
Christopher L. Cospers

Education

Harvard University, Graduate School of Design, Cambridge, MA

Master of Design Studies (MDesS), May 2012

- Critical Conservation (first graduate of program)

Mississippi State University, Starkville, MS

Master of Arts, English, May 1996

- 4.0 GPA on 4.0 scale

Bachelor of Architecture, May 1994

- Ranked 2nd in class of 37 students by GPA
- Magna Cum Laude

Scholarship

Publications

- “Writing-in-Action: Preliminary Results from a New Method of Teaching Technical Writing”—examines early results from the use of the “Writing-in-Action” method with architecture and other students. Presented to the 109th Annual Meeting of the ACSA and scheduled to be published in the proceedings (2021).
- “Endless ‘Sustainable’ Growth is an Oxymoron”—an opinion piece that argues that an economic system based on endless growth is antithetical to environmental sustainability. Published on Common\Edge and ArchDaily (2021).
- “Two Houses: Case Studies in Hubris and Stewardship”—compares and contrasts the demolitions of the Ray Bradbury House and the Bavinger House. Presented to the 108th Annual Meeting of the ACSA and scheduled to be published in the proceedings (2020).
- “Dr. Strangelove’s Strange Environmental Lesson for Architects”—an opinion piece that argues that the main environmental lesson of *Dr. Strangelove* is that well-trained people, including architects, can do the exact wrong thing. Published on Common\Edge and ArchDaily (2020).
- “Writing-in-Action: Teaching Technical Writing through the Lens of the Reflective Practitioner”—outlines a new approach to teaching technical writing based on “reflective practice,” an idea created by Donald Schön and amplified by others. Presented to the 2019 Building Technology Educators’ Society (BTES) Conference and published online by the University of Massachusetts Amherst (2019).
- “From Informational Barrier to Ethical Obligation: Evolving Perceptions of Teaching Energy in Architecture”—examines the history of energy modeling in architecture starting with the 1973 oil embargo. Presented to a Building Technology Educators’ Society (BTES) Special Topic Session at the 106th Annual Meeting of the ACSA and

- published online by the University of Massachusetts Amherst (2018).
- “Confused and Impoverished? Thoughts on Improving the Sorry State of Architectural”—an opinion piece that responded to an earlier editorial criticizing the state of architectural research. Published on Common\Edge (2017).
- “At the Vital Center: The Small Town Studio at Ferris State University”—places the work of the STS in the context of *Building Community*, the latest major third-party review of architectural education, which was authored by Ernest L. Boyer and Lee Mitgang. Co-authored paper with Paul W. Long (2017).
- “FM Scholarship in the University Community: Building on Boyer and Schön”—argues that Boyer and Schön provide an appropriate intellectual framework for FM scholarship. Presented at the 2016 World Workplace Conference, sponsored by the International Facility Management Association (IFMA) published in the conference proceedings (2017).
- “The expert mind in the age of junk data”—examines the use and misuse of big data in the field of architecture, arguing that the expert mind of the architect is uniquely positioned to distinguish valuable data from junk data. Published in *Cogent Social Sciences* (2016).
- “Enriching Architectural Scholarship by Building on Boyer”—explores Boyer’s seminal 1990 report *Scholarship Reconsidered* and its potential impact on architectural scholarship. Presented to the 103rd Annual Meeting of the ACSA and published in the proceedings (2015).
- “Fort Maurepas: Five Manifestations of Power on the Mississippi Gulf Coast”—explores the history of Fort Maurepas through the lenses of colonial power, memory, heritage, nature, and democracy. Presented to the University of Oklahoma Creating_Making Forum and published in the proceedings (2014).
- “Evaluating the Implementation of Lean Construction into a University Curriculum”—examines three curricular options for integrating Lean Construction principles into a building construction curriculum: a lecture or “silo” class, a studio, or a special summer class. Coauthored with Tom Leathem. Published in the proceedings of the 2013 Associated Schools of Construction Conference (2013).
- “The Client-Based Studio: Meeting Pedagogical Needs and Serving the Community”—argues that reality-based projects with real clients do not inhibit students’ creativity. Presented to the University of Oklahoma Creating_Making Forum and published in the proceedings (2011).

