in Mississippi.

Joseph L. Echols Scholars Program (Varies)
Candidates for the Joseph L. Echols Scholarship must meet the following criteria: be a current undergraduate and underrepresented student in one of the four MSU CAAD programs: architecture, art, interior design or building construction science; show strong work ethic and satisfactory academic performance; present a satisfactory portfolio of work; demonstrate financial need. Funds can be used for the following purposes: departmental studio and art-related supplies; program-required computers and/or software; annual field trips; or study abroad programs.

Method Studio Undergrad Research Fellowship ($3000/semester)
Funded by Method Studios, an upperclass architecture student is selected to engage in marketplace-driven research with a focus on materials. Presented to a high-achieving student with a minimum MSU GPA of 3.0 and a rigorous application submittal including a Research Essay and Portfolio.

Gensler Diversity Scholarship

Institutions are invited to nominate up to two eligible students per NAAB-accredited program for consideration by Gensler. Gensler reviews submissions and invite finalists to submit a digital video introducing themselves creatively to the jury and presenting their work. Based on these videos, one or more individuals selected as winners are awarded an academic scholarship paid directly to their college or university. Winners and finalists may also be considered for a paid internship at a Gensler regional office and paired with a Gensler mentor who may serve as a

resource during the internship and final academic year. In the past two years, S|ARC has been very successful, with two students winning a scholarship:

- 2014 Larry Travis (one of three 2014 winners)
- 2015 Aryn Phillips (one of two 2015 winners)

Student Awards

A School of Architecture 'Recognition Day' occurs annually at the end of the spring semester; scholarships and special awards are announced. The school presents the AIA Henry Adams Medals and Certificates, the Alpha Rho Chi Medal for Service as well as the ARCC King Medals for Research. Year level book awards and other honors are presented. Induction into various honor societies is announced.

Funded Studios and Competitions

The School has been successful over the years in securing funding for studios and student design competitions. Most of these have been recurring; our association with Pella Windows lasted for almost three decades. The following is a partial list of recent examples:

- Brick Industries of America (3rd Year Studio Award), $5000/year (2009-2014)
- Brasfield & Gorrie Charrette (4th Year w/ BCS, Art, and ID), multiple awards (on-going)
- Creative Windows & Doors/Marvin Windows Traveling Fellowship (5th Year Independent Project Award), $2500/year (on-going)

Travel Programs

The School of Architecture provides two kinds of travel programs. Every year field trips are required of all students in the program – all year levels from first through fifth participate. In addition, there are elective travel options, which are often international.

Field Trip Week

The School holds field trips to be so important that it designates one week each fall semester as "Field Trip Week," and students are assessed a field-trip fee as a part of their tuition. During field-trip week, the entire student and faculty population leaves the Starkville campus on excursions to major North American and European metropolitan centers and other points of interest. The students often prepare for these trips by undertaking case studies of prominent structures in the destination cities as a part of the design studio.

The time on site is divided between structured visits to important buildings, museums, and architectural offices and free time for the students to explore the locations on their own. Some studios situate the work of the semester in the destination cities, and the students conduct project-specific research while they are there.

The students and faculty travel to the following cities during the fall semester (somewhat typical):

- First Year – Savannah or Atlanta (Fall) + Dallas/Ft. Worth (Spring)[6]
- Second Year – Regional (or Philadelphia/Washington D.C.); Cincinnati – Fall 2015
- Third Year – Chicago, IL

[6] Splitting 1st year travel into two short trips and utilizing weekends prevent freshmen from missing too many General Ed classes.

o Fourth Year – New York, San Francisco, Seattle, or Toronto
o Fifth Year – Rome/Orvieto or Rotterdam/Amsterdam[7]

Off Campus Programs (and International Travel)

Many off-campus opportunities exist for our students in both formal and informal ways. All have been noted earlier in this report. The following is a list of off-campus opportunities:

o Co-operative jobs, externships, and internships around the country (NYC, Wash DC, Chicago, Dallas, Seattle, etc)
o Rome (Italy) Summer program – a five week trip to Italy, with the primary focus in Rome, and field trips throughout Italy. This is open to students in all departments of the College.
o Gulf Coast Community Design Studio, Biloxi MS
o Washington Alexandria Architecture Center (WAAC). Virginia Tech's Washington D.C. Program – fall semester exchange open to 3-4 S|ARC students per year

Professional Student Organizations

The School has an active group of professional organizations with national and regional connections. All have been noted earlier in this report. The AIAS Chapter has been a Co-Chapter of the Year and runner-up in the past; they participate in a variety of activities from mounting exhibits, organizing Arbor Day planting events, to the annual Beaux-Arts Ball (since the 1980s). The National Organization of Minority Architecture Students have hosted an annual regional symposium since 2006 (see section "Student Support Services" for a list of past participants).

Tau Sigma Delta organizes all gallery shows and receptions, including the annual TRASHIONshow, with the MSU Fashion Board, focused on re-making clothing/fashion with used materials; the runway show is a popular University-wide event that is streamed on-line. TSD also hosts the college-wide lunchtime "Friday Forum" every Friday of every semester since the 1980s; and organize the receptions for visiting lecturers. TSC participates formally in project reviews; organizes the annual 1st Year Design Student Award and the Faculty Book Award. Alpha Rho Chi frequently sponsors portfolio and other types of student-interest worshops. "Mississippi Modern" – an exhibition celebrating modern architecture in Mississippi conceived and curated by TSD and sponsored by S|ARC, Mississippi Heritage Trust, and the Mississippi Department of Archives and History – is touring the state. The Mississippi Modern exhibition schedule includes Starkville, Greenville, the Charnley-Norwood House (a Sullivan/Wright home) in Ocean Springs, and the Old Capitol Museum in Jackson.

Active student organizations include:

o AIAS (American Institute of Architecture Students)
o Alpha Rho Chi
o NOMAS (National Organization of Minority Architecture Students)
o Tau Sigma Delta Architectural Honor Society

Design Discovery Summer Workshop / Camp

The School of Architecture offers a summer workshop camp for high school students (and for college students looking for a career change to architecture). The program is an eight-day summer workshop that is intended to answer many of the questions about architecture, design, and interior design as fields of study or professions. The major goal of the workshop is to simulate the information, skill, and the intensity required for a design education (in the studio environment), while providing a clear insight into the practice. With this experience it will be possible for the participants to make an informed career decisions about architecture and its related disciplines. The workshop is organized by a tenured, tenure-track or clinical faculty member; upper level students are recruited through a competitive process to be 'assistant instructors' (with pay). Studio assignments, lectures, workshops, and a film series are fully integrated into a

[7] Two week study abroad established as a formal component of the 5th year program in Fall 2014.

comprehensive experience. Multiple minority scholarships are available to fully fund high school student participation.

Other resources and support for students

- o TRIO Program: First generation and low income student support
- o Disability Support: Assists in determining the classroom accommodations and assistance for students with phusucal and learning disabilities
- o The Learning Center: Learning Skills Support Program; Promise Student Support Program; Tutoring

Noteworthy Student Accolades

The following students have engaged in individual or team research resulting in notable awards, and/or graduate school acceptance (recent selections):

2015 STUDENT ACCOMPLISHMENTS: national

- SCHOLARSHIP Awarded. AIA St. Louis Chapter. **Curtis Reed**. $500 AUG 2015

- **Aryn Phillips** (4th Yr student). Named 2nd PLACE for the International 2015 *Gensler Diversity Scholarship Competition.* Major financial award and Special Summer Internship. (Nomination led by E. McGlohn + M. Berk) March 2015

- NATIONAL AWARD. BTES (Building Technology Educators Society) Student Award for 2015. BTES (Building Technology Educators Society). "The Leaky American Dream: A Study of Air Infiltration Rates of Residential Construction Over Forty Years." Students: **Ria Bennett** (3rd Year), **Cody Smith** (4th YR); and Bill Plott (BCS). $1000 Award. Best undergraduate paper. (Under guidance of E. McGlohn's Audit Squad). April 2015

- NATIONAL FELLOWSHIP awarded. ICAA (Institue of Classical Architecture and Art) Fellowship to Summer Program in NYC for summer Institute. **Scott Polley**. 1 of 18 students selected out of 50 applicants. Summer Studio in Classical Architecture. The ICAA Summer Studio in Classical Architecture is a four-week, immersive program introducing students to skills, knowledge and resources essential to the practice and appreciation of classical design. Students build a foundation in Classical Architectural Design and Composition, the Elements of the Classical Language, Proportion, the Literature of Classical Design, Drawing & Rendering, and Traditional Materials. May 2015. http://www.classicist.org/programs/summer-studio-in-ca/

2014 STUDENT ACCOMPLISHMENTS: national

- **Larry Travis** (4th Yr student). Named 1st PLACE for the International 2014 *Gensler Diversity Scholarship Competition*. Major financial award and Special Summer Internship. (Nomination led by R. McCann + M. Berk) Jan 19 2014

- **Katherine Ernst** (4th Yr) was selected to be a research assistant for NEH Proposed Study and Grant Research Collaboration w/ Boston University Archaeology Department in the Gediz River Valley in Western Turkey (Summer 2014). Funded by the National Endowment for the Humanities (NEH). She will work under the guidance of Tim Frank. Awarded March 2014

- NATIONAL STUDENT AWARDS (National Fraternal Service Award). Faculty Advisor: Justin Taylor. *Alpha Rho Chi Grand Council* recognized the dedication and hard work of two student members from Mississippi State University (MSU) on October 18, 2014. **Melinda Ingram** and **Sang Nguyen** received the 'National Fraternal Service Award' for their efforts developing and supporting national fraternity projects and mentoring other student members at universities across the country. The award is presented in the form a gold lapel pin modeled on the fraternity's crest and is worn alongside the fraternity's badge. Nov 2014. Houston TX (Univ of Houston)

- 5th year student accepted to *MIT's* MDes. Program in Computation starting in August, 2015: **Scott Penman**

2013 STUDENT ACCOMPLISHMENTS: national

- NATIONAL SCHOLARSHIP The Mobile Chapter of the American Institute of Architects, in association with the AIA Component Scholarship Program is pleased to award a $2000 2013 Scholarship to **Carolyn Lundemo**. Carolyn is a graduate of Gulf Shores High School and is currently a fifth year student of Mississippi State University School of Architecture. Nov 2012

- NATIONAL EXHIBITION **Jordan Gill** (4th yr). Watercolor piece, entitled: 'Corteza Viva', was selected to be a part of w/ MS Museum of Art exhibit and documentary film: *Subsippi.*

- NATIONAL FILM SELECTION. Two student film documentaries from the fall 2012 Theory of Urban Design course were selected for inclusion in the 2013 Crossroads Film Festival in Jackson MS.
Dennis Daniels, Nels Long, and Joe Mangialardi, Visible ( )
Taylor Coleman, George Jordan, and Cody Millican, Jackson Mobile: a new alternative

- 5th year student accepted to *Sci-Arc's* MDes.R, Emerging Systems, Technology + Media program starting in August: **Nels Long**; and to the *Architectural Association of London's* graduate program in Urban Design: **Ariel Westbrook**

2012 STUDENT ACCOMPLISHMENTS: national

- NATIONAL FILM SELECTION. Six teams of MSU Fifth Year Architecture students have had documentary films selected for inclusion in the thirteenth annual "Crossroads Film Festival," April 13-15, in Jackson. The event is Mississippi's Premier Film Festival and is hosted by the *Crossroads Film Society* whose mission is to celebrate "the art of filmmaking in all of its diversity and depth...facilitate and promote a broader spectrum of film and video for the community... present and honor films and videos related to Mississippi and the South, and ... provide educational opportunities and facilitate general discussions for film lovers and aspiring film makers."

The six documentaries selected are:
Richard Akin, Raymond Huffman, and Taylor Poole, *From Field to Fork* (Award winner)
Scott Archer, Charles Barry, and Ryan Morris, *Chinese Potatoes* (Award winner)
Audrey Bardwell, Aaron Schwartz, and Meredith Yale, *Madison the CityNeeds (Renewable) Energy*
Anthony Dinolfo, Ryan Santos, and Amy Selvaggio, *Point A to Point B*
Ingrid Gonzalez, Sam Grefseng, and Chris Hoal, *The Built Environment of Jackson*
Lauren Arrington, Robert Featherston, and Jessica Harkins, *Ward 3: Area in Need of Renewal*

- 5th year student accepted to *Columbia's* Graduate Program in Urban Design: **Scott Archer**; and to *Rhode Island School of Design's* Graduate Program in Interior Architecture: **Amy Selvaggio**

I.2.2 Physical Resources

The School of Architecture at Mississippi State University consists of two separate locations in the state. The main campus location is Giles Hall, which houses the first four years of study, and the 5th Year Branch location is housed in the Jackson Center (Stuart C. Irby, Jr. Studios) in downtown Jackson, Mississippi.

Giles Hall, Main Campus – Starkville

The School of Architecture (Giles Hall) facilities are excellent. The remodeled brick 1920s livestock-judging pavilion along with a significant 1980s modern addition provide studio space, administrative offices, and support facilities, such as a woodworking shop, metal shop, 3D fab lab, plotter lab, and library. The daylight in the building is excellent. The building has a total of 68,500 square feet on three levels. The building is fully accessible and has undergone major upgrades performance upgrades, including: lighting (fully LED energy-efficient, 2014) and smoke-, fire-, and sprinkler- protection retro-fits (summer 2015).

Studios

Studio space is provided for all students. The primary space is a 2-story large open structure (with mezzanines), affectionately known as the 'Barn,' which houses three design studios. Each year level has a location in the building open to all students. Each studio year level has an adjacent 'discussion area' for group critiques with projection system and touch screen technology. Pin-up space occurs all over the building; these areas have increased since the last APR. Undergraduate studio spaces can accommodate 150 students comfortably – and up to 175 uncomfortably – for year levels 1 through 4. Each student has his/her own desk and access to this desk 24 hours a day, seven days a week. The School emphasizes that the studio is the personal workspace for each student and believes that students can learn much from each other in this environment. The studios are arranged to facilitate teaching and foster 'an awareness' among students of the work of their classmates in all year levels. The building has a card-reader system for security.

Administration Suite and Offices

The main offices and faculty offices are located in the 1980s addition. Each faculty member has his or her own office with a balcony and full access to the front offices, a kitchen/lounge area, mailboxes, and services. A conference room, which seats 16 comfortably, is adjacent to the lounge area and is shared by the School of Architecture and the Dean's office. Each faculty and staff member has either a desktop or laptop computer (or both).

Auditorium + Jury Room

The auditorium (seating 190+) and jury room (seating 50+) contain state-of-the-art technology. Podiums include computers with VCR and DVD, and a document camera; these are connected to high-def projectors and sound-systems. The equipment is well maintained; the technology equipment in both of these locations undergoes regular upgrades as well.

The School raised private funds to further enhance and remodel the Jury Room; it was renamed the *Michael Fazio Jury Room.* (On the following plans, the Jury Room is the *triangular shaped Lecture Room* noted on the first and second floors.) The Auditorium was named in 2011: the *Robert and Freda Harrison Auditorium*. The Harrison's generous contribution supported seating, flooring and wall surfaces upgrades.

Architecture Library + Gallery Spaces

The library and gallery spaces are seamlessly integrated within the building. They can be visually accessed from both main levels of the building. It feels like the stacks and books are an extension of the first year studio in the barn, with only a glass wall between the two. Both library and gallery perform other duties; they are meeting spaces and conference spaces; and the gallery is often

used for project reviews.

The School raised private funds to further enhance and remodel both spaces in recent years. The Architecture Library was renamed the *Bob and Kathy Luke Library* in 2013. The Architecture Gallery will be renamed the *Richard and Charlotte McNeel Gallery* in 2018.

Seminar / Classroom Spaces

Two seminar/classroom spaces (seating 15+) exist within the building. Traditional and formal lectures occur mostly in the Jury Room and the Auditorium. The seminar/classroom spaces are unequipped with smart classroom technologies, but this technology can be brought in on carts. The conference tables and seating make for excellent 'small group discussion' venues. Additional review/seminar space is now available in the basement (former Grad Lab space). It is used when the Jury Room is booked – and is currently being used for additional NAAB Archive space.

Fabrication | Shop

The wood/metal/fab shop is located in the Basement Level and open to the service court behind the building; this area has undergone significant layout and equipment upgrades since the last team visit. The basement level has digital fabrication equipment, a variety of saws, sanders, and other woodworking and metal tools, and a sawdust collection system. Students use these tools in the construction of a wide range of projects in various classes [a detailed list of equipment is located at the end of this section]. In addition, S|ARC students have access to a wide array of equipment operated by the Departments of Art and Building Construction Science (located in Howell Hall).

Photo-Documentation Station ---- Basement

In 2014, provisions were made for students to document 3-D and 2-D work. A Photo-documentation station is located in a fixed alcove at the east end of the basement. Fixed tables, black backdrop, and lighting are provided. Students are required to document their work. The College also provides another Photo-documentation Lab in the Art Department with professional assistance, available to all CAAD students and faculty.

Research Center (CSTC)

The Carl Small Town Center occupies a prominent location on the First Floor level adjacent to the main outdoor court space in the newer addition. Multiple Research Assistantships are available to students in the Center. A recent Belinda Stewart, FAIA, Fellowship (2013) serves to fund a summer student researcher.

Information Technology, Computing + Print/Plot Lab

The Print/Plot Lab is located on the First Floor of the barn adjacent to the studios (see list at the end of this section). The School has been recognized nationally as one of the most progressive schools in the U.S. relative to the integration of technology in the design studio (the Boyer Report). In 1993, the School was the first architectural program in the country to require all students to purchase a laptop computer for use in the studio curriculum. Minimally, all students are required to have a laptop machine (and printer) with current versions of Adobe creative suite, MS Word, Sketch-Up, Rhino, AutoCad, and Revit. In 1997, a graduate program was initiated with an emphasis on digital design and fabrication (this program was put in hiatus in 2012 in response to the economic downturn). All Autodesk products – including Revit and 3D Max – are provided free to students via the MSU Site License.

