

**Oklahoma State University  
School of Architecture**



## **Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation**

**BArch [154 hours]**

**Year of the Previous Visit: 2011**

**Current Term of Accreditation:**

*“The professional architecture program (Bachelor of Architecture) was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017.”*

Submitted to: The National Architectural Accrediting Board

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## **Section 1. Program Description**

### **DESCRIPTION OF THE SCHOOL OF ARCHITECTURE**

The following characteristics of the School of Architecture are important in defining the distinctive character of the OSU School of Architecture program:

#### **Oklahoma State University is a land-grant university.**

OSU has a commitment to providing widespread access to professionally-focused academic programs that serve both the state and nation. The School of Architecture embraces this concept as well; for example, there are no additional requirements for admission to the School once university admissions criteria have been met. Admitted freshmen are welcome to pursue the major of Architecture.

#### **The School of Architecture has a pronounced professional focus.**

OSU's land-grant mission promotes the establishment of programs with a professional focus and the School of Architecture has long embraced this concept. This focus allows the School to target limited human and fiscal resources towards maintaining a high quality program for students interested in preparing themselves for the private practice of architecture and architectural engineering, and consequently allowing graduates to define their own eventual specializations through additional graduate studies or through focus in practice. The School acknowledges the value of graduate-level education in developing specialized knowledge and it encourages students seeking such benefits to consider graduate school upon completion of their studies at OSU.

#### **The School combines architecture and architectural engineering degree programs within a shared faculty and administrative structure as part of the College of Engineering, Architecture, and Technology.**

The School of Architecture is one of only six architecture programs in the US organized in association with engineering disciplines and the only program in the US where the architecture and architectural engineering programs are combined in the same academic unit and college. This close proximity of the two programs allows students and faculty unique collaborative and learning opportunities. The School has a unified Architecture/AE faculty, and intertwined coursework which allows OSU architecture students to develop a better understanding of the technical aspects of the profession and provides them a special ability to collaborate with engineers and others in practice. The Architecture and AE curriculums share 62 hours of ARCH or ENSC prefix courses in addition to the 20 credit hours of shared general education courses. The faculty believe that many of the world's most pressing future problems will rely on a collaborative problem-solving approach involving both architects and engineers.

#### **The faculty of the School are accomplished and committed full time educators; Students and faculty enjoy a close relationship within a vital studio culture.**

The School's faculty are devoted and passionate educators, scholars, and creative architects with a shared value system and mission, but with a great diversity in methodology and pedagogical approach. The School's negligible amount of instruction by transient faculty means that long-term and close relationships between faculty and students are a natural part of the School's culture. Most graduates retain contact with faculty members years after completing their studies at OSU; it is common to observe upperclassmen and alumni note the positive studio culture as a strength of the School.

#### **All design studios are team-taught.**

This studio team teaching approach demands collegiality among faculty, provides students a diverse array of input in each studio, and allows clearly delineated expected outcomes as students matriculate through the sequence of studios. In exit interviews, graduating students routinely list the faculty as one of the strengths of the School of Architecture and the great diversity of approaches to design contained within every single studio as enriching to their education.

**The School's embrace of interdisciplinary collaborations has grown significantly.**

In recent years, the School has developed a strong focus on interdisciplinary collaboration in education, scholarship, and service. This has been reflected in the increased number of scholarly works and outreach programs created as a joint effort between departments within our university as well as with faculty at other universities, courses that have been co-taught with faculty in other departments across campus, and studio project collaborations involving other departments on campus.

**Diverse enrichment opportunities are available to students to expand their education.**

The School's lecture program, the plethora of visiting professionals brought in to enhance classroom and studio experiences, the Summer European Studies program in Rome, international exchange program opportunities, the Urban USA program, various CEAT travel programs, leadership and mentorship programs, and high participation in many student organization activities enrich the school's curriculum and overall educational opportunities. In addition to enrichment opportunities within the school, the university has a strong commitment to liberal education with many electives and opportunities for minors and concentrations outside the School of Architecture.

**The School's facility is a major asset to learning.**

The award-winning Donald W. Reynolds School of Architecture building is an outstanding facility for architectural education. The facility reflects a belief in the open studio concept, eliminating silos of activity and instead allowing for a cross fertilization of ideas and learning to occur. Natural daylighting is a feature in every studio, and all of the technical systems – structural, mechanical, electrical, and skin systems - are on display for the student of architecture to absorb.