Invited Presentations

- Presented keynote address titled “Scholarship Reconsidered? Ernest L. Boyer and a Broader Concept of Scholarship” at the Louisiana State University (LSU) College of Art + Design Faculty Retreat (January 2016).

Conference Session

- Co-hosted the topic session “A Discipline Adrift” with Paul Long at the 106th Annual Meeting of the ACSA (March 2018).

Poster Presentations

- “Teaching Today’s Master Builder: A Collaborative Studio in Architecture and Construction Management”—a poster presentation based on a collaborative studio taught with Alexis D. Gregory and Emily M. McGlohn. Presented to the 50th Annual International Conference of the Associated Schools of Construction (2014).

Other Papers

- “Tears for Notre-Dame: Terror Management and the Soul of the Historic Preservation Movement”—argues that the fear of death is one of the critical motivating forces behind the historic preservation movement.
- “Everywhere a Detroit: Shrinking cities and rural retreat”—Examines the impact of decreasing population growth and eventual population decline on architecture in both large, urban environments and small, rural communities.
- “Not drowning in nostalgia: Diversity of design in post-Katrina Mississippi”—examines the aesthetic impact of the Mississippi Renewal Forum by proposing TOMAS, the Traditional or Modern Analysis Scale, which ranks buildings from one (most traditional) to five (most modern) using a clear set of descriptions and exemplars from post-Katrina projects.
- “Time-Honored Versus Bigger and Better: Critical and Strategic Conservation in Post-Katrina Mississippi”—focuses on the Mississippi Renewal Forum, a series of design charrettes held six months after Hurricane Katrina, and a set of case study projects that developed after those charrettes. As the first thesis paper from the Critical and Strategic Conservation program, the paper is designed to define the discipline as well as addressing the specific subject.
- “Fort Maurepas: France, Memory, and Festival on the Mississippi Gulf Coast”—examines issues of heritage and memory by looking at historic Fort Maurepas, a 1981 replica of the original fort, and a post-Katrina park built on the site of the destroyed replica.

Service

Committee Work: University

- General Education Culture Subcommittee
 - Chair: Fall 2019-Spring 2021
 - Member: Fall 2018-Spring 2019
- General Education Problem Solving Subcommittee
 - Member: Fall 2018-Spring 2021
- Graduate Studies Committee (ad hoc committee formed by Provost Blake)
 - Member: December 2016-June 2020
- Senate Library/Historical/Archival Committee
 - Chair: Fall 2016-Spring 2019
 - Member: Fall 2015-Spring 2016

Committee Work: College of Engineering Technology

- College of Engineering Technology Tenure and Promotion Committee
 - Member: Fall 2020-present (on hiatus due to promotion application)
- CET Dean Search Committee
 - Member: Academic Year 2019-20

Committee Work: School of Built Environment

- School of Built Environment (SBE) Curriculum Committee
 - Member: December 2013-Spring 2020 (committee was dissolved)

Committee Work: Department

- Architecture and Facility Management Department Tenure Review Committee (DTRC)
 - Chair: Fall 2018-present
- Architecture & Facility Management Program Curriculum Committee
 - Member: August 2013-present

Other Service

- Student Advising (August 2014-present)
 - Currently advise 30 students
- Student Recruiting (August 2013-present)
 - Manage “daily visits” to department
 - Participate in Ferris Dawg Days recruiting events
 - Participate in Chicago Architecture + Design College Day
- Associated Schools of Construction (ASC) Region 3 Competition—coached design-build team with Suzanne Miller and Mark Dyke from Construction Management (September 2014-present)
 - First place (2021)
 - First place (2020)
 - First place (2019)
 - First place (2017)
 - Third place (2016)
 - Second place (2015)
- Associated Schools of Construction (ASC) Region 2 Competition—coached teams in 2012 and 2010