Stuart C. Irby, Jr. Studios – Jackson Center, 5th Year Program – Downtown Jackson MS

The Fifth Year Program, located in the newly renovated 509 Capitol Street Building (adjacent to the Old Capitol Building), is beautifully situated in the historic section of downtown Jackson. The Irby Studios have 20,800 square feet on three levels in addition to a cellar with a full shop. The

building is fully accessible. This historic structure was recently renovated into a landmark design center with two wood-lined atrium galleries that bring life, light, and air throughout the structure. A video-monitored camera and card-reader at the front door provide security. In addition, recent technology upgrades (higher capacity wi-fi, installation of a fiber-optic connection, and additional hardwired Ethernet ports) make this a state-of-the-art facility.

Studios (third floor)

Studios are open plan and receive excellent daylight from two north facing monitors in addition to windows on the north and south elevations. Each studio space has an adjacent meeting, sitting, and pin up review space; each student is assigned a personal workspace with 2-3 desks. Studio space capacity is comfortable for approximately 35 students; and has accommodated up to 44 students. Students have access to the building 24 hours a day, seven days a week. The building has a card reader for after-hours security.

Administration and Offices (second floor)

The administrative office houses two faculty offices and a reception area located on the 2nd floor.

Plot Lab + Digital Fabrication (second floor)

Printers, plotters, laser cutters, and large format scanners are located in a lab on the second floor. Students have full access to these resources 24/7.

University Suite (second floor)

MSU has a suite of offices on the 2nd Floor for the Stennis Institute of Government, the Office of the President, and a University recruiter.

Lecture Hall / Seminar Classroom (first and second floors)

The building houses a Lecture Hall (seating 50 comfortably; 70 uncomfortably) with state-of-the-art technology on the ground floor; and a smart seminar classroom (seating 40) upstairs overlooking the street with a balcony.

Gallery Spaces / Jury Spaces (first floor)

Two atriums (with sky monitors) bring natural light down to the ground level gallery spaces. These galleries are the heart of the Irby Studios and transmit light throughout the building. These spaces also provide extraordinary settings for juries and reviews.

Library (first floor)

The Jackson Center Architecture ‘satellite’ Library is located on the ground floor with a broad storefront facing Capitol Street.

Shop (basement)

The Jackson Center has a complete wood shop and small metal fabrication space [a detailed list of equipment is located at the end of this section]. In addition to internal firestair and elevator access, the shop space opens directly onto a rear alley by means of an areaway.

Information Technology Resources (hardware – software – networks)

Giles Hall – Main Campus

Giles Hall is fully networked, with over 240 100–megabit Ethernet ports and WiFi. Ports are located in every office, classroom, studio space, and the library. The entire building has wireless Ethernet capability. Printers, plotters, and scanners are located in a lab near the studios. Students have access to these resources 70 hours per week. A full-time IT Manager provides technology support to the students, faculty, staff, and the research centers. The campus wide

Information Technology Services department manages server access and support for faculty and staff with a dedicated Desktop Support Services Specialist.

Each faculty and staff member has either a desktop and/or laptop computer with software appropriate to their area of research; minimally, the machines have the latest version of MS Word and Adobe Creative Suite. There are multiple shared laptop computers and two shared projectors available for faculty use. The auditorium and jury room have now been updated to University Level II technology classrooms. This upgrade includes a stationary computer with VCR and DVD in a lectern, as well as a fixed projector and sound system conferencing, and remote-classroom capability that is considered an MSU Level II Classroom. Each faculty/staff member has a dedicated I:\Drive on the server.

Jackson Design Center (5th Year Program), Stuart C. Irby, Jr. Studios, Jackson MS

The Fifth Year Program, located in the recently renovated 509 Capitol Street building, is fully networked, with over 140 100-megabit Ethernet ports. Ports are located in every office, classroom, studio space, and library. Printers, plotters, and scanners are located in a lab on the second floor. Students have access to these resources 24 hours a day, 7 days a week. The college has upgraded the network infrastructure to include Wi-Fi capability. The large classroom on the Ground Floor has also been upgraded to a Level II Technology Classroom. Each faculty/staff member has a dedicated I:\Drive on the server.

[See specific information about IT resources at the end of this section.]

Proposed Physical Resource Changes

Outdoor Shop Expansion

Proposed for Giles Hall are a series of outdoor covered fabrication areas in the service court (w/ infra-red heaters) to support Design/Build Fabrications and to expand the studio and shop space, allowing students to engage in noisy and dusty work (plaster and concrete casting, full-scale assemblies, etc.) without compromising the indoor air quality of the studio spaces. The current wood shop facilities do not have sufficient workspace to engage in these kinds of fabrications.

---Action Plan: None specific at this time; fund-raising efforts underway.

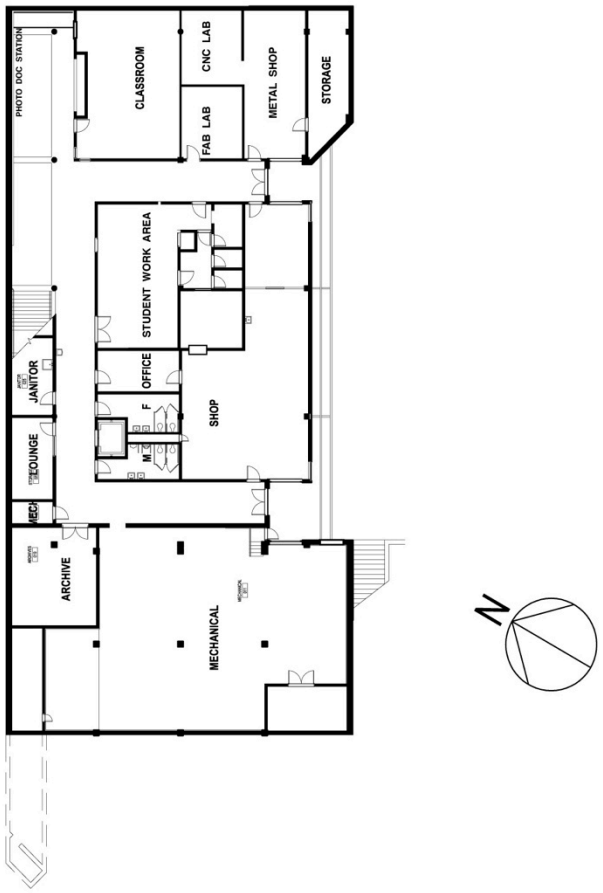
Visual Arts Complex --- College of Architecture, Art, and Design

The College is in the midst of a capital campaign to construct a new College of Architecture, Art, and Design 'campus' in the environs of Giles Hall. The University has promised to the College the adjacent Howell Hall, which has expansive shop and fabrication resources. Currently the Art and Interior Design departments are located in other buildings across the campus. Once realized, this complex would bring the entire College into the same vicinity. The proposal includes renovating both Giles and Howell and adding an 'architectural link' between both existing buildings. The specific advantages to the School of Architecture would be additional studio spaces, seminar spaces, expanded library and gallery, expanded shop/fabrication facilities, and a college-wide student lounge. By providing a dedicated 'Dean's Office', this new facility would allow the School of Architecture to reclaim its former front office space in Giles Hall.

---Action Plan: Capital Plan is progressing. Funded design studios have programmed the new project and developed design concepts and proposals for upper administration.

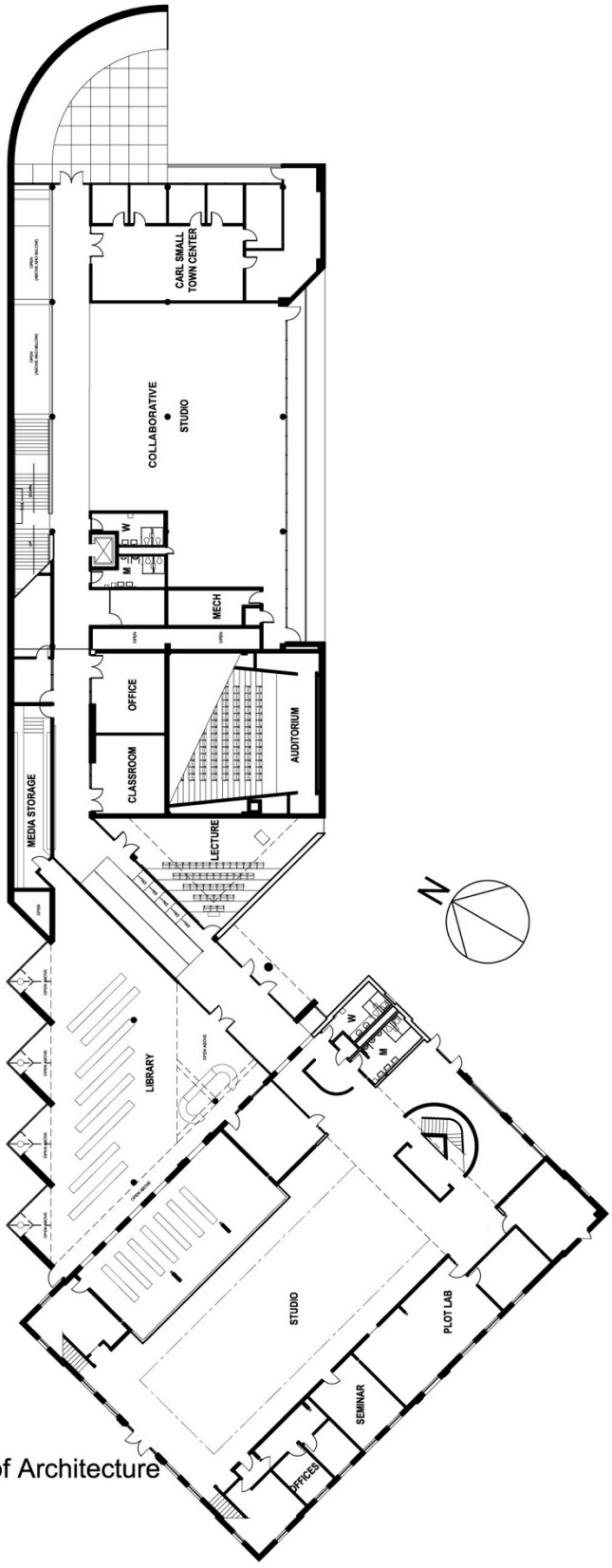
Plans of Buildings

See following pages for plans of the Giles Hall Architecture Building and the Jackson Center (Stuart Irby 5th Year Studios):



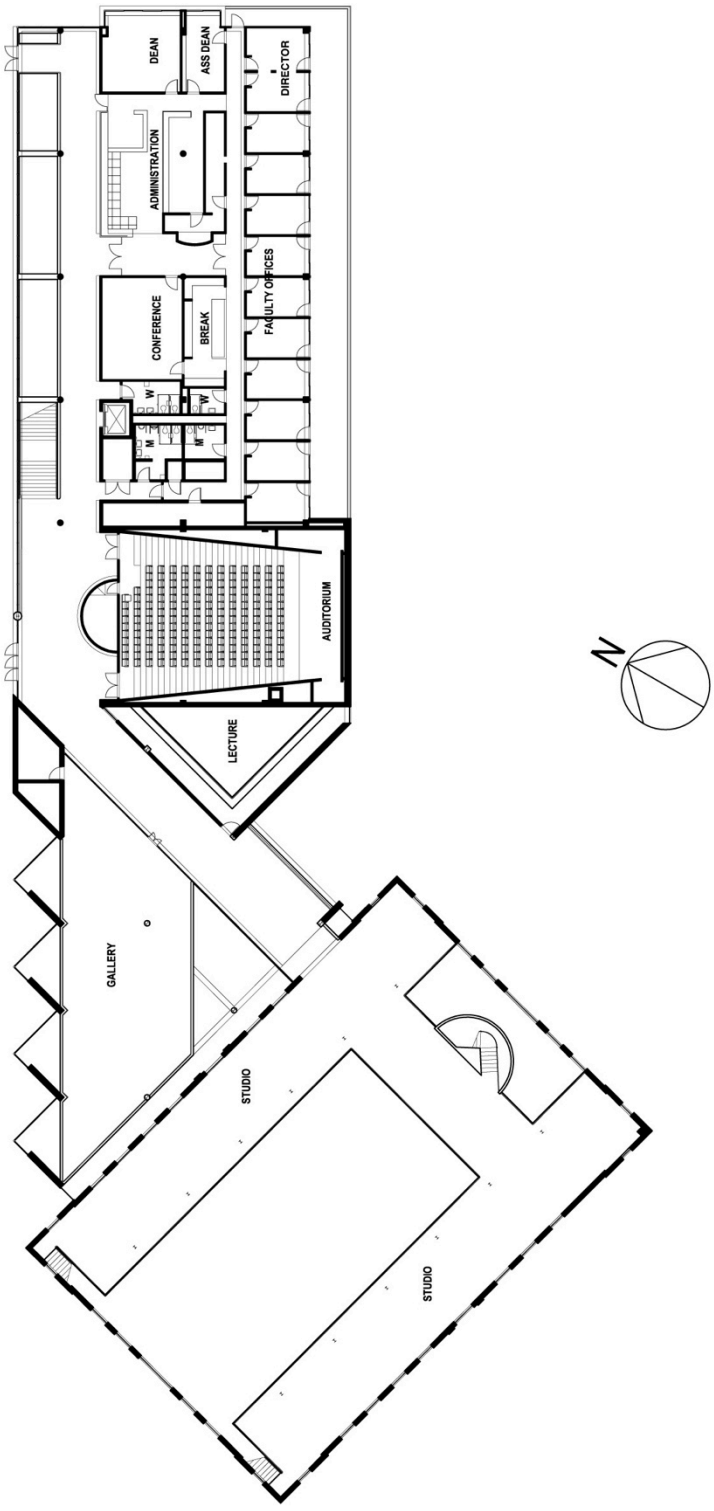
BASEMENT

Mississippi State University School of Architecture
Giles Hall
Starkville, Mississippi



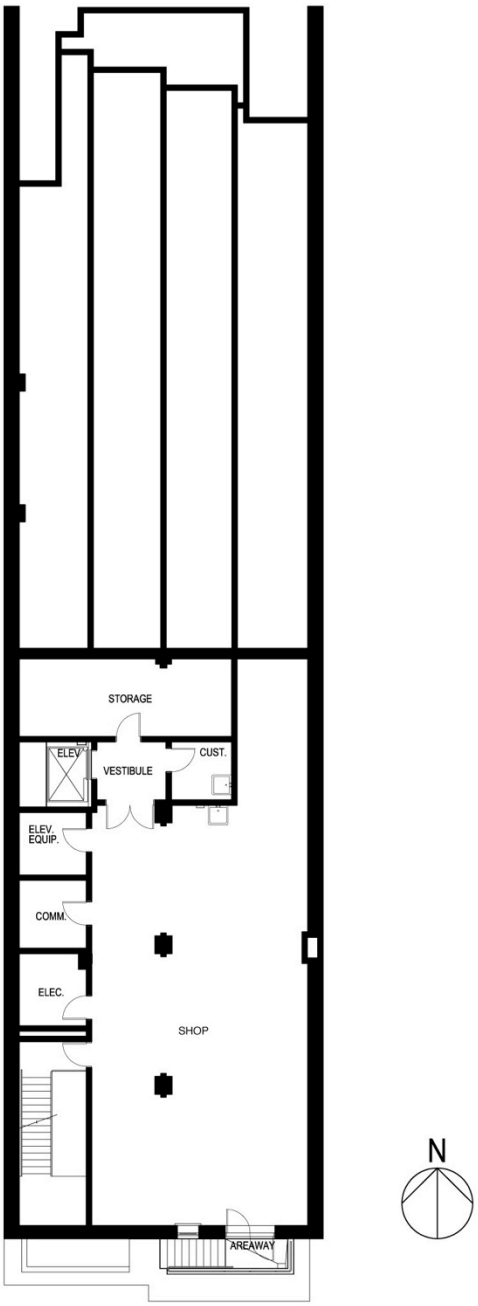
FIRST FLOOR

Mississippi State University School of Architecture
Giles Hall
Starkville, Mississippi



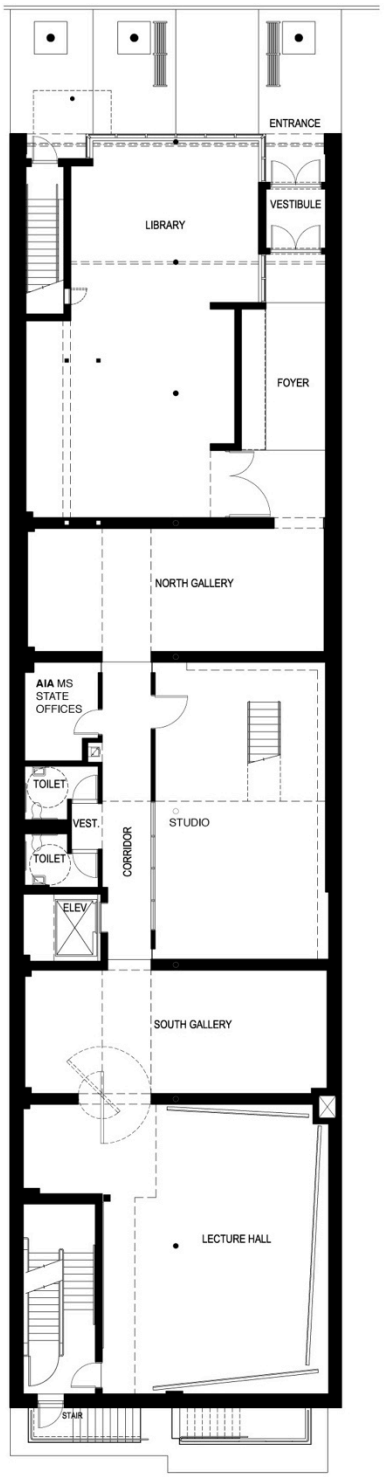
SECOND FLOOR

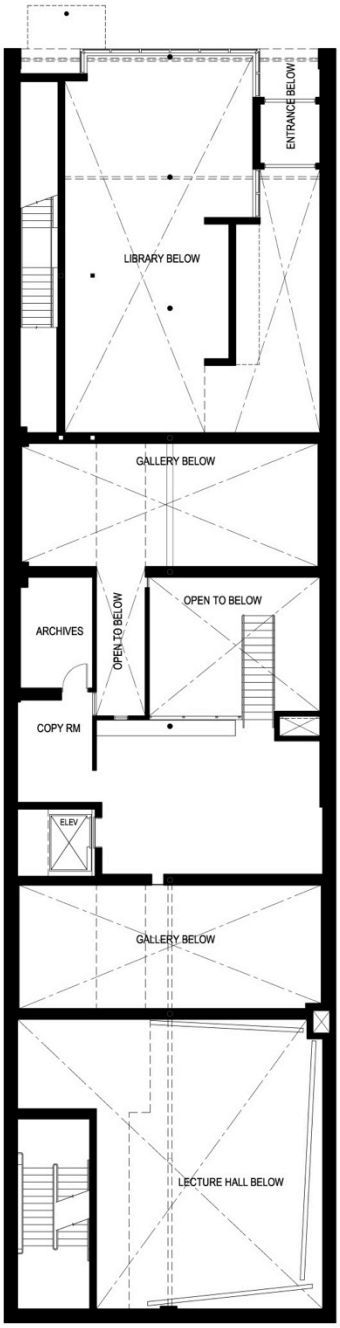
Mississippi State University School of Architecture
Giles Hall
Starkville, Mississippi