Cunningham Architecture Library



Architecture Gallery



West Wing Studio

**I.1.1 History and Mission**

**Oklahoma State University Mission Statement:**

Oklahoma State University Catalog 2015-2016, page 8

<http://registrar.okstate.edu/University-Catalog-PDF>

*Proud of its land-grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates economic development through instruction, research, outreach and creative activities.*

**College of Engineering, Architecture, and Technology Mission Statement:**

Oklahoma State University Catalog 2015-2016, page 111

<http://registrar.okstate.edu/University-Catalog-PDF>

*The vision of the College of Engineering, Architecture and Technology (CEAT) is "To be the leading public university in engineering, architecture, and technology that engages diverse students, faculty and staff with industry and government to deliver excellence in advanced learning, leadership, relevant research, and benefits to society."*

*“Our mission is to provide a diverse population with a quality education in engineering, architecture and technology. Through CEAT, OSU develops ethical leaders who promote economic and community vitality with technical knowledge, innovation, and communication expertise that connects scientific research, professional education, technical assistance and scholarship to industry, the State of Oklahoma, the nation and the world.”*

**School of Architecture Mission Statement:**

Oklahoma State University Catalog 2015-2016, page 120  
<http://registrar.okstate.edu/University-Catalog-PDF>

*The mission of the School of Architecture is to prepare future architects and architectural engineers to make vital contributions to humanity through the creation of architecture. The vision of the school is to be nationally recognized for outstanding professionally focused programs in architecture and architectural engineering with strengths in design and the collaboration between architecture and architectural engineering.*

**HISTORY AND DESCRIPTION OF THE INSTITUTION**

A Land Grant institution, the university was founded as Oklahoma Agricultural and Mechanical College in 1890, located in Stillwater, Oklahoma (current population 48,406), a community in north central Oklahoma approximately 65 miles from both of the state's two major urban centers of Tulsa and Oklahoma City. Renamed Oklahoma State University in 1957, OSU is one of two "comprehensive universities" in the state-supported higher education system that also includes other two- and four-year institutions. The state system is coordinated by the Oklahoma State Regents for Higher Education, with direct governance of the university being the responsibility of a separate board, the Board of Regents for Oklahoma State University and the A & M Colleges.

Although OSU directly administers an Oklahoma City campus, an osteopathic teaching hospital in Tulsa, a Tulsa campus, and Oklahoma State Technical School in Okmulgee, the vast majority of educational and research functions are located on the Stillwater campus. The main campus occupies 415 acres with approximately 200 permanent buildings. Included in these facilities are a comprehensive library, large research laboratories, a center for the performing arts with both concert hall and theater, an extensive physical education center, and a Student Union which houses shops, a food court, recreational facilities, meeting rooms, a theater, and hotel facilities. The School of Architecture resides completely on the Stillwater campus, within the College of Engineering, Architecture, and Technology (CEAT).

The 2015 Oklahoma State University student enrollment was 25,806 including 21,046 undergraduate students, 4,427 graduate students, and with 23,242 of these students on the Stillwater campus. Oklahoma residents make up 66% of enrolled students. Women comprise 48%, minorities 24.6%, and international students 7.7% of the total OSU student population.

**PROGRAM HISTORY**

The School of Architecture was founded in 1909 as the Department of Architectural Engineering within the Engineering Division. By 1930, the architecture program had been expanded to five years in duration and the School was offering the Bachelor of Architecture degree in either of two options: Design and Structures. The School's Bachelor of Architecture program was first reviewed and accredited by NAAB in 1949. A few years earlier, the Accrediting Board for Engineering and Technology (ABET) awarded accreditation to the School's Bachelor of Architectural Engineering program, which by then had its own separate and distinct five-year curriculum. Both programs have maintained continuous accreditation to the present time.

In 1971, 4+2 programs were adopted in both architecture and architectural engineering, with master's degrees being designated as the School's only professional degrees. By the late 1970s, however, it was

becoming apparent that the 4+2 programs were inconsistent with the School's long-standing philosophy of professional education, and did not make best use of the limited resources available. In 1981, the school discontinued the 4+2 programs and returned to five-year professional degree programs in both architecture and architectural engineering.

In the spring of 2010, the school celebrated its 100<sup>th</sup> anniversary with a three-day event attended by more than 200 alumni including a symposium focused on the future of architectural practice and education, retrospective gallery exhibitions of 100 years of School of Architecture student work, the building dedication of the new Donald W. Reynolds School of Architecture Building, and a black-tie dinner celebrating the history and heritage of the program. A Centennial book was prepared documenting the history of the school and the accomplishments of its faculty and students; this publication is available for review in the team room.