Teaching Experience

Ferris State University, Big Rapids, MI

Assistant Professor, August 2013-present

- ARCH 101—Architectural Graphics. Reworked existing class to emphasize creativity over mimicry. At the same time, met course outline requirements to introduce specific graphic techniques and conventions.
- ARCH 119— Sustainability in Architecture: Introduction. Created new lecture-based course to address the lack of sustainability in a degree program titled “Architecture & Sustainability.” Used the Turning Technologies classroom response system (clickers) and peer instruction to promote student engagement and to provide weekly assessment.
- ARCH 241—Design Principles. Developed unique approach to material based on course outline and class schedule provided by colleague. Experimented with new (to me) projects, including the “Recycled Runway,” which required students to create garments from recyclables.
- ARCH 242—Architectural Design Principles. Developed new course based on course outline. Created projects focused on design principles as described in Ching’s *Architecture: Form, Space & Order*. Adjusted course based on projects given in prerequisite class (ARCH 241).
- ARCH 285 – House: An American Evolution. Built course around House Thinking: A Room-by-Room Look at How We Live by Winifred Gallagher. Scheduled course in two major parts: a series of student-led discussions that adhere to Gallagher’s room-by-room outline, followed by a design phase dominated by critique sessions. Comment: ARCH 285 is an elective course, and I have taught it only once. Student feedback was decidedly mixed, so I am not sure whether I would repeat the course as currently designed, modify the course, or completely rethink the course, if I had the opportunity to teach it again.
- ARCH 323 – Structural Design. Completely redesigned course based only on the course outline. Integrated review of material covered in prerequisite course (ARCH 223) with introduction of new material. Incorporated a physical, hands-on project (the spaghetti bridge project) to help students visualize structural forces. Coordinated final structural project with final design studio project.
- ARCH 342 – Architectural Design 2 (scheduled for Spring 2023). Coordinating two studio courses, including one taught by an adjunct faculty member, to accommodate an unusually large student cohort. Designing courses (1) to fulfill their curricular role as the studio that covers retrofit projects such as adaptive re-use and (2) to provide a mechanism for our entering the Solar Decathlon Design Challenge.
- ARCH 361—Environmental Systems 1. Developed course based on course outline. Revised course content so ARCH 361 covers passive building systems. Used the Turning Technologies classroom response system (clickers) and peer instruction to promote student engagement. Introduced a new energy modeling project.
- ARCH 362—Environmental Systems 2. Adapted previously taught material (Electrical Systems and Active Building Systems) based on Ferris course outlines. Revised course content so ARCH 362 covers active building systems. Added field trips, guest speakers, and active exercises to augment lecture-based content delivery.