BASEMENT

Mississippi State University School of Architecture
Stuart C. Irby Jr. Studios
Fifth Year Program - Jackson, Mississippi

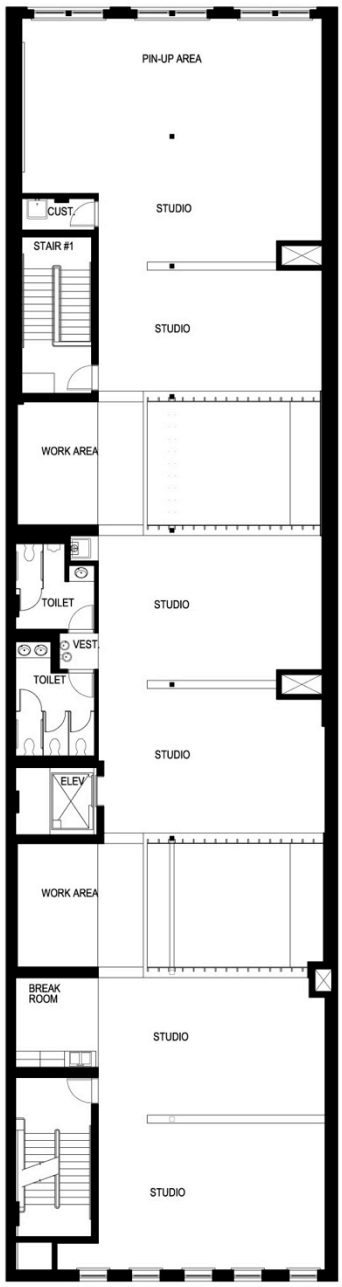




FIRST FLOOR

MEZZANINE

Mississippi State University School of Architecture
Stuart C. Irby Jr. Studios
Fifth Year Program - Jackson, Mississippi



SECOND FLOOR

THIRD FLOOR

Mississippi State University School of Architecture
Stuart C. Irby Jr. Studios
Fifth Year Program - Jackson, Mississippi

IT, Shop, Fabrication Resources

IT Resources for Student Access

Giles Hall Equipment for Student Access

- (1) 42" Scanner
- (1) Black and White Multi Function LaserJet (serves 8.5 x 11 and 11x17), includes scanner, copier and Laser printer. (Available 24/7)
- (1) Color Multi Function LaserJet (serves 8.5 x 11 and 11x17) includes scanner, copier and Laser printer. (Available 24/7)
- (4) 36" Plotters (Draft, Standard, Presentation and High Quality)
- (2) Portable projectors
- (1) Photocopier (In Giles Library)
- (4) Wacom Tablets
- (1) NAS File Storage Server

Giles CADCAM Lab

- Universal LS460 Laser Cutter:
  Undergraduate students have access to two (2) 18" X 24" laser cutters, with air assist cutting and honeycomb fume extraction table. Students and one faculty supervisor monitor and assist students with use of the laser cutter. Lab fees cover minor maintenance on the machine facilitating use of the machine. The students are required to provide their own materials. *There is a 15-minute block charge for using the laser cutter in order to pay for the lab workers to setup and monitor cutting.*
- 3D Printer ZPrinter 310:
  Undergraduate students have access to one (1) powder based 3D printer, with a maximum possible print size of 7" x 7" x 9"Height. Due to the significant cost of the materials used in the machines the students are required to pay for each part printed. The price for each part is calculated based on the volume of the actual part being printed. The graduate students and the faculty supervisor strictly monitor this equipment. All setup and printing is controlled by a trained graduate student to ensure no unnecessary cost to other undergraduate and graduate students.
- 3D Printer CubeX:
  Undergraduate students have access to one (1) plastic based 3D printer, with a maximum possible print size of 10.75 x 10.75" x 9.5"Height. Due to the cost of the materials used in the machines *as well as the student worker labor* the students are required to pay for each part printed. The price for each part is calculated based on the volume of the actual part being printed. The students and the faculty supervisor strictly monitor this equipment. All setup and printing is controlled by a trained ~~graduate~~ student to ensure no unnecessary cost to other undergraduate students.
- Shopsabre 4896 CNC router:
  The students have limited access to one (1) 4' x 8' CNC (Computer Numeric Control) router. This machine is used in a limited capacity due to the complexity of programming. One Faculty is responsible for assisting students in equipment setup and programming. Students lab fees and a per cut charge cover the basic router bits used in the machine. Students must provide their own material
- Vacuum Form 10" x14":
  Students have open access to one (1) 10"x 14" vacuum form. Each student is responsible for material and operation.
- Software:
  Software required for running the Laser Cutter, 3D Printer, and ShopSabre is available in the Digital Fabrication Lab. This software due to its expense and specialty is not available openly for students to use on personal computers. Students typically use a variety of typical studio

based modeling and drafting software to create models, then transfer the files to the lab computer for setup, cutting, and/or printing.

Jackson Design Center Equipment For Student Access

- (2) Desktop Computers
- (1) 11x17 Scanner
- (1) Black and White LaserJet (serves 8.5 x 11 and 11x17)
- (1) Color LaserJet (serves 8.5 x 11 and 11x17)
- (3) 36" Plotter
- (1) 32"x18" Laser Cutter
- (1) Photocopier

Library: (All owned by the University Library)

- (1) Faculty Desktop
- (1) Staff Desktop
- (2) Card Catalog Desktops (Student Access)
- (4) Lab Desktops (Student Access)
- (1) 8.5x11 Scanner (Student Access)
- (1) Photocopier (Student Access

IT Resources for Faculty and Staff

S/ARC

- (2) LaserJet Printers (Budget Office)
- (1) Photo Copier/Fax Printer Combo (Budget)
- (2) LaserJet Printers (Staff)
- (1) Color Multi Function (8.5 x 11 and 11x17) includes scanner, copier and Laserjet printer
- (1) VHS to DVD burner (In Giles Lab)
- (1) MSU ITS managed File Server

Giles Hall Faculty/Staff

- (3) PC Desktops
- (8) Mac Desktops
- (7) PC Laptops
- (4) Mac Laptop

Jackson Center Faculty/Staff

- (3) PC Desktops
- (1) PC Laptop
- (2) 8.5x11 Scanners

Dean's Office

- (3) PC Desktops
- (3) Mac Desktops
- (3) Mac Laptops
- (1) PC Laptop for Faculty Checkout (in Giles Library)

Fabrication and Shop Resources for Students, Faculty and Staff

Giles Hall Facilities

Wood Shop

- 2-Saw Stop Table Saws
- 4-Bandsaws
- 2-Scroll Saws
- 1-15" Planer
- 1-8" Jointer
- 1-18" Wood Lathe
- 1-8" Panel Saw
- 1-Drill Press
- 1-Bench Grinder
- 2-12" Sliding Compound Miter Saw
- 1-12" Compound Miter Saw
- 1-Table w/Router
- 1-12"Disc and 6" Belt Table Sander
- 1-12"Disc and Oscillating Table Sander
- 1-V28 ½" Hammer Drills
- 1-V18 ½" Driver-Drills
- 2-V28 Sawzall Reciprocating Saw
- 3-Corded Hand Drills
- 3-Cordless Hand Drills
- 3-Circular Saws
- 3-Orbital Hand Sanders
- 2-Palm Sander

- o 3-Belt Sanders
- o 3-Handheld Routers
- o 2-16 Gauge Finish Nail Guns
- o 2-18 Gauge Brad Nail Guns
- o 1-Deep Cut Portable Band Saw
- o 1-18 Gauge Shear
- o 1-10 Gauge Nibbler
- o 1-14 Gauge Shear
- o 2-Wet/Dry Vacuum Cleaners
- o 2-Variable Speed Heat Guns
- o Ton Chain Hoist
- o 5-Jig Saws
- o Assorted rulers, tape measures, squares, clamps, screwdrivers, hammers, saws and other hand tools
- o A collection of work benches, stools and other furniture
- o 2-Dust Collector Systems
- o 2-Air Filtration Units

Metal Shop

- o 1-48" Brake
- o 1-Mig Welder
- o 1-Horizontal Band Saw
- o 1-Vertical Band Saw
- o 1-Drill Press
- o 1-14" Chop Saw
- o 1-Plasma Cutter
- o 1-Pipe Threader
- o 1-Acetalyne Cutting Torch

Collaborative Studio Resources

- o 16' Enclosed Work Trailer
- o 2-3300 Watt Generators
- o 1-Tablesaw
- o 1-12" Compound Miter Saw
- o 1-Portable Air Compressor
- o 1-Portable Concrete Mixer
- o 1-Hammer Drill
- o 4- Corded Hand Drills
- o 2-Cordless Hand Drills
- o 2-Circular Saws
- o 2-Framing Nail Guns
- o 2-15 Gauge Finish Nail Guns
- o 1-Jigsaw
- o 2-Orbital Sanders
- o 2-Reciprocating Saws
- o 4-Step Ladders
- o 1-32' Extension Ladder
- o 2-Work Lights
- o 2-Safety Harnesses
- o 2-Fire Extinguishers
- o Assorted hammers, squares, levels, shovels, wrenches and other hand tools

Jackson Center (5th Year Program) Facilities

Wood Shop

- o 1-Saw Stop Table Saw
- o 1-Scroll Saw
- o 1-12" Miter Saw
- o 1-10" Miter Saw
- o 1-Router Table
- o 1-Drill Press
- o 1-Sanding Station
- o 1-Band Saw
- o 1-Planer
- o 1-Joiner
- o 1-Jigsaw
- o 1-Belt Sander
- o 1-Corded Drill
- o 2-Shop Vacs
- o 1-Milwaukee Hammer Drill
- o 1-Power Saw
- o 2-Palm Sanders
- o Assorted rulers, tape measures, squares, clamps, screwdrivers, hammers, saws, replacement blades, portable work lights, and other hand tools
- o A collection of work benches, stools and other furniture
- o 1-Dust Collector System

Metal Shop

- o 1-48” Brake
- o 1-48” Shear
- o 1-48” Roller
- o 1-12” Grinder
- o 1-Mig Welder
- o 1-Spot Welder
- o 1-Rivet Gun
- o 1-Hand Crimper
- o Assorted hand shears (left, right, and center)
- o Assorted goggles and welding masks

I.2.3 Financial Resources

Description of Institutional Process for Allocating Financial Resources to the Professional Degree program

The University's President, Dr. Mark Keenum, is committed to increase operating support, and growing the university student population. Student growth did help alleviate the severity of budget cuts and in the past two-three years the State funding has stabilized. The School of Architecture budget fluctuations in salaries shown below have been primarily due to faculty and staff position movements between units with the start of the Building Construction Science Program in the College. Revenues are up within the state, and economic forecasts look stable as we move forward into A.Y. 2015-16.

Annual Educational & General (E&G State funding) – School of Architecture

The School of Architecture received reasonably stable funding during the 2009/10-2015/16 time period since the last architectural accreditation visit.

The following table shows the School of Architecture annual Educational and General (E&G State Funding) budgets by year since the last 2010 NAAB visit.

A.Y.	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Salaries	$1,122,370	$1,189,285	$1,380,967	$1,619,269	$1,528,326	$1,570,091
Operating Expenses	$150,824	$138,924	$136,224	$136,224	$136,224	$136,224
Capital Improvements	NA	$59,500	$50,143	$410,000	$498,000	TBD
Travel	$5,870	$5,870	$5,870	$5,870	$5,870	$5,870
Total budget	**$1,279,064**	**$1,393,579**	**$1,573,204**	**$2,171,363**	**$2,168,420**	**$1,712,185**

NOTE: This does not include advancement funds or gifts – only what the State provides.

Funding Comparisons for Professional Degree Programs on campus based on Annual Educational & General (E&G State funding):

The following charts present comparisons of annual E&G Expenditures per undergraduate student with other professional programs at the institution.

The following chart presents annual E&G Expenditures (only) per undergraduate student*

Architecture*			
Year	Enrollment	E&G Budget Expenditure	Exp/Student
2010/11	237	$1,279,064	$5,397
2011/12	228	$1,334,079	$5,851
2012/13	224	$1,523,061	$6,799
2013/14	213	$1,761,363	$8,269
2014/15	201	$1,670,420	$8,311
2015/16	TBD	$1,712,185	TBD

*NOTE: Does not include Advancement Funds, Lab Fees, Field Trip Fees, Capital Improvements and other discretionary funds, which support student activities.

Landscape Architecture			
Year	Enrollment	Budget Expenditure	Exp/Student
2010/11	174	$903,453	$5,192
2011/12	156	$977,708	$5,926
2012/13	136	$990,285	$7,282
2013/14	139	$924,349	$6,650
2014/15	108	$952,134	$8,816

Industrial Engineering			
Year	Enrollment	Budget Expenditure	Exp/Student
2010/11	249	$922,539	$3,705
2011/12	263	$1,043,945	$3,969
2012/13	263	$1,058,278	$4,024
2013/14	265	$1,091,269	$4,118
2014/15	250	$1,113,094	$4,452

School of Accountancy			
Year	Enrollment	Budget Expenditure	Exp/Student
2010/11	438	$1,271,066	$2,902
2011/12	418	$1,442,538	$3,451
2012/13	423	$1,462,659	$3,458
2013/14	437	$1,491,212	$3,412
2014/15	431	$1,515,979	$3,517

Lab Fees - School of Architecture:

Lab fees: are used to supplement operating expenses by providing extra benefits to the students. Revenue: is also collected based on individual student usage of print, plot, or shop materials (paper, wood, 3D print materials, etc.). Expenditures: The lab fees (and related revenue) provide assistance for upgrade purchases, maintenance, and general operations of: plotter labs, fabrication labs, and the wood & metal shops. This also includes allocations for highly specialized equipment such as: laser cutters, Plotters/printer, Scanners, 3D printers, and CNC routers.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16*
Lab Fees	$67,055	$63,193	$59,744	$53,216	$54,455	$59,532
Revenue	$42,473	$65,200	$63,325	$66,207	$84,005	$64,242
TOTAL Income	**$109,528**	**$128,393**	**$123,069**	**$119,423**	**$138,460**	**$123,774**
Expenditures	$69,774	$98,755	$118,551	$117,862	$184,950	$117,978

*Projected

Field Trip Fees - School of Architecture:

Field trip fees are used to fund the School's Annual Field Trip Week Program. Each fall semester, the separate studios (Year-levels 1 thru 5) each travel to prescribed destinations in the US; 5th-Year Studio has a 2-week Study Abroad component. The official 5th-Year Studio Trip was first approved in Spring 2015.

	2010/11	2011/12	2012/13	2013/14	2014/15**	2015/16*
Field Trip Fees Years: 1-4	$64,600	$65,900	$64,000	$62,600	$117,000	$115,600
Field Trip Fees 5th Year	N/A	N/A	N/A	N/A	$80,000	$60,000
TOTAL	$**64,600**	$**65,900**	$**64,000**	$**62,600**	$**197,000**	$**175,000**

** *New* Field Trip Program Fee Structure was Approved *Projected

Development (Advancement) Overview – School of Architecture

The School of Architecture (S|ARC) has continued its financial growth from private contributions since 2010. The School continues to expand its giving base each year and to prospect for new donors to the program. The University completed a five-year "SEC State Pride" campaign in 2013 and the School of Architecture received major gifts in the form of endowments, scholarships and pledges. Currently the university is involved in new campaign – INFINITE IMPACT. The College of Architecture, Art and Design has a $20 million goal (mostly targeted to a new college building for the other departments).

Major Endowed Gifts (since last visit): Naming of the Architecture Auditorium in 2011 ($100k – Harrison Auditorium); naming of the Architecture Library in 2013 ($100k – Luke Library), and a gift pledge for naming the Architecture Giles Hall Gallery in 2013 ($100k – McNeel Gallery). The Aydelott Foundation Fellowship (expected to start-up in 2016) is an endowment that will provide approximately $40,000 to S|ARC annually for a travel fellowship for students to study modern architecture. The Hearin Foundation Funding averages $225,000/year (in five year commitments); other foundations affiliated with our two research centers (CREATE Foundation; Knight Foundation; and Chisolm Foundation) provide $400-500,000 annually.

The College of Architecture, Art, and Design has one full time Director of Development, P.K Thomas. The Mississippi State University Foundation provides the Director's salary in full. His office is located within the Dean's offices in Giles Hall. The Director of Development works with the Dean and Department Heads and Directors to build relationships with potential donors and secure private resources for the College. The School of Architecture has an active Advisory Board that also works collaboratively with the Director and the Dean in strategizing and securing private funding. They meet twice a year; the Chair and Vice Chair of the Advisory Board communicate regularly with the School's Director.

The School of Architecture has continued its financial growth from private contributions since 2010. The following is a breakdown of private contributions including endowments, scholarships, traveling fellowships (students), and annual contributions since the last accreditation visit.

Development	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Advancement	$982,353	$873,070	$1,160,233	$1,064,824	$242,230	TBD
Scholarships*	$52,674	$27,531	$214,845	84,188	$43,360	TBD
Endowments**	$236,592	$182,835	$233,967	$259,259	$296,919	TBD
Fellowships	NA	$6,050	$250	$141,387	$47,887	TBD
Foundation support	$300,000	$200,000	$325,000	$325,000	$262,056	TBD
Total	**$1,571,619**	**$1,289,486**	**$1,934,295**	**$1,874,658**	**$892,452**	$ TBD

* See web site for full listing of scholarships: http://www.caad.msstate.edu/caad_web/sarc/scholarships.php
** **Total Endowment** for the School of Architecture as of January 2015 was: **$4,448,740**.