- ARCH 419 – Sustainability in Architecture: Advanced Topics. Built course each year around a different, topical, substantive book: *On Fire: The (Burning) Case for a Green New Deal* by Naomi Klein, *The Future We Choose: Surviving the Climate Crisis* by Christiana Figueres and Tom Rivett-Carnac, and *Speed & Scale: An Action Plan for Solving Our Climate Crisis Now* by John Doerr. Give students the opportunity to critique the book and associated issues in class-wide discussions and in writing. Require students to produce a substantive term paper.
- ARCH 421—Contemporary Issues. Devoted first half of semester to theoretical foundations, recognizing that Ferris has no other theory course. Devoted second half of semester to “contemporary issues,” including the role of women in architecture. For the final project, required students to program and develop an idea-based research agenda for their capstone projects, which they will design during the spring semester.
- ARCH 499—Architectural Design 4. Worked with visiting professor to develop program options for capstone design course. Balanced need for students to work in a self-directed manner with their ability to do so.
- CONM 116—Construction Graphics. Taught class to help Construction Management program, which is short staffed. Followed course as designed by Suzanne Miller. At appropriate opportunities, discussed relationship of architects and constructors.
- FMAN 441 – Property Development and Planning. Injected life into a moribund class by rebuilding it from scratch. Built class around a single, multiple-phase project in which students address four critical phases of the development process: a feasibility study, a zoning and building code report, a presentation to a community group, and a presentation to a bank or another financial institution.
- FMAN 489—Capstone Research. Co-taught one-hour FM research course with Diane Nagelkirk. Developed lectures to help students understand the research process. Worked one-on-one with students to develop their specific research agendas.
- FMAN 499—Capstone Thesis. Co-taught course with Diane Nagelkirk. Managed group of advisees as they worked on their capstone theses or capstone projects. Helped students with individual questions or problems. Developed a series of lectures concerning evidence and writing.
- FSUS 100 – Ferris State University Seminar. Added material appropriate for Architecture and Facility Management majors, in context of a university-wide course containing a long list of prescribed content. Added a textbook, *What the Best College Students Do* by Ken Bain, to increase rigor of class. Leveraged outside experts (Angie Mishler and FLITE librarians) to address specific content—i.e. MyDegree and using the library.

Mississippi State University, Starkville, MS

Visiting Assistant Professor and Instructor, August 2006-May 2013

- ARCH 1536—Architectural Design I-A (Summer I 2008). Worked with studio coordinator and S/ARC director to develop course content. Participated on field trip to Auburn’s Rural Studio in Alabama.
- ARCH 2536—Architectural Design II-A. Worked with studio coordinator and other instructors to develop course content. Led one section of the studio; organized student reviews and graded student work. Traveled with class to Philadelphia, PA.
- ARCH 3546—Architectural Design III-B. Worked with studio coordinator and other instructors to develop course content. Developed plan for final reviews to address student and faculty concerns.

- ARCH 3723—Active Building Systems. Revised course content to better coordinate with Passive Building Systems course. Integrated course content into Third Year Design Studio. Used eInstruction audience response system (clickers) to improve content delivery.
- ARCH 4536/4546—Architectural Design IV-A/B (Fourth Year EDI Design Studio). Created collaborative studio with the College of Education, School of Architecture, Educational Design Institute (EDI) in 2008 plus the Interior Design Department in 2010. Emphasized planning, programming, code reviews, and architect-client interaction.
- ARCH 4536—Architectural Design IV-A. Designed content of course. Adjusted pedagogy to reflect strengths and weaknesses of class. Designed collaborative project with Interior Design.
- BCS 1116—Building Construction Studio A. Designed new course to introduce incoming freshmen to studio-based learning and professionalism. Incorporated an introduction to BIM into course.
- BCS 2226—Building Construction Studio 2. Worked with architecture faculty to develop joint tectonic studio. Emphasized construction means and materials, construction sequencing, scheduling, and cost estimating.
- BCS 3213—Electrical Systems. Redesigned course to examine advanced building systems and to complement concepts learned in the prerequisite course, Active Building Systems. Emphasized construction-phase issues.
- BCS 4126—BCS Studio VI. Taught final studio for first class of MSU Building Construction Science program. Worked collaboratively with Jamie Myers, a Jackson-based contractor. Focused on cost estimating and scheduling. Designed course content to meet unique needs of class.
- ID 2103—CAD for Interior Design. Adjusted established course content to meet needs of first year students.
- ID 3633—Detailing and Construction Documents for Interior Design. Designed course content, starting with a basic outline. Developed new projects and lectures. Integrated class project with students' studio field trip to Atlanta.

Teaching Assistant, Department of English, August 1994-May 1996

- Taught six sections of English Composition as primary classroom instructor.
- Served as a TA for one semester of Writing for Engineers.
- Worked with Peter Shillingsburg, Ph.D., on *The Grisham Brief*, a scholarly investigation of John Grisham's literary career.

Relevant Graduate Coursework

Harvard University, Graduate School of Design, Cambridge, MA

- Culture, Conservation, and Design—Creating the Conversation. Examined conservation projects from a cultural context, emphasizing how social, political, and other factors influence a project. Examined impact of these forces on the processes of development, design, and construction.
- Critical Memory and the Experience of History. Focused on how memory and different historical interpretations influence the field of conservation. Established theoretical background for Critical and Strategic Conservation program.

- Conservation Canons and Institutions. Focused on standard conservation practices and institutions that conduct those practices. Critiqued those practices through the theoretical lens established in Critical Memory and the Experience of History.
- Case Studies in Critical Conservation. Considered a series of specific conservation projects with case studies presented by experts associated with those projects. Specific case studies included an MIT dormitory by Alvar Aalto renovated in 2000. Both the original construction and renovation work were addressed.
- Preservation Media Project—The Hatch Cottage. Considered construction, detailing, and conservation of the Hatch Cottage, a mid-century Modern beach cottage on Cape Cod, through three-dimensional modeling, rendering, and animation. Required class of nine students to work as a single team.
- Changing Natural and Built Coastal Environments. Examined coastal environments from an ecological perspective. Relevant to both builders and designers. Directly applicable to my research on the Mississippi Gulf Coast post-Katrina.
- Field Studies in Real Estate, Planning, and Urban Design. Used market analysis, absorption rate analysis, and other real estate tools to plan a real, client-based project – Jack’s Point Village, Queenstown, New Zealand.
- Planning and Environmental Law. Focused on land-use planning and environmental regulation regimes in the United States. Designed for future urban planners, but directly relevant to architects, engineers, builders, and others who work within the regulatory environment.
- Designing the American City (audited). Traced urban design in the United States from the colonial era to present day. Presented developments in urban design as a series of large ideas which evolve over time. Directly relevant to my research on the Mississippi Renewal Forum.
- Environmental Technologies in Buildings (audited). Considered buildings as “captured energy” and building systems as movers of energy. Emphasized innovative HVAC systems. Designed for GSD M-ARCH I students; similar in content to MSU’s Active Building Systems.

Mississippi State University, Starkville, MS

- Teaching College Writing (4 semesters). Focused on developing teaching skills of Teaching Assistants. Linked directly to freshman English Composition program. Included weekly overviews of pedagogical concerns, reviews of graded assignments, and classroom visits.
- Teaching Technical Writing. Focused on specific skills required to teach technical writing. Emphasized the needs of multiple audiences, understanding the goal of written communication, precision, and conciseness.
- Seminar in Bibliographic Research Methods. Addressed research skills including library searches and database searches. Emphasized unreliable nature of certain sources and the need to approach written material skeptically.

Continuing Education

- Typically held monthly during the fall, these sessions are an opportunity to “share best practices for FSUSeminar courses.” Sessions I have attended / plan to attend this fall include “Understanding Gen Z” with Todd Stanislav and Julie Rowan, Navigate for