NOTE: In 2014-15, Advancement Funds dropped by over $500k. This anomaly is due to a revised reporting methodology, which no longer documents the various in-kind software for the School. This was also the first year of a newly appointed Director of Development for the College.

SUMMARY BUDGET - School of Architecture *(includes summary of all annual funds):*

The School of Architecture Summary Budget (below) shows the annual budget, which includes all categories of support, including: E&G State Funds, Lab Fees, Field Trip Fees, and Advancement/Development funds.

Architecture*			
Year	Enrollment	Summary Budget*	Exp/Student**
2010/11	237	$3,024,811	$**12,762**
2011/12	228	$2,877,358	$**12,619**
2012/13	224	$3,694,568	$**16,493**
2013/14	213	$4,228,044	$**19,849**
2014/15	201	$3,396,322	$**16,897**
2015/16	TBD	TBD	TBD

*NOTE: Includes E&G State Budget, Advancement Funds, Lab Fees, Field Trip Fees and other discretionary funds, which support student activities.

**__NOTE__: Per student allocation expense.

Summary *(This summary is limited to one page; may be a bulleted list as per NAAB instructions)*

Pending reductions or increases in enrollment and plans for addressing these changes:

- Hired Admissions/Recruitment coordinator for the program (2013); increased the budget allocations (using advancement funds) for recruitment events.
- New production of annual BARNworks monograph publication to help recruit students (since 2011)
- University admission's office supports specialized recruiting events for the School
- Significant marketing and video campaign underway at the college-level

Pending reductions or increases in funding and plans for addressing these changes:

- Funding appears to be stable; no foreseeable increases in E&G funding.
- It is anticipated that small merit raises for faculty and staff (2-3%) will be likely.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since last visit and plans for addressing these changes (include tables if appropriate):

- Compression adjustments* to address equity issues for Full Professors and Associate Professors were implemented in 2014 and 2015; these were independently implemented from annual merit raises. Factors such as length of time in rank and comparisons to the SUG generated a formula, which could be applied to a specific individual. Three full professors (in 2014 & 2015) in S|ARC received compression adjustments; last year three Associate Professors received compression adjustments.
- Salaries have increased +/- 3% annually for each of the last 4 years. Appears to be planned for the future as well.
- No changes scheduled for O.H. funding models.
- (2014) Giles Hall received a "full LED Lighting Retrofit and Renovation" ($410,000)
- (2015) Giles Hall received a "full fire-protection system upgrade w/ sprinklers and smoke detection" ($410,000)
- No changes scheduled for instructional funding models (other than distance and on-line education models – neither of which affects the professional program).

Planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments)

- The ongoing University-wide INFINITE IMPACT capital campaign goal for the College of Architecture, Art and Design is $20 million. The College has raised $7,053,752 towards that goal.

- The School of Architecture's Fund Raising Goals are (summary)**:

NAMING the SCHOOL of ARCHITECTURE:	$6.5mil
STUDIO RENOVATIONS (furniture; code issues; shop canopy):	$2.5mil
MECHANICAL RENOVATIONS (HVAC; Solar HW & PV; wind):	$700k
ENDOWED FACULTY position:	$500k

Annual:

TEACHING/STUDENT (student orgs; media; studio funding):	$75k
RESEARCH/SCHOLARSHIP (travel; eminent architect of practice):	$95k
RESEARCH/SCHOLARSHIP (travel; eminent architect of practice):	$95k
OUTREACH/ENGAGEMENT (publications; gallery; juries):	$50k

*NOTE: Faculty Salaries

Faculty salaries have not kept pace with the university or the SUG averages. Of particular note is the Full Professor annual compensation – Full Professors on this faculty that have been here since 1990's and have lost significant ground. The University (president's office) implemented a salary compression program to try and bring the full professor salaries closer to the SUG average; some headway was made. All Full Professor salaries (in S|ARC) and most Associate Professor salaries still fall well-below the SUG averages.

**Details in Link below:

- **S|ARC DEVELOPMENT Detail Goals (2015)** LINK

I.2.4 Information Resources

The Mississippi State University Libraries include Mitchell Memorial Library, the main library; the Bob and Kathy Luke Architecture Library; the College of Veterinary Medicine (CVM) Library; the Phil Hardin Foundation Library on the MSU-Meridian Campus; and the Jackson Center Architecture Library located in Jackson, MS. In 2016 the MSU Libraries will open a new library at the MSU-Meridian Downtown Campus and will assume the responsibility for the new state-of-the art classroom building. In 2017, the expansion of the Library will be complete resulting in an additional 21,000 sq ft floor being added to Mitchell Memorial Library. The new facility, which will house the Ulysses S. Grant Presidential Library, will provide enhanced museum quality exhibit galleries, research facilities and archival quality collection storage.

The MSU Libraries operate on an annual budget of $10.2 million. Despite difficult budget times, MSU's administration increased funding for the MSU Libraries and has provided further funding in support of additional positions and the acquisition of special collections.

The Libraries maintain a collection of over 2.3 million volumes, including books, software, microfilm, compact discs, video and audio cassettes, DVDs, educational films, filmstrips and slides. The Libraries' journals and serials collection, consisting of both print and online journals, contains 102,491 journal/serial titles acquired as paid subscriptions, gifts or state/federal government documents. Collection development for the Libraries is a joint endeavor between the library faculty and the academic departments and is a dynamic process that changes based on the curriculum and the needs of the faculty and students. Over the last decade the libraries' journal subscriptions transitioned from primarily print journals to online journals. With the growing popularity and demand for electronic books, the libraries' monographic collection is seeing a similar transition.

Over 100 faculty and staff members are employed by the MSU Libraries to provide a wide variety of services for the MSU academic and research communities. These employees continue to provide traditional library services but also strive to meet the growing demands of a research institution. From providing collections in both print and electronic formats to providing access to primary resources to developing new services to meet the growing researcher needs, the MSU Libraries faculty and staff seek to find additional ways to expand its services to the University community.

The MSU Libraries are the repository of a distinct and cohesive collection of unique materials that focus on government and public policy, history, the media and rural and agricultural life. As a whole, the collection offers researchers an opportunity to examine key facets of U.S. history from the Gilded Age to end of the 21st century. The Congressional and Political Research Center provides research materials and information on individual U. S. Senators and Representatives, the U. S. Congress, and politics at all levels of government and has begun to take on a significant role on a state, regional and national level. The resources of the Special Collections Department include materials of research value on the local, state, regional and national levels. Among the valuable documents in the University Archives are papers of the University's presidents and other officers, college, division, and departmental records, faculty papers, and records of committees and university related organizations. The Mississippiana and Rare Books Division contains significant works about Mississippi and by Mississippi authors as well as a large rare book collection. The Manuscripts Division holds 683 distinctive collections containing materials of national significance in the field of mass media and communications, comprising collections dating from the 19th into the 21st centuries. Included are the papers of Eugene Butler, founder of the Progressive Farmer, a regional publication which ultimately became Southern Living Magazine; the papers of Hodding Carter II, Pulitzer Prize-winning editor of the Delta Democrat Times and the papers of Turner Catledge, managing editor of the New York Times, 1945-1972. The Division also contains significant collections documenting agriculture, forestry and rural life from the era of antebellum plantations to 20th-century agribusiness and transitional periods between. As well as collections documenting the military and American wars from the War of 1812 through the Vietnam War. The largest single group consists of American Civil War

documentation distributed through 134 collections, including diaries, letters, photographs, post-war reminiscences and records of veterans groups. 100 collections documenting Mississippi and national politics and the activities and influence of public officials as well as a growing group of records documenting Mississippi's built environment and the growth of the architecture profession, including more than 50,000 drawings in 20 collections representing the work of Mississippi's important architects.

The MSU Libraries also include a strong technological infrastructure that provides a variety of technologies for students, faculty and researchers including a high-end multimedia lab that provides resource, equipment and training. In additional to the traditional technology available in research libraries, the MSU Libraries has added additional services in support of the development of Open Access journals, implementation of data management plans, digitization of materials and an institutional repository.

Types of Libraries

The School of Architecture has two libraries serving the academic and research programs: the College of Architecture, Art and Design Library, recently named the Bob and Kathy Luke Library in Giles Hall on the Mississippi State University campus in Starkville; and the Jackson Center Library for the 5th year studio, located within the School of Architecture's 509 East Capitol Street building in Jackson, MS. Both are libraries within the University Libraries' system with funding and reporting lines to the University Libraries' administration. The Jackson Center Library is a newer facility, and the Luke Library was established on the Starkville campus in the late 1970s. Recent renovations in the Luke Library include a sprinkler system installation, flooring, paint, upholstery and lighting upgrades. These libraries share a mission: to offer a wide range of services and collections in support of the Architecture program and curriculum; to provide a client-centered environment responsive to the needs of faculty, students and visiting scholars; and to address technology needs and innovation within the research library environment. Emphasis is placed upon addressing the intellectual needs of students, information literacy, preparation for professional careers, acquiring the necessary research materials to engage in scholarly initiatives and to provide a broad base of readings in culture and history across the social sciences and humanities.

Bob + Kathy Luke Library – Main Campus

<u>Collections</u>

The Luke Library, centrally located in Giles Hall, contains a total collection of over 35,192 circulating books, periodicals and reference materials related to architecture and design. Subject areas include individual architects and architectural firms, architectural history, biography, details, design, theory, drawing, buildings, building technology, construction, urban and town history and planning, art, art history, photography, landscape architecture, interior design, general history and geography, professional practice and office management, and related areas of humanities and social sciences, including literature and philosophy. Visual materials include: approximately 1750 architectural and art slides; more than 787 media items, (DVDs, VHS, and film); 1300 microfiche; 500 reels of microfilm; 250 maps; 95 blueprints; and numerous drawings. Over 22,102 titles are cataloged in the Library of Congress N collections. There are 36 current journals received in the collection, as well as full text electronic journals accessed through various databases and indexing services. The Luke Library special collections area also houses non-circulating materials, rare books, signed items and a vintage postcard collection documenting courthouses across the region and the United States. The branch collection supports the School of Architecture curriculum, preparing students for the comprehensive practice of architecture in accordance with Mississippi State University Libraries' emphasis on the instructional, research, cultural, scholarly and intellectual needs of the university community.

The University Libraries' Technical Services unit supports the libraries by processing orders for new materials, cataloging new items, sending bindery shipments, and assisting with serials claims and records for all materials purchased through library funds. All library materials are

processed to conform to library standards and are included in the OCLC database. Also made available are vertical file materials, personal copies held on reserve, building products files, architectural planning documents, blueprints, the Carl Small Town Center files belonging to the library and historic preservation reports.

Periodical volumes are bound on schedule in accordance with policies and standards of the University Libraries. Missing issues are claimed and volumes of back issues are purchased when funding permits. Physical care of library materials includes appropriate shelving and filing, rebinding whenever possible, laminating, and special storage for a significant collection of rare and fragile items.

Patrons are often referred to the University Libraries' Special Collections Department for additional holdings, blueprints, drawings, photographs, and other materials. Included in Special Collections are N.W. Overstreet; Biggs, Weir, Chastain [Virden]; William I. Rosamond; Dean Dale and Dean Ivy; Wilbur Pearson; Emmett Malvaney; Birchett and Montgomery; E. E. Norwood; Robert William Naef; William S. And Emmett Hull; Natchez Historical Society Collection; William B. Lipscomb Collection; the miscellaneous architectural drawings collection; various single drawings and sets of drawings from the Mississippi Department of Archives and History.

Collection Analysis

Collection development is guided by University Libraries' policy and follows priorities through collecting levels: reference resources, architectural history, theory, design, and technology; significant individual architects or groups of architects; urban design, town planning, housing, historic preservation, publications relating to the built environment of small towns, selected titles about the small town social and economic environment; building types; architectural drawing and presentation techniques; architectural education; office practice; design for the aged and disabled; titles on the history and development of the study and use of digital media; religious buildings; architectural reference books; works on architecture of the Southern States; graphic design, art, interior design, landscape architecture, furniture, photography, philosophy, local history, archaeology, anthropology and technology.

Selections for books and media purchases are made by the faculty of the School of Architecture and by the Coordinator of the Luke Library, the subject bibliographer for architecture, interior design, building construction science, landscape architecture and art. Student suggestions for purchases also are considered in the selection process. The University Libraries receive electronic selection alerts via email and these alerts are distributed as requested for information on new titles that may be purchased.

In recent years, collection development efforts have identified focus areas to enhance including resource materials for building codes, titles for the practicing professional, Asian architecture, titles on select architects and firms. As well, purchases have included items from monographic series such as: Princeton Architectural Press; Institute fur Internationale Architecktur, Dokumentation; El Croquis; and GA Houses. Past projects in collection and service assessment included the use of OCLC's Collection Analysis online product to compare holdings across peer institutions relative to specific disciplines and LibQual survey tools.

Budgets

Architecture and Building Construction faculty work directly with the Library Coordinator to purchase new materials each year. As well, student and staff requests are considered in the collection development process, with teaching and research materials as a top priority. Materials expenditures are outlined in a graph below. During the fiscal year 2014-2015, acquisition funds totaled $5,135 for books, DVDs, and other media related to architecture and design. In 2013-14, $5,292.24 was budgeted with $5.251.05 provided in 2012-13 for new books and media. Other related funds managed by the Library Coordinator include Art, Landscape Architecture and the Pursell gift fund. During recent fiscal years, the Pursell fund of approximately $6000 each year has provided for the timely acquisition of research / rush materials and reserve readings. Most

purchases are made from requests and suggestions from faculty after review by the Library Coordinator.

Facilities: Physical Space and Challenges

The Luke Library has occupied the current location for several decades. Despite space limitations, an effort to merge all the cataloged items in art and architecture disciplines under one roof within the shelf space of the Luke Library has been completed. One of the challenges in the future will be to unify additional collections in Interior Design and related landscape architecture materials and obtain funding for a library expansion. Above the library, a gallery for exhibits and juries provides space for artwork, events, and group discussions. Projects recently completed include inventories and shifting materials to make room for additional collections. The library has an emergency door opposite the main entrance with an alarm system activated for the library and gallery. Portable panic buttons, silent alarms connected to the University Police station, have been installed at the circulation desk as additional precautionary measures.

Electronic Resources and Information Technology

Recent initiatives include upgrading computers, copier / scanner options. Also, work toward building participation in an institutional repository of digital collections continues as a priority. Over $3,762,563 was spent on information technology in 2013-14, including database fees. The Architecture library wireless Internet connection provides students a comfortable work environment for individual and group projects and study. Additionally, a computer lab of eight workstations is maintained by the University Libraries' systems unit.

Electronic resources and services are a focus area for the Mississippi State University Libraries' program. Web pages for the architecture branch libraries are maintained with contact information, hours, services, location, and other frequently requested information. Electronic research services with real-time "chat" sessions have been promoted as part of research and outreach services for several years to encourage distance learners, interns and the state-wide community of professionals to stay in contact with library professionals as they work with research interests. The databases most relevant to architecture and design include*: Art and Architecture Complete Academic Search Complete, Art Source, Avery, JSTOR, Humanities International Complete, Project Muse, and ProQuest Dissertations.* Electronic tools such as pathfinders called "libguides" provide subject specific web-based reference tools across the design disciplines, drawing students to electronic tutorials and instructional materials that are available 24/7. This focus on electronic services does not seek to replace but only supplement the availability of personal assistance provided by the staff and library faculty. The Library Coordinator answers requests for information at the traditional service desk, via drop in consultations, by appointment, by email or voicemail, as the patron prefers.

Services and Access

Books and periodicals, except for some reserve materials and rare and fragile books, are stored on open shelves to which all patrons have access. Books are arranged in call number order according to the Library of Congress classification system, with reference books shelved separately from circulating books. Periodicals are arranged alphabetically by title, with current issues on slanted shelves near the entrance to the periodicals area of the library. Bound volumes are shelved following the current periodicals. Vertical file materials, planning documents, building products catalogs and files, blueprints and maps, and microforms are also accessible to patrons. The slide collection of the School of Architecture and other media are available with assistance from the library staff. The photocopier is located near the current journals and the service desk.

Resource Sharing, Assistance, and Inter-library Loan

During instructional sessions and orientation with new students and faculty, a major emphasis is placed upon resource sharing and interlibrary loan services. Interlibrary loan services supplement the collections in the Luke Library and the Jackson Center Library with an extensive nationwide network of research libraries engaged in resource sharing. Faculty and students have access to

an electronic ordering system for materials available at reciprocal libraries that arrive in a few days for most transactions. Books that are shipped from regional research libraries usually arrive within a week; most journal articles can be scanned for electronic delivery to the patron's desktop within a day or two. Faculty and students who need access to materials not available at their site may also use convenient delivery services. These services range from FedEx shipments between the Jackson and Starkville libraries, shuttle van deliveries from Mitchell Memorial Library and regional consortium members, as well as fee based copy services that provide convenient delivery of journal articles from the main library collections. Through the frequent use of delivery systems for materials from branch and reciprocal libraries, every effort is made to provide architecture faculty and students with additional materials as quickly as possible, most often at no cost to the patron. Mississippi State University Libraries participates in a consortium of area libraries that honor the MSU identification cards for patron checkouts at their institutional sites. Scholars not affiliated with MSU visiting the campus may purchase patron cards with checkout privileges from Access Services in Mitchell Library.

Staffing and Professional Development

The Luke Library staff on the MSU campus includes two full time positions funded by the University Libraries: the Library Associate (a support staff position) and the Library Coordinator (a faculty position). The Library Coordinator is active in the profession and regularly attends conferences such as the Southeastern Library Association, WebSearch University, the American Library Association, the Association of Architecture School Librarians, and Art Libraries Society of North America. The Library Coordinator participates in faculty meetings, campus events and retreats for the University Libraries and the School of Architecture. The Jackson Center librarian (a support staff position) is also a position funded by the University Libraries. Both the Dean of the University Libraries and the Dean of Architecture, Art and Design have provided support to the staff of the two architecture branch libraries.