- Students – with Angie Ryan, and the Semester “wrap up.”
- Solar Decathlon (April 2022). Toured the National Renewable Energy Laboratory facilities, which include several high-performance buildings, and saw the work of other universities in the Solar Decathlon.
 - Association of Collegiate Schools of Architecture (ACSA) 109th Annual Meeting held virtually (March 2021). Attended three sessions.
 - AIAGR COTE - Design for Integration | AIA Framework for Design Excellence (March 2021)
 - AIAGR COTE - The 2030 Challenge: Goals and Design (January, 2021)
 - Association of Collegiate Schools of Architecture (ACSA) 108th Annual Meeting held virtually (June 2020). Attended three paper sessions.
 - Commercial Applications of Photovoltaic Panels in Michigan (October 2019)
 - designTHUNK - Catalyst Partners (October 2019)
 - Building Technology Educators’ Society (BTES) 2019 Conference, Amherst, MA (June 2019). Attended seven conference sessions, all of which focused on structures or environmental systems (i.e. ARCH 323 or ARCH 361/362 material). Attended excellent building tour.
 - AIA COTE Presents: Design, Democracy, and Climate Change - A lecture by David Orr sponsored by AIA Grand Rapids (April 2019)
 - 2019 Association of Collegiate Schools of Architecture (ACSA) 107th Annual Meeting in Pittsburgh, PA (March 2019). Attended seven conference sessions, many of which were focused on sustainability.
 - 2016 ASC Region 3 Conference (October 2016). Attended construction tour of an apartment project and heavy civil (bridge and viaduct) project.
 - 2016 International Facility Management Association (IFMA) World Workplace (October 2016). Attended keynote speeches and academic paper session.
 - Crystal Lameman Wege Foundation Lecture (April 2016). Attended lecture focused on environmental degradation in Canada.
 - Designing Online Courses (February 2016-April 2016). Participated in an online course developed by the FCTL focused on designing online courses.
 - Teaching the Research Process (April 2016). Attended research program presented by FLITE.
 - 2015 ASC Region 3 Conference (October 2015). Attended construction tour of apartment project and civil project (Chicago Riverwalk).
 - Junior Faculty Fellows Program (October 2014-October 2015). Researched history of energy modeling in architecture schools. Developed new energy modeling project for ARCH 361, which was deployed Fall 2015.
 - Harvard Design: Chicago (October 2015). Attended curated museum tour, four panel discussions, and a tour of five recent projects. Sponsored by the Harvard Graduate School of Design.
 - Edward Mazria Lecture (April 2015). Attended lecture sponsored by the Wege Foundation.
 - ACSA 103rd Annual Meeting (March 2015). Attended walking tour, four paper sessions, and Topaz Medallion keynote.
 - Click, Click, Boom! (January 2015-April 2015). Examined the use of an audience response system (clickers) and peer instruction in the classroom, which I have integrated into ARCH 119, ARCH 361, and ARCH 362.
 - 2014 Creating_Making Conference (November 2014). Attended five keynote addresses,

- four paper sessions, and an architectural tour of a Bruce Goff house and an Oklahoma City office building.
- ASC Region 3 Conference (October 2014). Attended downtown Chicago construction tour and paper presentations.
 - MyDegree New User Training (August 2014). Ferris-sponsored training session focused on advising software.
 - Congress for the New Urbanism (CNU) 22 Conference (June 2014). Attended conference sessions and made contacts relevant to my research on the Mississippi Renewal Forum.
 - Reflection & Reconstruction—Improving the Classroom (April 2014).
 - Associated Schools of Construction 50th Annual Conference (March 2014).
 - The Scholarship of Teaching and Learning (March 2014).
 - Integrating FLITE Resources...into Your Teaching (February 2014). Ferris-sponsored training session focused on library resources.
 - Getting Inside Your Student's Heads – Literally! (February 2014). Ferris-sponsored session that looked at education from a student's perspective.
 - Using Socratic Questioning to Develop Critical Thinking (January 2014). Ferris-sponsored session that examined ways to better probe students' knowledge in a lecture-style class.
 - Presentation ZEN (November-December 2013). Ferris-sponsored session that focused on improving PowerPoint presentations
 - Active Learning Strategies (November 2013).
 - Learner-Centered Teaching (November 2013).
 - ARCH 361 Guest Speaker: Kara Pellerito (October 15, 2013). Kara discussed Ferris State's efforts to reduce energy and water consumption on the Big Rapids campus.
 - New Faculty Transition Program: Motivating Students (October 10, 2013). Julie Rowan discussed the Expectancy Theory of Motivation and presented several concrete ways instructors can encourage their students.
 - Kendall Lighting Center field trip (October 8, 2013). With my ARCH 361 class, I toured the Kendall Lighting Center, seeing demonstrations of lamps (i.e. light bulbs), lighting control systems, outdoor lighting, and high-bay lighting.
 - Architectural Film Series: *Unfinished Spaces* (October 2, 2013). Watched documentary that traced the design, construction, abandonment, and partial completion of Cuba's National Arts Schools.
 - Alden B. Dow Home and Studio tour (October 2, 2013). With my ARCH 241 class, I toured the Alden B. Dow Home and Studio. Points of emphasis included Dow's use of color and texture.
 - Meyer May House tour (September 26, 2013). With my ARCH 101 class, I toured the Frank Lloyd Wright designed Meyer May House in Grand Rapids. The tour included a film which documented the extensive restoration of the house.
 - James Timberlake lecture (September 25, 2013). I attended the James Timberlake lecture sponsored by the Grand Rapids AIA. Points of emphasis included the increasing technical complexities of practice and how the firm of Kieran Timberlake addresses those complexities.
 - Active Listening: Seven Ways to Help Your Students Listen, Not Just Hear (September 13, 2013). Brooke Moore discussed seven strategies to engage students, and the audience worked in teams to expand upon those strategies.
 - New Faculty Transition Program: Assessment of and Feedback on Student Learning (September 12, 2013). Professor Matt Wagenheim shared his experience with assessment, both at the classroom and university levels.

- Wiley Plus and Blackboard Integration (September 10, 2013). Wiley, arguably the most important publisher of architectural textbooks, demonstrated their electronic resources available through Blackboard.
- New Faculty Orientation Week (August 12-16, 2013). Attended all relevant sections, including numerous sections design to improve teaching effectiveness.

Work Experience

Ferris State University, Big Rapids, MI

Assistant Professor, Architecture & Facility Management, August 2013-present

- Full-time tenure-track position focused on teaching.
- Research agenda currently includes the following:
 - The effect of slowing population growth on the built environment
 - Using the “Writing-in-Action” process to teach technical writing
 - The role of big data in architecture

Mississippi State University, Starkville, MS

Visiting Assistant Professor, Building Construction Science, August 2012-May 2013

- Full-time position focused on teaching and research.
- Taught BCS courses including BCS Studios and Electrical Systems.
- Applied for ORED grants to initiate research into integrated practice.

Assistant Director, Educational Design Institute, September 2008-August 2011

- Worked on a variety of master planning, cost estimating, and preliminary design projects for Mississippi school districts.
- Coordinated collaborative projects between the College of Architecture, Art + Design and the College of Education.
- Managed student workers.

School of Architecture Admissions and Advising Coordinator, June 2010-June 2011

- Helped incoming freshmen and summer studio students with admissions process.
- Advised pre-architecture students working toward admission to studio.
- Worked to increase minority enrollment in summer studio as gateway to design studio sequence.

Interim Director, Carl Small Town Center, Fall 2009

- Managed center, including employees and student workers, during director’s sabbatical.
- Communicated with current and prospective clients.
- Kept director informed of critical developments.
- Judged 2009 Mississippi Home Corporation Green Home competition

Architect, Carl Small Town Center, October 2006-April 2008

- Managed completion of the East Oktibbeha County High School Outdoor Classroom. Coordinated student design and construction work. Coordinated contractor work, including welding and painting. Updated client on project progress.
- Worked to develop a needs assessment and architectural program for Central Mississippi Health Services. Managed the efforts of two student workers.