The Luke Library is open seventy-seven hours per week during the fall and spring semesters, and forty-five hours per week during summer and intersession. Student assistant hours approximate one FTE. Staff provide help at the service desk, by email, telephone and electronic chat sessions. Student desk workers receive training in referral and library services, and in basic reference resources. Pathfinders in print as well as electronic web tutorials are readily available to researchers. Extensive outreach efforts led by the Library Coordinator include working with new faculty to determine materials needed, course-integrated bibliographic instruction sessions, library information literacy assignments and promoting new materials and services. New books are displayed along with other information such as lecture series, special programs, and events of interest to the campus communities.

The Jackson Center Library

Collections

The Jackson Center Library, located within the College of Architecture's 509 East Capitol Street building, serves the faculty and students of the fifth-year program, welcoming questions from the community as well as professionals in the architecture and construction industries throughout the state. The Jackson Center Library contains over 4,446 cataloged and 88 un-cataloged volumes of reference, circulating books and periodicals. Inventory records and use statistics are recorded at both libraries and incorporated into reports. The Jackson Center Library contains materials in the areas of architectural history, biography, detailing, design, theory, and drawing; buildings and building technology and construction; urban and town history and planning; art and photography; landscape architecture; interior design; general history and geography; professional practice and office management; and related areas of humanities and social sciences, including literature and philosophy. The collection supports the College of Architecture program and curriculum that prepares students for the comprehensive practice of architecture. The Jackson Center Library supervisor is a support staff position, managing collections, services and daily operations of the branch. Collection development for the Jackson Center's gift fund, the Jack Harris Fund, is coordinated on site with feedback from

the fifth year faculty. The Technical Services unit of the University Libraries supports the branch operation in processing orders for materials purchased through library funds, and cataloging materials to conform to library standards for inclusion in the OCLC database. Through the Jackson Center Library program, information is provided to architecture professionals throughout the state.

Staffing and Professional Development

The Jackson Center Library is open twenty hours per week during the fall and spring semester, closing in June and July. Special arrangements are made to fulfill requests for services and collections during intersession and summer months. The Library Associate at the Jackson Center has extensive experience in library services and is invited to and participates as an active member of library meetings, training and campus events. All three positions, the Jackson Center staff position, the Luke Library Coordinator and the Luke Library Associate are funded by the University Libraries, reporting to the Associate Dean for Public Services and the Dean, University Libraries.

Access and Services

The Jackson Center Library stores materials on open shelves to which patrons have access. Books are arranged within call-number order according to the Library of Congress classification system, with reference books shelved separately from circulating books. Space in the Jackson Center Library is adequate at the present time. For provision of materials not in the collection of the University Libraries, interlibrary-loan service is available with shipments sent to Jackson for patron use there. Every effort is made to provide Jackson Center faculty and students with a full array of library services and support for academic and research activities.

Library Statistical Report

Type	**Number**	**Budget 2014/15**	**Budget 2013/14**	**Budget 2012/13**
Luke Library: New materials budget for Architecture	114	$5,135	$5,292.24	$5,251.05
Luke Library, Total number cataloged items	34,192			
Luke Library, Total number of items classed N	22,102			
Luke Library, Total number of slides	1750			
Luke Library, Total number of media, film, DVD, VHS	media			
Luke Library, Total microform items	1,300 fiche, 500 reels film, Total 1,800			
Luke Library, Total number postcards	3500 postcards			

Type	Number	Budget 2014/15	Budget 2013/14	Budget 2012/13
Jackson Library Total number periodical subscriptions		20% of S|ARC allocation	20% of S|ARC allocation	20% of S|ARC allocation
Jackson Library, Total number of media, film, DVD, VHS				
Jackson Library, Total cataloged items	4,446			
Jackson Library, Total number of items classed NA				
Main Library, Total number of cataloged items	35,192			
Main Library, Total number of items classed NA	22,102			
Related electronic resource expenditures	(Art Source, Academic Search Complete, Proquest Dissertations)	In all $3,762,563		

Type of Position	FTEs 2011/12	FTEs 2012/13	FTEs 2013/14	FTEs 2014/15
Faculty Librarian	1	1	1	
Clerks	2	2	2	
Student Assistants	1	1	1	
Total	4	4	4	

I.2.5 Administrative Structure & Governance

Organizational Structure – School of Architecture

The School resides within the College of Architecture, Art, and Design. The administrative head of S|ARC is its Director. The Director is solely responsible for the Bachelor of Architecture Program and reports directly to the Dean of CAAD. At the time of the last APR and team visit, the School housed the Building Construction Sciences Program (BCS). BCS was a new program at the time but has since witnessed significant growth. It operates independently from Architecture; the program head reports directly to the Dean.

Administrative Positions and Staff Responsibilities

The School has an outstanding, hardworking, and dedicated faculty, staff, and administrators. Staff members devote 100% of their time to administrative responsibilities. The School shares some positions with the College (as noted in the following section).

S|ARC administrative positions and responsibilities are as follows:

School Director: The School Director (Michael A. Berk, AIA, F.L. Crane Professor) directs the day-to-day affairs, long range planning, admissions, institutional assessments, faculty/staff assessments, NAAB assessments, budget, marketing, and oversees the 5th year program at the School of Architecture. The Director is expected to teach; has a reduced teaching and research agenda. The following individuals report directly to the Director: 5th year studio coordinator (Jackson Center), all architecture faculty, and office staff (Student Records Assistant; and two full-time Administrative Assistants – one in Jackson; IT Coordinator; Admission/Advising Coordinator; Shop Director).

Jackson 5th Year Director: Coordinates and manages the administrative, financial, and curricular activities of the 5th Year Studio and adjunct faculty. Full-time faculty member with no release time (includes an administrative stipend and some summer funding). Reports to the Director.

Studio Coordinators at each year level: Full time faculty members. No release time. Report to the Director.

Design Discovery Director: Coordinates and directs the Design Discover Summer Workshop Camp. Summer appointment for 9-month faculty (funded).

School of Architecture staff positions and responsibilities are as follows:

[NEW] *Academic Advisor/Admissions Coordinator:* Identified as a need in the last APR, the School of Architecture hired a half-time admissions coordinator in 2012. This person fields questions regarding the program, co-ordinates prospective student visits, and travels to regional high schools to recruit students who are talented and academically gifted. This person also provides continuity by serving as academic advior to students in years 1 – 4. Reports to the Director.

Student Records Assistant (+ Assistant to the Director): Manages student files and records; assists with admissions; minor support staff for Director.

Administrative Assistant: Manages paperwork and filing for travel; reservations, faculty appointment paperwork; inventory support staff for misc. activities (summer camps) that have financial paperwork.

Administrative Assistant/Jackson Center: Serves the needs of the Fifth Year program and coordinates with vendors in the day-to-day operations of the Jackson Center.

Wood Shop Manager: Responsible for the woodworking shop; serves building, faculty, and student needs; manages student workers in shop.

Design Studio Assistant: Assists faculty in the first year design studio; assists faculty is support courses. While this position is not filled every year (including the upcoming 2015-2016 academic year), the Design Studio Assistant is a frequent asset to S|ARC teaching.

Information Technology Coordinator: A half-time position, this person manages all networks and printing/plotting for undergraduate students, staff, and faculty. Reports to the Director.

College positions (that directly support the School) and responsibilities are as follows:

Directors of Research Centers (CSTC; GCCDS): These centers all have their own directors and staff with release time from teaching. Center Directors report directly to the Associate Dean and efforts are coordinated with the Director of S|ARC.

College Financial Manager: Manages the College's finances and has a staff that also handles the centers. Provides data to and assists the S|ARC Director. Reports directly to the Dean.

Director of Development (25% School): Appointment focused on fundraising, prospect cultivation, stewardship, and gift planning. Meets regularly with the S|ARC Director. Reports to the MSU Foundation and the Dean.

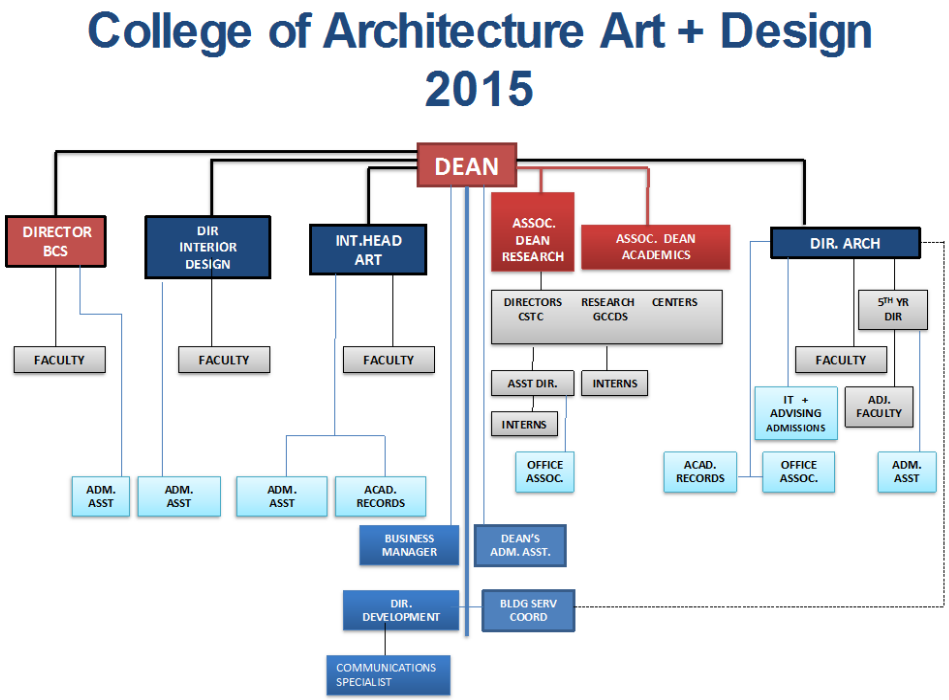
Associate Dean: The Office of Associate Dean is responsible for Research and is proactive in seeking funding opportunities for CAAD's various departments. Meets regularly with the S|ARC Director. Reports to the Dean.

[NEW] *Communications Coordinator:* Manages all web, PR, and communications' outreach for the College. Meets regularly with the S|ARC Director. Reports to the Dean.

Organizational Structure – College of Architecture, Art, and Design

The Dean of the College of Architecture, Art, and Design is assisted by one Associate Dean. The Art Department Head, the Interior Design Chair, the BCS Director, and the S|ARC Director report directly to the Dean. Directors of the Research Centers report to the Dean's office. This is a typical organizational structure for all colleges with or without professional programs.

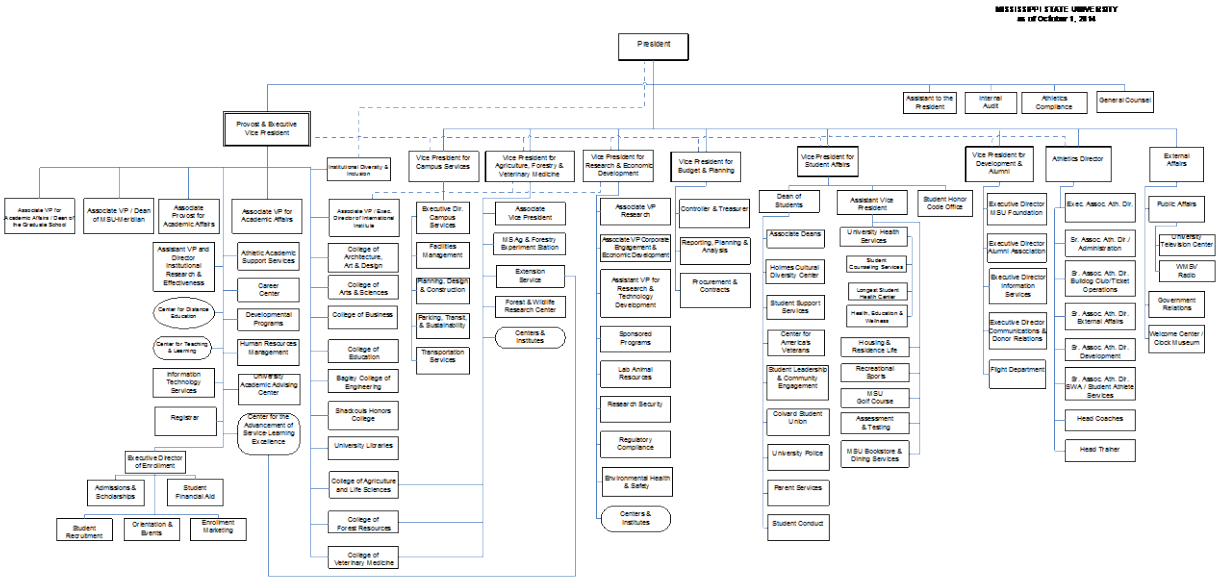
Organization Diagram -- College of Architecture, Art, and Design

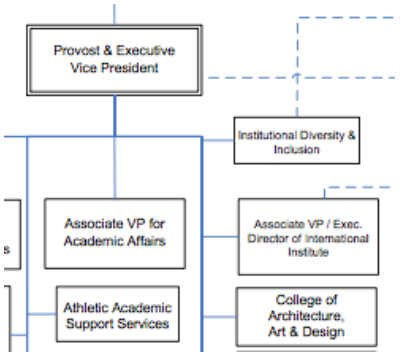


Organizational Structure – Mississippi State University

The Dean of the College reports directly to the Provost and Vice-President for Academic Affairs, who, in turn, reports directly to the President of the University. This president is appointed by the 12-member Board of Trustees of State Institutions of Higher Learning, who, in turn, are appointed by the Governor of the State of Mississippi.

Organization Diagram – Mississippi State University (from MSU Website July 2015)





CAAD is one of eight colleges reporting directly to the Provost (fifth column from the left above)

Organizational Structure (of other similar professional programs at the University)

James Worth Bagley College of Engineering (BCoE)

The James Worth Bagley College of Engineering is a professional college whose purposes are to provide both undergraduate and graduate education, to conduct basic and applied research, and to engage in outreach and public service activities. It currently ranks 51st among all engineering colleges nationally in research and development expenditures according to the National Science Foundation. U.S. News and World Report ranks its undergraduate and graduate programs in the top 100 nationwide. Basic-level professional programs leading to the Bachelor of Science degree

are offered in Aerospace, Biological, Chemical, Civil, Computer, Electrical, Environmental, Industrial, Mechanical, and Systems Engineering. All engineering programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Computer Science is accredited by the computing Accreditation Commission of ABET.

The BCoE consists of 158 full-time faculty (including 31 endowed chairs and professorships; 5 NSF Career Awards; and 13 faculty Fellows). There are 3,780 students enrolled (3,192 undergraduates; 588 graduates).

Department of Landscape Architecture

The Department of Landscape Architecture at Mississippi State University offers two undergraduate programs of study, one leading to a Bachelor of Landscape Architecture (BLA) and one to a Bachelor of Science in Landscape Contracting and Management (BS - LCM). They offer a graduate program leading to the Master of Landscape Architecture degree (MLA). The Bachelor of Landscape Architecture is a four-year, first professional degree which prepares students for entry level positions in landscape architectural firms and the subsequent licensing examinations required by most states. This program is accredited by The Landscape Architectural Accreditation Board (LAAB). The Landscape Architectural Accreditation Board (LAAB) develops and promulgates the accreditation standards, rules and procedures for conducting the accreditation process.

The Bachelor of Science in Landscape Contracting and Management (non-accredited) is a four-year program of study that includes three summer semesters of internship with an approved landscape contracting company. This program also is directed toward required licensing examinations. The Master of Landscape Architecture is a two year degree for students who already hold a B.L.A. Students who hold bachelor degrees in other disciplines can attain this degree by completing an additional year of course work.

College of Veterinary Medicine (CVM)

The College of Veterinary Medicine was established by the Mississippi Legislature in 1974. The physical plant was built in phases composed of an educational/instruction wing, the Animal Health Center and a research wing. The structure and equipment cost $32 million and occupies 360,000 sq. ft. The first class of students was admitted in the fall of 1977 and graduated in May of 1981. The college awards Doctor of Veterinary Medicine degrees, Master's degrees and Doctor of Philosophy degrees. The college is one of 28 colleges of veterinary medicine in the United States. Fully accredited since 1981 by the American Veterinary Medical Association, the college is committed to improving both the economic and intellectual resources of Mississippi.

The professional curriculum provides courses leading to the Doctor of Veterinary Medicine degree (DVM), which is a four-year curriculum. Graduate programs of study offered in the College lead to the MS or PhD degree in selected areas of specialization, including infectious diseases, toxicology, pathology, aquatic medicine, epidemiology, avian medicine and production animal medicine. The College also has a four-year degree, the BS in Veterinary Medical Technology Programs.

Other Degree Programs in the School of Architecture's Administrative Unit

The School of Architecture resides in the College with four distinct Programs/Departments: 1) the School of Architecture; 2) the Department of Art; 3) the Interior Design Program; and 4) the Building Construction Science Program. The following is a complete list of degrees offered within CAAD:

School of Architecture: One NAAB accredited degree, *'Bachelor of Architecture'* (B. Arch.), and one non-professional *Undergraduate Minor in Architectural Studies*

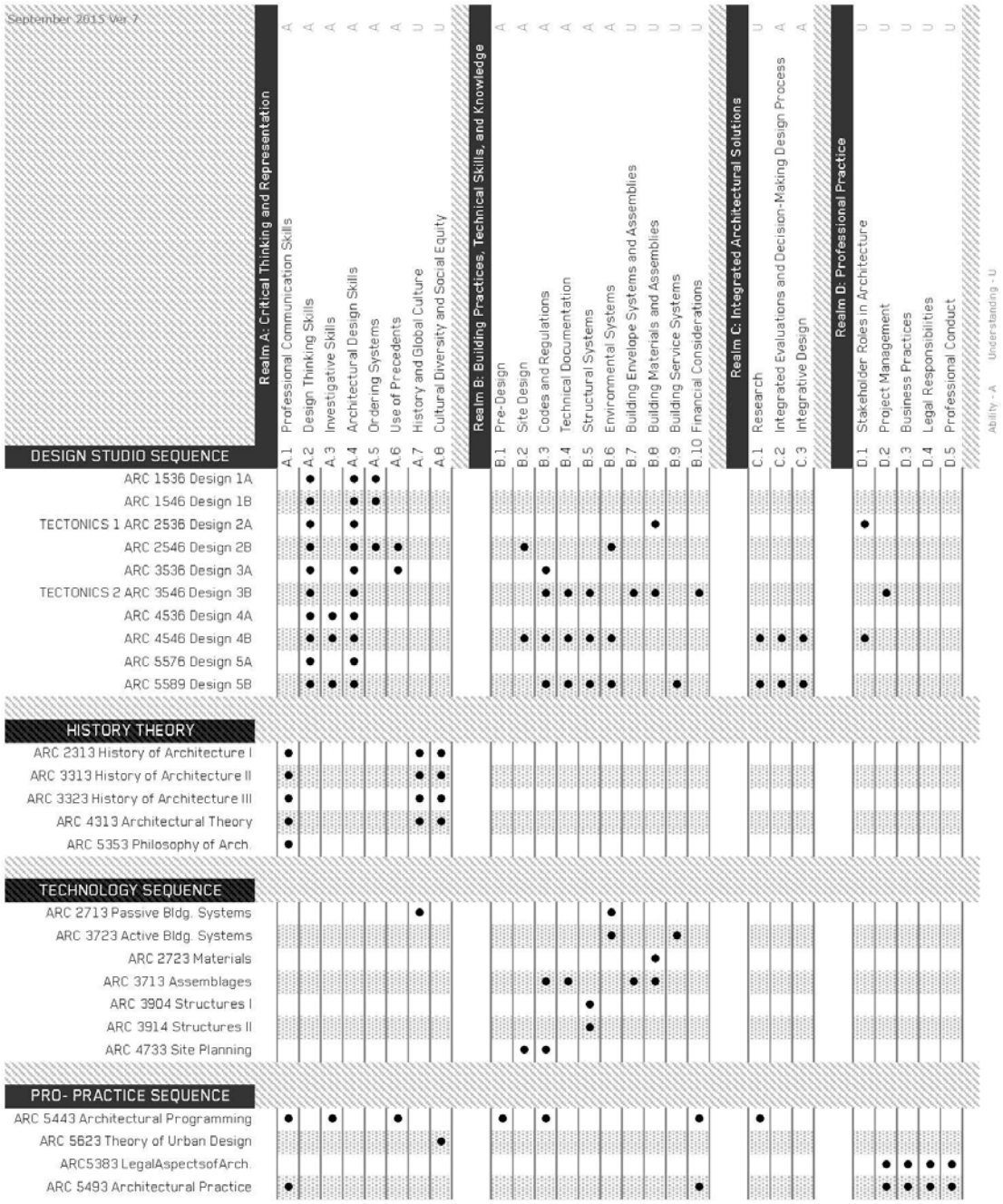
Department of Art: One accredited degree, *'Bachelor of Fine Arts'* (B.F.A.). Emphasis areas: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, and Sculpture. The Art Department is accredited by the National Association of Schools of Art & Design (NASAD). *Undergraduate Minor in Art.*

Interior Design Program: One accredited degree, *'Bachelor of Science in Interior Design'* (B.S. in Interior Design). The Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA). *Undergraduate Minor in Interior Design*

Building Construction Science Program: One accredited degree, *'Bachelor of Science in Building Construction Science'* (B.S. in Building Construction). The Building Construction Science Program graduated its first class in 2011; it will be reviewed for accreditation by the American Council for Construction Education (ACCE) in Fall 2016.

II.1.1 Student Performance Criteria

The matrix below provides an overview of the S|ARC curriculum and the attribution of Student Performance Criteria by course:



- **SPC MATRIX** LINK

Realm A: Critical Thinking and Representation

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

English Composition I and II provide intense foundational writing experiences. Architectural Theory is the upper-level “writing-intensive” course in the curriculum. In it, each student produces five 1000-word position papers and participates in weekly critical discussions. Architectural Practice requires students to generate a range of documents common to professional practice including letters of introduction, resumes, grant applications and observation reports. Architectural Programming furnishes a capstone writing for publication experience. In addition, writing and speaking assignments form a part of all design studios, particularly in the form of student-generated building programs. Art Drawing I and II provide students with freehand drawing skills. Presentation techniques are taught formally in all design-studio courses. Both the project review system and displays in the Giles Hall Gallery provide all students with an awareness of effective presentation methods. The School integrates the computer into all students' educations, including their learning 3-D modeling and rendering. There are additional opportunities to study various media and methods provided by electives in package + information design.

The faculty believe, however, that ARC 4313 Architectural Theory, ARC 5443 Architectural Programming, and ARC 5493 Architectural Practice best address these criteria.

A.2 Design 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 alternative outcomes against relevant criteria and standards.

Students are taught that built space can be developed and evaluated according to inductive, deductive, lateral, analytical, creative, ethical, logical, responsive, and synthetic reasoning. In design studios, students learn how to break a complex problem or situation down into manageable parts and then to develop and refine a design proposal through rational and intuitive thought. Architectural history is taught from the design-process point of view, where buildings are analyzed and their forms traced to their programmatic requirements. Architectural Theory addresses architecture by using both reasoned arguments and rhetoric.

The faculty believe, however, that ARC 1536 Architectural Design 1A, ARC 1546 Architectural Design 1B, and ARC 2546 Architectural Design 2B best address these criteria.

A.3 Investigative Skills: *Ability* to gather, access, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

In the design studios, students are taught to gather, organize, analyze, and synthesize data in the form of feasibility studies, site documentation, case studies, and architectural programming. In other core and cohort courses, both required and elective, students are taught research skills through the writing of research papers. The faculty believe that ARC 4536 Architectural Design 4A, ARC 4546 Architectural Design 4B, and ARC 5443 Architectural Programming best address these criteria.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

The students' fundamental design skills are developed over the course of the first two years of the design studios. Here students are introduced to basic spatial, perceptual, conceptual, and organizational concerns through a variety of projects that range from pragmatic to abstract design explorations. The sequence includes projects that focus on the investigation of materials; construction; perceptual experience; color; fundamental structural principles; the environmental effects of light, wind, and water; and formal concepts of geometric ordering.

The more focused projects are followed up by comprehensive projects that require the students to design a structure of limited scale and functional scope. At this point, students are required to address functional needs; site conditions; and social, political, and economic concerns. These comprehensive projects challenge the students to synthesize their earlier acquired knowledge of the basic elements of design and to incorporate them into the design of an actual building that explores the qualities of space and the accommodation of functional demands. Throughout all these design explorations, students hone their architectural sensibilities and practical and representational skills by designing through drawing, model building, full-size constructions, and writing.

The faculty believe that ARC 1536 Architectural Design 1A, ARC 1546 Architectural Design 1B, and ARC 2546 Architectural Design 2B best address these criteria.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Form, space, and many related issues of composition and visual perception are continuously confronted in all design work in the studios and at every level in the curriculum. These issues are placed in the foreground during the early design studios and are woven into the work of later studios in a way that asserts their continuing importance, but in the context of many more varied, and complex issues. They are fundamentally and conceptually/perceptually re-visited in the 5th year studio. The faculty believe, however, that ARC 1536 Architectural Design 1A, ARC 1546 Architectural Design 1B, and ARC 2546 Architectural Design 2B best address these criteria.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

The study of precedents is fundamental to the architectural history course sequence. In the design studios, students are constantly referred to the library where they can examine precedential material. The library's adjacency to these studios makes this process a natural one.

The faculty believe that ARC 2546 Architectural Design 2B, ARC 3536 Architectural Design 3A, and ARC5443 Architectural Programming best address these criteria.

A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenuous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

The history of architecture course sequence presents students with an overview of all aspects of the Western tradition, various indigenous and modern non-Western traditions. Students are enjoined to develop their own understanding of built form based on context, be it environmental, technological, social, economic, cultural, or material. The architectural history course sequence covers the United States, all of Pre-Columbian America from Alaska to Peru, Western and Central Europe, the Middle East and Russia and introduces the Islamic world, India, Southeast Asia, China, and Japan. The first two architectural history courses examine Native American and American colonial and revivalist architecture. The third course examines American modern and

post-modern architecture. The architectural theory course concludes this sequence and engages students in writing contemplation of history.

The faculty believe that ARC 2313 Architectural History I, ARC 3313 Architectural History II, and ARC 4313 Architectural Theory best address these criteria.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Students acquire an understanding of the study of cultural diversity as a social science through the two (2) required social science electives. Students then consider cultural diversity in the context of the built environment through the three-course history of architecture sequence. The architectural history course sequence covers the United States, all of Pre-Columbian America from Alaska to Peru, Western and Central Europe, the Middle East and Russia and introduces the Islamic world, India, Southeast Asia, China, and Japan.

While the design studios take on a wide variety of projects that make students aware of various ethnicities, and economic levels, the faculty believe that ARC 2313 Architectural History I, ARC 3313 Architectural History II, and ARC 3323 Architectural History III best exemplify understanding of cultural diversity and social equity.

Realm B: Building Practices, Technical Skills, and Knowledge

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Concurrent with the fifth-year studio, students take a required course in Architectural Programming (ARC 5443). This course offers students the opportunity to demonstrate their knowledge of programming by having them develop their own building program and select a site for this building. Their decisions are expected to take into consideration the needs of the community and various space and equipment requirements in addition to all the previously mentioned aspects of programming.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

Students are taught, beginning with their first design experiences, that they must be careful observers of the natural and built environment before they make an architectural intervention. Design projects are set on real sites, accessible to the students for repeated site visits; these sites are analyzed both quantitatively and qualitatively. Students are taught that they must be responsive to and responsible for local site conditions as well as the larger ecosystem of which their site is a part and the built environment as well as the society it serves. Students are held accountable for their site decisions during critiques and reviews and in grading. Training in dealing with site conditions is formalized and developed in depth in ARC 2546 Architectural Design 2B, ARC 4546 Architectural Design 4B, and ARC 4733 Site Planning for Architects.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

Issues of accessibility, life-safety issues and compliance with codes pertaining to life safety including ADA requirements, are discussed in Design Studios beginning in the First Year. Students are expected to be able to apply this information in their design projects. It is the responsibility of all design studio instructors to underscore the accessibility implications of design decisions through both daily critiques and in project reviews. Emphases on these issues and their applicable responsibilities are found in the Legal Aspects of Architecture, Architectural Practice and Site Planning classes. ARC 3546 Architectural Design 3B, ARC 3717 Assemblages, and ARC 5443 Architectural Programming require specific research into applicable codes and ADA Standards.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

S|ARC has given significant attention to this SPC since the last APR and Team Visit. Descriptive and precise drawing and writing are requirements of all design studios. The students are introduced to rudimentary detailing issues in 2723 Materials. Students employ construction documentation and design detailing in upper-level studios, beginning with the third year, where schematic and developed wall sections are required.

Construction documentation and design detailing are best exemplified in our re-vamped ARC 3717 Assemblages course (which now includes a lab component), our new Collaborative Tectonic Studio ARC 3546 Architectural Design 3B, and our CAP studio ARC 4546 Architectural Design 4B.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

The two structures courses directly address the understanding of structural behavior in buildings. Each of thee courses has a separate lab component. In addition, issues of structural systems are a constant component of the design studio work and are especially emphasized in the in the spring of third year, through fourth year, and finally in the 5th year independent projects.

The faculty believe that our new Collaborative Tectonic Studio ARC 3546 Architectural Design 3B, ARC 3904 Structures I, and ARC 3914 Structures II thoroughly address these criteria.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

In ARC 2713 Passive Building Systems, lectures and readings introduce the student to illumination/daylighting, basic acoustical principles, materiality of structural systems, and basic life-cycle energy analysis principles. Students are taught how to use geometry, orientation, and shape/form, in concert with the programmed use and physical phenomena, in order to passively control a building's climate.

In ARC 3723 Active Building Systems, the use of mechanized environmental control systems is studied, as well as how these systems are used in an energy-efficient, sustainable manner and

how these systems both supplement and complement the passive design strategies of a building design.

Principles learned in these courses are applied in the design studios and are evidenced particularly well in our CAP studio ARC 4546 Architectural Design 4B.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Principles that inform the design of building envelope systems are introduced and applied in the first-year studios. In many subsequent studio courses, students are required to develop wall systems both schematically and in detail. Students learn theories and appropriate methods of assembly for conventional and new technological systems in Materials and Assemblages. Detailing of wood, steel, and concrete is dealt with in the two structures courses. The faculty believe an understanding of this SPC is best exemplified in our re-vamped ARC 3717 Assemblages course (which includes a lab component) and our new Collaborative Tectonic Studio ARC 3546 Architectural Design 3B.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

This content is presented to the students in two core technical courses. ARC 2723 Materials introduces common building materials. It includes lectures, a lab, and readings on soils, concrete, masonry, wood, metals, and glass. Field trips and small construction projects introduce the physical qualities of materials and introduce how their form can be designed to shed water. ARC 3713 Assemblages focuses on the principles and methods of joining materials and assemblies. Emphasis is placed on understanding how an assembly reacts to water, air temperature, air movement, and gravity. The Structures courses deal with wood, steel, and concrete.

All design studios emphasize the consideration and reasonable application of materials. From third-year studios through fifth-year studios, all students are expected to address materials and construction systems in all design projects. Our new Collaborative Tectonic Studio sequence – ARC 2536 Architectural Design 2A and ARC 3546 Architectural Design 3B – best exemplify these criteria in a design studio setting.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

The one semester ARC 3723 Active Building Systems course addresses lighting, HVAC, water, waste, vertical transportation, PV design, and acoustics (an acoustician presents a workshop each year). At the completion of the course, students should have developed an awareness of the effects of environmental control on the human psyche; understand the concepts, issues, and terminology applicable to the components of active systems; be able to analyze architectural and mechanical needs relative to program, space, and use requirements; and be able to make technological recommendations that result in well designed physical and emotional environments. By investigating design processes that use building systems as form generators; by developing strategies for the successful integration of building envelopes and mechanics; and by sustaining

the system by way of architectural innovation, students develop confidence in their ability to achieve specific environmental goals.

The final design studio, ARC 5589 Architectural Design 5B, serves as students' last opportunity to demonstrate a basis awareness of how these systems are integrated in a complex building project.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

The complex interrelated nature of cost and value is emphasized in studio critiques and evaluations of design projects, at a range of scales from urban configuration and land use to the choice of structural systems, materials, and construction methods. Attention is given not only to the monetary aspects of building economics, but also to costs that are measured in other terms: the use of natural and human resource and environmental outcomes. Passive Building Systems, for example, addresses life-cycle costs and environmental sustainability as central concerns within a context of historic and contemporary urbanism and the fundamental role for architecture in creating human habitat.

Fundamental project financing methods are taught in ARC 5493 Architectural Practice. Fundamental cost estimating analysis occurs in ARC 5443 Architectural Programming. Construction scheduling and operational costs are considered in ARC 3546 Design 3B.

Realm C: Integrated Architectural Solutions

To understand S|ARC's approach to Integrated Architectural Solutions, it is necessary to understand the educational underpinnings of our entire 5 year studio sequence. Our studio curriculum document is grounded in Bloom's Taxonomy. In 1948, Benjamin Bloom led a broad-based group of educators who developed a classification of intellectual behaviors essential to learning. Concluded in 1956, Bloom's study identified six necessary levels within the cognitive domain, from the simple recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluating.

Knowing → comprehending → applying → analyzing → synthesizing → evaluating

This taxonomy has been studied, discussed, and restated many times over the last 50 years, but never discredited. The biggest debate revolves around whether synthesis is really lower than evaluation; some say it should be reversed; some say they are equal and mutually supporting. Anderson and Krathwohl's "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives" (2001) restates the levels:

Remembering → understanding → applying → analyzing → evaluating → creating

The first-year design studios introduce the principles of design (remembering, understanding, and applying). In the second-year, students apply these principles to building designs (analyzing). Third-year studios integrate programmatic, structural, and environmental systems (evaluating). This process continues in the fourth-year where the spring semester Comprehensive Architectural Project (CAP) is used as a test of competence and, in turn, a test of readiness to move to Jackson where students are expected to take on a greater responsibility for structuring their design process (creating). The fifth-year independent project furnishes the final instrument for evaluating mastery of the design process.

First Year – Design I-A and I-B: The goals of the first year studio sequence are to introduce fundamental bodies of knowledge and skills including: elemental two and three dimensional design skills; appropriate methodologies for the formulation and testing of ideas in architectural proposals; and an awareness of the interactions of the body with architectural space. In the course of the first year students will acquire the ability to use abstract or predictive representation systems such as orthographics, axonometrics, perspective, shade and shadow; come to understand diagramming and making as thinking; see drawing as predictor of fabrication; develop wood shop skills/attention to craft; and know the value of keeping a record of work.

First year students use scaled projects to understand: site as dimensional and proportional limitations; site as view, vantage points, climate; fundamental principles such as support, enclosure, orientation, assembly, passage, hierarchy, materiality, proportion; uses of symmetry, asymmetry, rhythm, repetition, interval, measure, proportion, and other compositional methods; tectonic language such as linear, planar, and volumetric elements used horizontally and vertically (column, beam, wall, floor, roof); relations of these elements to structure, experience, and representation. In addition, students are introduced to basic digital media (primarily photography and Photoshop).

Second Year – Design II-A and II-B: The goals of the second year studio sequence are to analyze and build upon first year concepts and behaviors via the design of buildings. Students examine issues of use and assembly, environment and site, spatial sequence and relationships; develop interior spaces with appropriate levels of spatial complexity; demonstrate ability to remember, understand, and apply via the first Collaborative Studio (design and construction at full scale of a simple public enclosure such as a bus shelter) [fall] and first solo architectural projects (typically a small private space, such as a house, on a simple site) [spring].

Second year students conduct precedent analysis for typology, structure, materials, environmental response and confront the appropriate use of architectonic elements (doors, windows, walls, floors, columns, beams, and stairs); integration of primary environmental forces (light, water, earth, wind); and address issues of assembly and materials. Students also learn digital 2D vector media (AutoCAD or Revit) and more advanced digital photo/layout media (Photoshop and InDesign) [fall]; and 3D digital media (Revit and Rhino) [spring] with the support of our annual Applied Software advance software training.

Third Year – Design III-A and III-B: The goals of the third year studio sequence are to integrate first and second year design issues with technological requirements (structure, skin, natural and manmade environmental systems) while addressing a complex architectural program (such as a multiple dwelling – blending of public and private) in the fall and demonstrating ability to analyze, evaluate, and create a mid-size public space (such as a library, school, or fire station) via the second Collaborative Studio (w/BCS) in the spring. Students will learn systems integration, code application in terms of egress and accessibility (i.e. systems of movement), collaborative design, methods of project delivery, and cost estimating/construction scheduling. Also, students will continue to master advanced 3D modeling – BIM (e.g. Revit).