Cosco, Inc., Ocean Springs, MS

CEO and Director, March 2019-December 2021

- Managed company after the death of my father in March 2019
- Managed five buildings with a total of 11,300 square feet of leasable space
- Directed all aspects of the company including paying taxes, managing payroll, paying utilities, overseeing maintenance projects, coordinating with property management company, and renegotiating leases

Christopher L. Cospers, Architect, Big Rapids, MI

Practicing Architect, July 2018-October 2020

- Designed renovation of 303 S. Warren Avenue

Cospers & Associates Architecture · Consulting, P.L.L.C., Starkville, MS

Owner, October 2006-July 2013

- Worked in an integrated practice model with Tabor Construction on a series of projects including a new office building and a restaurant.
- Worked in close collaboration with Tabor Construction on an award-winning series of projects at Central Station.
- Designed and administered construction of a new \$2.0 million office building for the Starkville Electric Department. Worked with M&E engineers and contractors to meet LEED Certified standards.
- Designed and administered construction on a \$1.0 million addition to the MSU Wesley Foundation.

Pryor & Morrow Architects, Columbus, MS

Partner, January 2003-September 2006

- Worked with another partner to design and administer construction on the \$10.0 million renovation of the historic Marks-Rothenberg building in Meridian, MS.
- Worked with IT manager to coordinate firm's technology program.
- Updated the firm's master specification. Reviewed revision requests from co-workers, researched new products and methods, and edited prototype Word files.
- Performed code reviews on many of the firm's most complicated projects.
- Designed a revision of firm logo.

Architect, August 1999-January 2003

- Served as project architect on numerous projects, including the \$3.5 million renovation of Bowen Hall at Mississippi State University. Oversaw all aspects of projects, including client satisfaction.
- Helped reorganize firm's master specification.
- Coordinated many of firm's marketing presentations.
- Coordinated firm's intern and co-op recruitment efforts.

Intern Architect, January 1996-August 1999

- Drew and coordinated construction documents for a variety of projects, including Hilbun Hall at MSU and Carthage Elementary School.
- Programmed projects.
- Assisted with marketing efforts.
- Worked with another intern to develop firm's technology program.

Mississippi State University Physical Plant, Starkville, MS

Intern Architect, Summer 1993, 1994

- Drew existing buildings and renovation projects.
- Performed site investigation on existing buildings.
- Surveyed with transit and Philadelphia rod.
- Worked with engineers in a team atmosphere.

Guild, Jaubert & Hardy Architects, Gulfport, MS

Intern Architect, Summer 1990, 1991, 1992

- Drafted construction documents.
- Rendered presentation drawings and built presentation models.
- Organized shop drawings and specifications.

Awards

- 2013 ASID South Central Region Gold Design Award for Adaptive Reuse—The Lofts at Central Station (with Lyndsey Miller, Interior Designer)
- 2012 Home Builders Association of Mississippi award for Multifamily Renovation Under 50 Units—The Lofts with Tabor Construction
- 2012 Home Builders Association of Mississippi award for Multifamily Renovation More than 50 Units—University Club with Tabor Construction
- 2012 Home Builders Association of Mississippi award for Commercial Renovation—The Lofts (Office Space) with Tabor Construction
- 2010 Home Builders Association of Mississippi award for the Best Commercial Building Remodel—Central Station with Tabor Construction
- 2010 Starkville Central Neighborhood Foundation Award of Merit for Adaptive Reuse—Central Station with Tabor Construction
- 2000 Mississippi AIA Honor Award—EMCC Center for Manufacturing Technology Excellence (participated on Pryor & Morrow team working on the project)

Computer Skills

Advanced skill level

- AutoCAD
- Microsoft Office Suite

Intermediate skill level

- Adobe Premiere
- Autodesk Insight
- Visual Analysis

Basic skill level

- Autodesk Revit

Registration

- Registered architect, Michigan #1301061307, NCARB #51916
- LEED 2.0 Accredited Professional
- American Institute of Architects

Community Service

- First president and founding member, Starkville in Motion, a community organization dedicated to increasing awareness of and funding for bike lanes, sidewalks, and trails in Starkville and Oktibbeha County.
- Member, Starkville Kiwanis Club (2000-2013). Worked with other club members in the Humphrey Coliseum concession stands to raise money (typically more than \$50,000 annually) for local charities.

Interests

- Reading, bicycling, backcountry hiking, gardening