Fourth Year – Design IV-A and IV-B: The goals of the fourth year studio sequence are to increase personal engagement and assist students in developing an independent creative process. The year is structured to provide a significant span of time to develop a personal research area. In the fall semester, this takes the form of varying but narrowly focused Topical Studios (e.g. topical studios which return to fundamental design issues or topical studios which focus on an important contemporary issue), research projects with the Carl Small Town Center studio or Gulf Coast Community Design Center studio, or exchange programs with the Washington Alexandria studio. In this spring, progress is tested through a Comprehensive Architectural Project. In both semesters, critical thinking is encouraged through a project of limited programmatic scope.

Fifth Year – Design V-A and V-B: The goals of the fifth year studio sequence are to introduce challenges imposed, and opportunites afforded, by cities; to reevaluate previously accepted knowledge; and to test acquired positions within an urban context. Students will demonstrate critical thinking through an urban project; exhibit independent thought; master program development; and gain awareness of the various stakeholders involved in constructing the public realm. Fifth year students will design urban-scaled interventions within the fabric of Jackson, MS, in the fall semester; and, in the spring, tackle a thesis or urban-oriented Comprehensive Architectural Project.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

The students' awareness and understanding of research requirements are built up over the course of the five-year curriculum. As students progress through the various studio levels, they are expected to take on increasingly complex concerns in their design projects. In the design studios, students are taught to gather, organize, analyze, and synthesize data in the form of feasibility studies, site documentation, case studies, and architectural programming. In other core and cohort courses, both required and elective, students are taught research skills through the writing of research papers. The faculty believe that ARC 4546 Architectural Design 4B, ARC 5589 Architectural Design 5B, and ARC 5443 Architectural Programming best exemplify this understanding.

In the fourth year studio ARC 4546 Architectural Design 4B, students are required to synthesize their research in a design project of a significant scale. They address issues of adjacency, zoning and other laws, and building codes, while resolving the demands of a complex building program. Finally, they are expected to analyze site conditions in more depth by considering both environmental site conditions and the socio-cultural and historical context. The fifth year offers students the opportunity to demonstrate their research skills by having them develop their own building program and select a site for this building in ARC 5443 Architectural Programming. Their decisions are expected to take into consideration the needs of the community and various space and equipment requirements in addition to all the previously mentioned aspects of programming. Following a semester of Architectural Programming, students test the validity of their research in ARC 5589 Architectural Design 5B's comprehensive independent project.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem indentification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

In the first-year design studios, students are introduced to the principles of architectural design. By the end of the second year, they are consistently applying these principles to building design. In the third-year design studios, they are expected to integrate programmatic, structural, and environmental systems. This process continues in the fourth year spring semester Comprehensive Architectural Project (CAP) which is used as a test of competence and, in turn, a test of readiness to move to Jackson where students are expected to take on a greater responsibility for their structuring and scheduling of design work.

The faculty believe that ARC 4546 Architectural Design 4B and ARC 5589 Architectural Design 5B address these criteria in tandem. The first CAP in ARC 4546 Architectural Design requires that students produce a design solution through a highly prescribed series of models and drawings that demonstrate a comprehensive design-development-level project. The fifth-year spring independent project furnishes the final instrument for evaluating their mastery of the architectural decision-making process by means of a less prescribed studio environment in which students are expected to select appropriate parti(s), systems, and means of representation.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

The principles of sustainability are taught across our curriculum. In Passive Building Systems, lectures, readings and hands-on projects introduce students to the basic principles of ecology and sustainability through a holistic life-cycle approach. Included is the specific study of climate and geography and how these forces shape architecture and urban form and how efficiently the resulting structures use natural resources. These issues are further developed in Active Building Systems, where the positive and negative effects of mechanization and industrialization are explored and evaluated. The students are introduced to energy-efficient mechanical technologies that minimize a building's impact on natural resources. Site Planning and Theory of Urban Design introduce students to the issues of context analysis, land use, water management, and accessibility. Technical documentation and issues of life safety are introduced in Architectural Design 3B and Assemblages. Our Structures sequence provides students with a thorough understanding of the advantages and disadvantages of various structural systems. And, as noted earlier, Architectural Design 3B and Assemblages engage the students to a wide range of traditional and contemporary envelope systems.

Principles learned in these courses are applied in the design studios where students are presented with conflicting problems of increasing difficulty that (a) encourage a hybrid passive/mechanical approach in the design process, (b) necessitate the development of an attitude toward appropriate use of site and orientation, and (c) challenge the students to compare and contrast and ultimately select from the diverse range of systems that make up today's profession. The faculty believe that ARC 4546 Architectural Design 4B and ARC 5589 Architectural Design 5B are the cumulinating studios in this regard, in which students must demonstrate both their mastery of the principles of sustainability and the decision-making and evaluative processes appropriate to the architectural profession. ARC 4546 Architectural Design 4B does this by means of a shared program on a given and carefully proscribed site. ARC 5589 Architectural Design 5B repeats this process but differs in that it requires that students work from individualized programs on sites that they have selected from a range of options. In both studios, students have to select among a wide range of systems and develop drawings of appropriate detail to investigate the implementation of those systems in the specific context of their projects.

Realm D: Professional Practice

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect's role to reconcile stakeholder needs.

The faculty believe that ARC 2536 Architectural Design 2A and ARC 4546 Architectural Design 4B best address this SPC. By working with real clients, community leaders, builders, and users, students gain an appreciation of the diversity of roles intertwined in the design process. This understanding is stressed throughout the entire design curriculum. By fifth year, students have a clear understanding of both the architect's legal and moral responsibilities.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

The faculty believe that ARC 3546 Architectural Design 3B, ARC 5383 Legal Aspects of Architecture, and ARC 5493 Architectural Practice address this SPC. In these courses, students are introduced to the phases of the design process and the architect's responsibility. In ARC 3546

this takes the form of direct engagement with BCS students and the joint development of timelines and schedules and selection of methods. This studio requires S|ARC and BCS students to collaborate in the laying out the construction site, providing laydown space, and planning the construction sequence. In ARC 5383 Legal Aspects and ARC 5493 Architectural Practice this content is covered from the viewpoint of managing the process and contracts and from the perspective of appropriate laws. Responsibilities of the architect to the contractor/owner/engineer and vice versa are also taught in all three courses.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

The faculty believe that ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice address this SPC. Students are introduced to all aspects of organization and management of an architectural practice, and they receive an overview of practice-related issues. Using content-specific readings, students address major challenges confronting architects today, specifically: advancing technology, the explosive growth of information, increasingly sophisticated and culturally diverse clients seeking greater value, an escalating global economy, and varied competition from within and outside the profession. They learn the complexities of working for, owning, and/or managing an architectural practice; develop a working knowledge of practical business management techniques; and come to understand the theoretical issues associated with professions in the United States, (e.g. ethical responsibility, knowledge vs. product-based service, etc.) Guest lectures and presentations from practicing architects help to introduce students to a wide range of business strategies, the process of establishing a practice, managing business and finances, marketing and developing a business, managing projects, and developing client relations.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

The legal context of practice is considered in great depth in both the Legal Aspects of Architecture and Architectural Practice classes, complementing one another in that the former is taught from the perspective of an attorney (specializing in construction law) and the latter from that of the architect. The content of law is presented, as are the processes of implementation. Contracts are explained and analyzed. Liabilities and obligations are reviewed, and conflict resolution is considered at length. Relationships with the complex web of trades, contractors, consultants, as well as clients and the other users and occupants are surveyed. Representative, illustrative situations are presented as case studies.

Building codes, zoning codes, and other land-use legislation constitute some of the rules by which architects work and the constraints that are placed upon them. These are the bases for the prevailing standards for practice. Codes are considered in the development of studio projects, as well, and codebooks are consulted regularly. The Americans with Disabilities Act, too, requires an understanding of both letter and spirit, and this is achieved by repeated consideration in design studio projects in the School. The faculty believe, however, that ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice best address these criteria.

D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Students tend to develop an ethos slowly and relatively unselfconsciously. Analyses, both rigorous and informal, become useful tools from the first day of the first studio. Students are

asked to evaluate shapes, forms, and ideas. They are also asked to understand motivations in their work and in themselves: for form, and for intent. Studio questions come from teachers and colleagues, often and regularly. What is possible? What is the appropriate response? What looks good? Feels good? What is good? What does this contribute, and to whom?

In helping students increase their awareness of the role of professional ethics and responsibility in the practice of architecture and of their reciprocal relationships with a broad spectrum of individuals, the legal aspects of health, safety, and welfare are not simply represented as ideals and abstractions, but are analyzed and articulated for the full breadth and depth of their meaning and their impact on the practice of architecture. Special emphasis is given in two fifth-year classes.

ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice are both configured to identify and quantity issues in professional practice that serve as the basis for the practical responsibilities of architects. An overview of contractual obligations is provided and a careful consideration of case law is presented. The faculty believe that ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice address these criteria in depth.

Methodology for Assessing Student Work

To become fully vested in the School of Architecture, a student must be accepted into the freshman design studio. From that point on, advancement is based on maintaining a minimum 2.0 GPA. Because most courses are offered only once each year and concurrent enrollment in all courses in each semester is seen as important, students are counseled to follow the published curriculum closely. All students must complete all courses in years 1-4 before entering the fifth year in Jackson.

Students receive grades in all academic and professional courses. Their grade point average becomes a good indicator of progress. Grading follows a 4.0 point system, with A, B, C, D, F, and I (incomplete) grades. A 2.0 GPA ("C" average) must be maintained to advance through the program. A "D" is considered passing if earned at Mississippi State University, but only "C" or better grades are accepted for transfer credit. All syllabi must show the method by which grades are to be determined. Faculty are encouraged to be proactive. If a student is not doing well in courses, faculty alert the Director to potential student deficiencies as early as possible for immediate intervention. Even without this prompting, the Director will call a student in for counseling if a pattern of poor performance emerges.

Each incoming architecture student meets with the School's Academic Advisor. The student is required to meet each semester (just after mid-terms) and prior to registration for subsequent semesters. The student and adviser review their academic record and progress for that semester; the Director and the Associate Dean handle special cases. A student may not be enrolled in a design studio if he/she is on academic probation with the university (or has below a 2.0 GPA).

Our grades are based on a 10-point system identified in the Architecture Student Handbook. (It is similar to a 100-point system). This allows for a finer degree of evaluation of our students.

A+	10	A	9.5	A-	9.2	A-/B+	9.0
B+	8.8	B	8.5	B-	8.2	B-/C+	8.0
C+	7.8	C	7.5	C-	7.2	C-/D+	7.0
D+	6.8	D	6.5	D-	6.2	D-/F+	6.0
F	0.0 – 5.9						

To record final grades, the School ultimately uses the University grading system (as posted by the university on official transcripts), which does not account for pluses and minuses.

A	4.0

B 3.0

C 2.0

D 1.0

F 0

In most cases, students are aware of academic problems and recognize that faculty are available to discuss problems and methods for improving performance. This is particularly true in design studios where one-on-one contact is the norm. At the end of each term, design studio faculty discuss final grades with each other to ensure consistency. Students who have not performed adequately are usually counseled by their design faculty. A University grade appeal process exists; however, students are encouraged to seek advice from faculty and from the Director.

University Grade Appeal Process

1. The student is to take the complaint in writing to the instructor involved.

2. If the student does not obtain satisfaction, the student may acquire a grade appeal form from any academic dean's office or from the Registrar's Office, fill it out, and take it to the instructor's department head within 30 days after the beginning of the following regular semester (Fall, Spring). The department head shall acknowledge the receipt of the form and return the duplicate to the student. The complaint should be described fully on the grade appeal form and the nature of this complaint shall remain constant throughout the appeal process.

3. The department head will rule on the grade appeal. Either the student or the instructor may appeal this ruling to the academic dean to whom the department head reports. If appealed, the department head shall immediately forward the appeal form with a letter of recommendation to the dean. The dean will then send copies of all materials to the student's dean, if different from that of the department head's dean. Both the department head and dean's review will occur within a reasonable time and in ordinary circumstances will take no longer than two weeks for each level.

4. The dean will rule on the grade appeal. Either the student or the instructor may appeal this ruling to the Provost and Vice President for Academic Affairs. The reviewing dean shall immediately forward the appeal form, a letter of recommendation, and the complete case file to the Provost and Vice President of Academic Affairs. The Provost and Vice President for Academic Affairs may then refer the case to the Academic Review Board within two weeks. Note: If the appeal were to arrive in the Provost Office with less than two weeks left in the spring semester, the appeal would be referred to the Academic Review Board at the beginning of the following fall semester.

5. Hearing procedure. The following guidelines are established for the direction of the Academic Review Board conducting formal hearings on academic appeals:

a. The instructor and student shall be informed in writing by the Provost and Vice President for Academic Affairs of the place and time of the hearing.
b. The instructor and student will be allowed three (3) business days to prepare for the hearing. The instructor and student may request additional time by showing cause in writing to the chair. The instructor and student shall be advised that they have the right to appear with an advisor if they so choose at their own personal expense. If the advisor is an attorney, the Office of the Provost must be notified two (2) working days prior to the hearing. The instructor and/or the student is responsible for presenting his/her case and the advisor may not address members of the review board or witnesses.
c. The majority of the hearing Board members (or their alternates) shall constitute a quorum. In the event a quorum is not present, both the student and instructor must agree to proceed with the hearing, otherwise the hearing will be rescheduled.
d. Academic Review Board hearings are of a private, confidential nature. They are closed to the public.

e. The instructor shall be strongly encouraged to appear in person to present his/her case to the Academic Review Board, and the instructor may call witnesses in his/her behalf. However, the instructor may elect not to appear before the Review Board. Should the instructor elect not to appear, the hearing shall be held in his/her absence. The failure of an instructor to appear must be noted without prejudice; however, the Board will act upon the evidence presented to it whether or not the faculty member is present. The student must appear in person to present his/her case and may call witnesses in his/her behalf. Both the student and the instructor must provide to the chair a list of witnesses they intend to call at least three (3) business days before the hearing.

It will be left to the discretion of the Academic Review Board whether or not to permit the introduction of any particular written statement. If written evidence is to be presented against the instructor, the instructor shall be allowed to see the actual signed statements at least three (3) business days before the hearing. Unsigned statements shall not be admissible as evidence.

f. The instructor or student shall have the right to challenge any member of the Academic Review Board for good cause and request that the individual be disqualified for that hearing. This dismissal of a challenged hearing Board member shall be at the discretion of the hearing Board Chair. Should the Chair be directly involved in the case, the Chair shall excuse himself/herself and a Chair Pro Tempore shall be selected by the members of the Academic Review Board for that hearing.

g. The instructor and student shall have an opportunity to be present during the presentation of all evidence and to challenge the admissibility of any evidence. They shall each have the opportunity to question all witnesses. The Chair of the Academic Review Board shall supervise any questioning of this nature, and, at the Chair's discretion, may strike any questions which are not relevant to the purpose of the hearing. The Board may question the instructor, the student, and any witnesses.

h. The recommendation in each case shall be made by a majority of Academic Review Board members present and voting.

i. Recommendations of the Board and the factual basis upon which the recommendations are made will be issued in writing to the Provost and Vice President for Academic Affairs for a final decision. The Provost and Vice President for Academic Affairs shall transmit the recommendations and the Provost's decision to the instructor and the student within 30 days of receiving the recommendations of the Board.

Remediation Procedure (Double "D" Policy for Design Studio)

In design studios, it is possible to advance with a single "D" grade. If a student earns a second "D" in the subsequent term, he/she must retake both semesters, earning at least a "C" in both terms. This procedure has been found to be very effective in assuring the development of minimum competency, and students making double-Ds have often improved significantly when they have repeated the studios.

II.2.1 Institutional Accreditation

Mississippi State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees. Letter of accreditation attached below:

SACS COC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 13, 2015

RECEIVED
JAN 20 2015
OFFICE OF THE PRESIDENT

Dr. Mark E. Keenum
President
Mississippi State University
P.O. Box 6019
Mississippi State, MS 39762

Dear Dr. Keenum:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2024 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 16, 2015,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:sf

cc: Dr. Robin W. Hoffman

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

II.2.2 Professional Degrees & Curriculum

Bachelor of Architecture

The School of Architecture at Mississippi State University only offers the Bachelor of Architecture (B.Arch.) professional degree. The program is a ten-semester (5-year) sequence for a total of 152 credit hours in the following composition:

- The University Core (General Studies) Curriculum (or UCC) comprises thirty-nine (39) credit hours, nine credit hours of which are electives. Our students may choose among a variety of courses to fulfill two social/behavioral science electives and a fine-arts elective.
- The School requires students to complete nine (12) credit hours of "approved electives." The list of approved electives is an extensive selection of non-architecture courses.
- Fifty-one (51) hours are non-professional courses. They are comprised of thirty-nine (39) credit hours from the UCC and the twelve (12) credit hours of approved electives.

General education:	39
Professional:	101
Electives (open):	12
	152[8]

General education + Electives = 51 (34% of the B.Arch Curriculum)

General Studies (University Core)

Course #	Course Name	Credit Hours
	English	
EN 1103	English Composition I	3
EN 1113	English Composition II	3
	Math	
MA 1313	College Algebra[1]	
MA 1323	College Trigonometry[1]	
MA 1613	Business Calculus	3
	Natural Sciences	
ARC 2713	Passive Building Systems[2]	3
PH 1113	General Physics I (w/Lab)	3
PH 1123	General Physics II (w/Lab)	3
	Social Sciences	
	Social/Behavioral Science Elective	3
	Social/Behavioral Science Elective	3
	Fine Arts	
	Fine Arts Elective	3
ART 1213	Freehand Drawing I	3
	Electives	
	Approved Elective[2]	3
	Approved Elective[2]	3
	Approved Elective[2]	3
	Approved Elective[2]	3

[8] As noted earlier in the APR, the state's Institute of Higher Learning capped our 5-year B.Arch. degree program at 152 credit hours; and this required a special waiver (BS and BA degrees at all state universities are capped at 124 credit hours). We are hamstrung in creating additional required elective courses. That said, in the past decade most of our students exceeded 152 credit hours upon graduation. Historically, most exceed 160 credit hours by choice to pursue minors or other educational opportunities.

	Humanities	
ARC 2313	History of Architecture I[3]	3
ARC 3313	History of Architecture II[3]	3
ARC 3323	History of Architecture III[3]	3
	TOTAL	**51**

Notes on the General Studies Table
1. These math courses required by the University Core do not calculate into our credit total. The School of Architecture expects entering students to have met these requirements prior to beginning classes in the program.
2. Approved Electives may be taken from a wide selection of University courses as well as from School of Architecture elective offerings. ARC 2713 Passive Building Systems satisfies a Natural Sciences requirement. It is an increasingly popular course with students outside of the department.
3. These courses offered by the School of Architecture satisfy the MSU Core Curriculum requirements in the areas indicated.

Architectural Requirements

Course #	Course Name	Credit Hours
	Studio Sequence	
ARC 1536	Architectural Design I-A	6
ARC 1546	Architectural Design I-B	6
ARC 2536	Architectural Design II-A	6
ARC 2546	Architectural Design II-B	6
ARC 3536	Architectural Design III-A	6
ARC 3546	Architectural Design III-B	6
ARC 4536	Architectural Design IV-A	6
ARC 4546	Architectural Design IV-B	6
ARC 5576	Architectural Design V-A	6
ARC 5589	Architectural Thesis V-B	9
	History/Theory Sequence (History I-III in General Studies, above)	
ARC 4313	Architectural Theory	3
ARC 5353	Philosophy of Architecture	3
	Architectural Technology Sequence	
ARC 2723	Materials	3
ARC 3713	Assemblages	3
ARC 3723	Active Building Systems	3
ARC 3904	Structures I	4
ARC 3914	Structures II	4
ARC 4733	Site Planning for Architects	3
	Fifth Year/Professional Practice	
ARC 5383	Legal Aspects of Architecture	3
ARC 5443	Architectural Programming	3
ARC 5493	Architectural Practice	3
ARC 5623	Theory of Urban Design	3
	TOTAL Architecture Courses	**101**
	TOTAL required for B. ARCH Degree	**152**

Minors

Minors and Certificates at Mississippi State University typically require 15 to 18 credits in a subject. As a land grant university with over 18,000 students, there are many options for minors. Almost every department in the College of Arts and Sciences offers minors. Within the College of Architecture, Art, and Design, there are minors in architectural studies and art.

This is a partial list of minors at Mississippi State University:

African-American Studies
Anthropology
Architectural Studies
Art
Biological Sciences
Broadcasting
Chemistry
Communications Studies
Economics
English
Gender Studies
Geosciences
History
Journalism
Mathematics
Microbiology
Music
Philosophy
Political Science
Physics
Psychology
Public Administration
Public Relations
Sociology
Theater

Typical Semester Credit Hour Load

A typical semester within the architecture degree program requires 15 hours, with two semesters requiring 16. The university allows students in good standing to take up to 19 hours without special permission or additional cost. In effect, this means that a student could take up to an additional 38 hours of electives beyond the degree requirements.

Bachelor of Architecture Curriculum (Critical Path - Semester Sequence)

The School offers two traditional paths toward a Bachelor of Architecture degree: Architecture Curriculum Track – for incoming freshman who were admitted into the program directly out of high school or transferred with minimal college credit, and the Pre-Architecture Curriculum Track – for students who did not get admitted originally, but are still declaring architecture as their major, and university or community college transfer students. These Pre-Architecture students enter the program through a compacted rigorous summer studio sequence of Design 1A and 1B; they are not allowed to take any other courses during this summer program. They must have completed all first year requirements before being accepted.

SCHOOL OF ARCHITECTURE MISSISSIPPI STATE UNIVERSITY

CURRICULUM School of Architecture

MA 1313 College Algebra
MA 1323 College Trigonometry

NOTE: The requirements for these 2 math courses must be met prior to beginning the design studios in the fall semester.[1]

	FALL				SPRING		
FIRST YEAR	ARC 1536	Design I-A	6		ARC 1546	Design I-B	6
	EN 1103	English Composition I	3		EN 1113	English Composition II	3
	PH 1113	General Physics I	3		PH 1123	General Physics II	3
	ART 1213	Freehand Drawing I	3			Social/Behavioral Science	3
			15			Elective	15

	FALL				SPRING		
SECOND YEAR	ARC 2536	Design II-A	6		ARC 2546	Design II-B	6
	ARC 2713	Passive Building Systems	3		ARC 2313	History of Architecture I	3
		Social/Behavioral Science	3		ARC 2723	Materials	3
		Fine Arts Elective	3		MA 1613	Business Calculus	3
			15				15

	FALL				SPRING		
THIRD YEAR	ARC 3536	Design III-A	6		ARC 3546	Design III-B	6
	ARC 3313	History of Architecture II	3		ARC 3323	Architectural History III	3
	ARC 3713	Assemblages	3		ARC 3723	Active Building Systems	3
	ARC 3904	Structures I	4		ARC 3914	Structures II	4
			16				16

	FALL				SPRING		
FOURTH YEAR	ARC 4536	Design IV-A	6		ARC 4546	Design IV-B	6
	ARC 4733	Site Planning for	3		ARC 4313	Architectural Theory	3
		Approved Elective	3			Approved Elective	3
		Approved Elective	3			Approved Elective	3
			15				15

	FALL				SPRING		
FIFTH YEAR	ARC 5576	Architectural Design V-A	6		ARC 5589	Architectural Thesis V-B	9
	ARC 5353	Philosophy of Architecture	3		ARC 5383	Legal Aspects of	3
	ARC 5443	Thesis Programming	3		ARC 5493	Architectural Practice	3
	ARC 5623	Theory of Urban Design	3				
			15				15

Total Minimum Credits Required for Degree	152

A Minimum of 12 Credits is required to be considered a full time student.[4]
A typical recommended semester has 15 to 16 credits.[4]
A maximum of 18 credits is allowed without special permission.

[1] MA 1313 College Algebra is the minimum level math requirement for the University Core curriculum. MA 1313 College Algebra and MA 1323 College Trigonometry are prerequisites for Physics PH 1113 and 1123 General Physics I and II.

Since physics must be completed in the freshman year, students must:

-Complete MA 1313 College Algebra
- -Students with a 24 or higher on the math portion of the ACT may waive MA 1313 College Algebra.
- -Students may take MA 1313 at MSU or a community college the summer before entering the architecture program.
- -A College-Level Examination Program (CLEP) test for MA 1313 is available through the Computer-Based Testing Services office on the MSU campus http://www.ats.msstate.edu/

-Complete MA 1323 Trigonometry
- -MA 1313 College Algebra is a pre-requisite for MA 1323
- -Students with a 26 or higher on the math portion of the ACT *and* one semester of a Trigonometry course in high school *and* received a "B" or higher, may waive MA 1323 College Trigonometry.
- -Students may take MA 1323 at MSU or a community college the summer before entering the architecture program.

[2] MA 1313 Algebra and 1323 Trigonometry are prerequisites for this course.
[3] ART 1213 must be passed with a minimum grade of B. Students receiving a lower grade are required to take ART 1223 Freehand Drawing II.
[4] This is the minimum number of credits to be considered full time. This is the minimum number of credits to complete the degree within 5 years.

COLLEGE OF ARCHITECTURE ART + DESIGN

1

SCHOOL OF ARCHITECTURE MISSISSIPPI STATE UNIVERSITY

PRE-ARCHITECTURE CURRICULUM School of Architecture

MA 1313 College Algebra
MA 1323 College Trigonometry

NOTE: The requirements for these 2 math courses must be met prior to beginning the design studios in the fall semester.[1]

	FALL				SPRING		
FIRST YEAR	EN 1103	English Composition I	3		EN 1113	English Composition II	3
	PH 1113	General Physics I[2]	3		PH 1123	General Physics II	3
	ART 1213	Freehand Drawing I[3]	3			Approved Elective	3
		Fine Arts Elective (ARC 1013)	3			Social/Behavioral Science Elective	3
			12[4]				12[4]
SUMMER	1				2		
	ARC 1536	Design I-A	6		ARC 1546	Design I-B	6
	FALL				SPRING		
SECOND YEAR	ARC 2536	Design II-A	6		ARC 2546	Design II-B	6
	ARC 2713	Passive Building Systems	3		ARC 2313	History of Architecture I	3
		Social/Behavioral Science Elective	3		ARC 2723	Materials	3
					MA 1613	Business Calculus	3
			12[4]				15
	FALL				SPRING		
THIRD YEAR	ARC 3536	Design III-A	6		ARC 3546	Design III-B	6
	ARC 3313	History of Architecture II	3		ARC 3323	Architectural History III	3
	ARC 3713	Assemblages	3		ARC 3723	Active Building Systems	3
	ARC 3904	Structures I	4		ARC 3914	Structures II	4
			16				16
	FALL				SPRING		
FOURTH YEAR	ARC 4536	Design IV-A	6		ARC 4546	Design IV-B	6
	ARC 4733	Site Planning for Architects	3		ARC 4313	Architectural Theory	3
		Approved Elective	3			Approved Elective	3
		Approved Elective	3				
			15				12[4]
	FALL				SPRING		
FIFTH YEAR	ARC 5576	Architectural Design V-A	6		ARC 5589	Architectural Thesis V-B	9
	ARC 5353	Philosophy of Architecture	3		ARC 5383	Legal Aspects of Architecture	3
	ARC 5443	Thesis Programming	3		ARC 5493	Architectural Practice	3
	ARC 5623	Theory of Urban Design	3				
			15				15
	Total Minimum Credits Required for Degree						**152**

A minimum of 12 credits is required to be considered a full time student.[4]
A typical recommended semester has 15 to 16 credits.[4]
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- -Students may take MA 1323 at MSU or a community college the summer before entering the architecture program.

[2] MA 1313 Algebra and 1323 Trigonometry are prerequisites for this course.
[3] ART 1213 must be passed with a minimum grade of B. Students receiving a lower grade are required to take ART 1223 Freehand Drawing II.
[4] This is the minimum number of credits to be considered full time. This is the minimum number of credits to complete the degree within 5 years.

COLLEGE OF ARCHITECTURE ART + DESIGN

1

Additional Information Related to the Bachelor of Architecture Degree Requirements

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NOTE: Each of the **BLUE bullet items** are linked to folders on a secure MSU website or web sites:

- **ADMISSIONS GUIDELINES** FOLDER
- **HOW TO PREPARE IN HIGH SCHOOL FOR THE SCHOOL OF ARCHITECTURE** WEB LINK
- **MINOR IN ARCHITECTURAL STUDIES** WEB LINK
- **TRANSFER CREDIT EVALUATION FORMS (degree audit)** FOLDER
- **SOCIAL AND BEHAVIORAL SCIENCE and FINE ARTS ELECTIVES (list)** WEB LINK
- **APPROVED ELECTIVES (list)** WEB LINK

Off-Campus Programs

Jackson Center, 5th Year Program, Stuart C. Irby, Jr. Studios

Students in the architecture program spend their first four years on the main campus of Mississippi State University in Starkville. Students in their fifth year go to the School of Architecture facility in downtown Jackson, MS. The Stuart C. Irby, Jr. Studios in Jackson constitute a well-supported satellite campus for the school. This is not a separate and distinct program, but an extension of the School's facilities, complete with studios, library, fabrication and plotting facilities, faculty and support staff. It does provide, however, a graduate studio-like environment in which students encounter new faculty, engage with local practitioners, and make substantive forays into the problems and opportunities afforded by life in a city. A full description of the facility and its resources can be found in preceeding sections.

II.3 Evaluation of Preparatory Education

Students – Mississippi State University

The University requirements for admission are the base requirements. The University requires either a minimum grade point average of 2.5 in a college preparatory curriculum, or a minimum composite ACT score of 21 for admission into majors. A student who does not meet both of these baselines is placed into the Undecided major and must prove her/himself capable of doing university-level work. Oftentimes, remedial non-credit coursework in English and Math is required. The University's overall graduation rate is 61% for those who apply as freshmen.

Students – School of Architecture

The academic quality of students in the School is excellent, with the overall ACT average of entering classes consistently at one of the highest levels in the University. Typically, the entering freshman class of 40-45 students each fall is selected from approximately 100+ official applicants; in Fall 2014 we accepted 45. Students that do not make the 'initial cut' into the program are admitted as Pre-Arch students; this allows all potential candidates an unbiased route into our program. It also privileges students who do not traditionally 'do well' in standard testing or standard high school environments. This Pre-Arch track provides a way for community college students and underserved populations to matriculate into our program with 'only' having to spend an extra summer in the process. This Pre-Arch summer class of students, with at least a year in college, includes about 15 persons. The students are bright and inquisitive and come to the program with a strong work ethic and positive attitude about the profession that they plan to enter. There are about 200 students within the five years, including some 180

students within the design studios, with the balance in the Pre-architecture program. About 35 students graduate each year, approximately 56% of those who enter.

The first students in the School were almost exclusively from Mississippi. With the maturing of the program, accreditation, and national recognition, the demographics have shifted to the point that approximately half of the student body is now from out of state, largely from the region, but with some individuals from throughout the rest of the U.S. and foreign countries. The University offers tuition scholarships based on ACT scores. For the last several years, about half of the entering fall class have had ACT scholarships.

Approximately two-thirds of our students enter the program as freshmen coming directly out of high school. The remainder are transfers, either from other colleges in the University or, more typically, from community colleges. Occasionally a student enters the program with a previous bachelor's degree in another discipline, and just as occasionally a student comes from another university.

The School maintains an active recruiting program coordinated by the Director and a college-wide recruitment committee, which works closely with the Office of Enrollment Services in both recruiting and orientation of new students. Information and tour sessions are held each Friday at 11:00 a.m. and by appointment. These sessions include a campus tour, a building tour led by our Admissions Coordinator in the School, and a meeting among prospective students, their parents, and the Director. Once in the School, all students are academically advised by the Admissions/Academic Advising Coordinator and/or by the Director.

II.4 Public Information

The information below is copied from our webpage and is available to the public (all hyperlinks are active).

> The National Architectural Accrediting Board
>
> In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.
>
> Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.
>
> Mississippi State University School of Architecture offers the following NAAB-accredited degree program:
>
> **B. Arch. (152 undergraduate semester credits)**
> Next Accreditation Visit: 2016
> 2014 Conditions for Accreditation
> 2015 Procedures for Accreditation
>
> 2009-12 NAAB Annual Reports (Narrative Only) |2010| |2011| |2012|
> 2009-12 NAAB Responses to Annual Reports (Narrative Only) |2010| |2011|

2010 NAAB Accreditation Letter of Approval
2009 APR (Architecture Program Report)
2010 NAAB Visiting Team Report

ARE (Architectural Registration Exam) Pass Rates (NCARB)

III.1.1 Annual Statistical Reports

NOTE: Each of the **BLUE bullet items** are linked to folders on a secure MSU website:

- **ANNUAL STATISTICAL REPORTS** LINK

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - ANNUAL STATISTICAL REPORTS* 2009-14 FOLDER

  *Also includes Narrative Reports and NAAB Responses for 2010-12 (NOTE: Narrative Reports were not required after 2012; NAAB responses were not received after 2011)

Statement signed by official within the institution responsible for preparing and submitting statistical data

. . . on next page

MISSISSIPPI STATE UNIVERSITY

Office of Institutional
Research and Effectiveness

Mail Stop 9712
Mississippi State, MS 39762
Office: 662.325.3920
Fax: 662.325.3514

July 15, 2015

National Architecture Accrediting Board
1101 Connecticut Avenue
Wasington DC 20036

The Office of Institutional Research and Effectiveness provides appropriate and timely information to decision makers at Mississippi State University, the Board of Trustees of State Institutions of Higher Learning, the Federal government, and other constituents. Additionally, the office is responsible for submitting all data associated with maintaining Mississippi State University's accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). All data submitted to NAAB is accurate and consistent with all data submitted to state, regional and national agencies, including NCES.

Sincerely,

Timothy N. Chamblee
Assistant Vice President and Director

III.1.2 Interim Progress and Statistical Reports

- N/A. MSU was not required to submit Interim Progress Reports

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

NOTE: Each of the **BLUE bullet items** are linked to folders or documents on a secure MSU website:

- **COURSE DESCRIPTIONS** (Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB **website**.)

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - NAAB Course TEMPLATES - Course Descriptions FOLDER

  02 - MSU Catalog Information – Architecture FOLDER

- **STUDIO CULTURE POLICY**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - S|ARC Studio Culture Policy.pdf

  02 - S|ARC Studio Culture Oath 2015-2016.pdf

- **SELF-ASSESSMENT POLICIES AND OBJECTIVES**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - S|ARC Assessment Docs FOLDER

  02 - MSU Assessment Docs FOLDER

  03 - ARE Pass Rates – NCARB FOLDER

- **ACADEMIC INTEGRITY POLICIES For Students** (e.g., cheating and plagiarism)

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - HONOR CODE – MSU FOLDER

- **INFORMATION RESOURCES POLICIES Including Collection Development**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - S|ARC Resource Collection Policy and Plan FOLDER

- **EEO/AA INSTITUTIONAL POLICIES AND PROCEDURES (faculty, staff, & students)**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - WEB LINK to AA/EEO Policies - MSU.doc

  02 - SIGNED EEO/AA Statement by MSU President .pdf

  03 - Non-Discrimination and Anti-Harassment Policy HRM 0303 .pdf

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- **HUMAN RESOURCE DEVELOPMENT INSTITUTIONAL POLICIES FOLDER LINK** (regarding opportunities such as sabbatical, research leave, and scholarly achievements)

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - SABBATICAL Leave for Faculty Members AOP 1306 MSU.pdf
  02 - LEAVE With or Without Pay HRM Policy 60201 MSU.pdf
  03 - EDUCATIONAL ACHIEVEMENT - HRM - MSU .pdf

- **FACULTY APPOINTMENT and PROMOTION & TENURE policies, procedures, and criteria**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - MSU Policies & Faculty Handbook FOLDER
  02 - S|ARC Promotion + Tenure Policies FOLDER

- **OFFSITE PROGRAM QUESTIONNAIRE RESPONSE** (See *2015 Procedures,* Section 8)

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - MSU Jackson Center - 5th Year Program .pdf

- **SARC FIELD TRIP PROGRAM**

  THIS LINK CONTAINS THE FOLLOWING FOLDERS OR DOCUMENTS:

  01 - Field Trip PROGRAM .pdf

End of Report