The School of Architecture provides the university the dimension of a humanities curriculum, enhancing the overall offerings of one of the two main thrusts of OSU – the “Mechanics” of the OAMC, now the College of Engineering, Architecture, and Technology. The resources of CEAT are an advantage to the School of Architecture, allowing for premium facilities, competitive faculty pay, and the freedom to self-govern within university parameters. The accreditation of OSU as a four-year institution offers students at the School of Architecture access to the overall breadth and depth of the higher education necessary to become a future professional.

**Changes in the program since the last visit include:**

- New assignments were instituted across the curriculum following the last NAAB site visit to address deficiencies and concerns.
- Dr. Karl Reid stepped down as Dean of the College of Engineering, Architecture, and Technology (CEAT) in 2010 after a very long and significant tenure. Dr. Khaled Gasem served as Interim Dean until Dr. Paul Tikalsky was appointed Dean for CEAT in July, 2012. Dean Tikalsky has continued to provide strong and appropriate support to the School of Architecture and both the Architectural Engineering and Architecture degree programs. Dr. Chuck Bunting was appointed Associate Dean of Research in 2013. Dr. Raman Singh was appointed Associate Dean of Academic Affairs in 2013.
- In 2011, the School purchased a Structural Stress Analyzer and this new piece of equipment was immediately integrated, through new hands-on experiments, into the three material structures courses; ARCH 3223 (Timbers), ARCH 3323 (Steel I), and ARCH 4123 (Concrete I). This addition to these courses helps students better understand the behavior of structural members made of specific materials by allowing them to construct structural members, perform calculations to determine failure loads, load test the members to failure, and compare their calculations to the actual load capacities.
- In 2012, CEAT allocated \$230,000 in new money focused on technology upgrades for the School. This new money facilitated the purchase of a 24” x 48” laser cutter, a high-end 3d Printer, a CNC router, a 3d scanner, four 41” x 66” SMART Board mobile monitors with HD touch screens, an interactive SMART Podium for the Jack and Carol Corgan Auditorium, two high-end digital drawing tablets, a Shake/ Tremor table, and an assortment of hands-on equipment utilized in the Architectural Science courses including small non-contact IR thermometers, reverberation time meters, and hand-held light meters. These purchases equipped of the school's new digital fabrication lab.
- In 2012, the A. Richard Williams Endowment was established to support the Cunningham Architecture Library.
- In 2012, the Donald W. Reynolds Maintenance Endowment was fully funded, providing over \$150,000/ year to keep the Donald W. Reynolds Architecture Building in state-of-the-art condition into the future.
- Starting in the fall of 2012, the School changed the faculty development/scholarship support process from application on an as-needed basis to a flat allocation of \$2000/year/ faculty to be spent within the faculty member's discretion to support their ongoing professional development and scholarship.

- In 2012-2013, the School developed a Faculty Workload Model.
- In 2012-2013, a task force studied the issue of retention, benchmarking our program to peers and making recommendations on ways to improve the School's retention rates.
- In 2013, CEAT allocated \$150,000 in new money focused on technology upgrades for the School. \$47,000 was focused on faculty teaching innovation purchases including new computers and peripherals, software, and related equipment. \$80,000 was used to purchase a plotter, 11" x 17" scanner, 42" large format scanner, digital survey equipment, new portable instruction lighting equipment (utilized in ARCH 3433 and ARCH 5226), cameras to facilitate recording student presentations in ARCH 4216, an Armfield Understanding Structural Behavior Unit (hardware and software), and a Fluke TiR32 Building Diagnostic Thermal Imager. \$23,000 was focused on purchases of equipment for the Digital Fabrication Lab including two desk-top 3d printers.
- The first Centennial Professorship was awarded to Suzanne Bilbeisi for a four-year term in 2013. This professorship includes \$10,000/year in funding for the recipient to support initiatives. Professor Bilbeisi has focused the funding primarily on "professional readiness" and leadership development for students.
- A task force was initiated in the fall of 2013 to consider curriculum changes to the AE program. Following the extensive task force study in 2013-2014, which included carefully analyzing student outcomes, benchmarking the AE degree program against all AE program peers, and considering input from faculty, students, PAC, alumni, and alumni employers, a significant curriculum change for the Architectural Engineering program was made effective in the fall 2014 semester.
- In 2013-2014, the School utilizing over \$115,000 in funding from the Donald W. Reynolds Maintenance Endowment, made several significant renovations to the Donald W. Reynolds Architecture Building including upgrading the video projection equipment in ARCH 170 (Jack and Carol Corgan Auditorium), installing acoustical ceilings and upgraded lighting in ARCH 220 and ARCH 250, and upgrading the video projection equipment in ARCH 220 and 250. In addition, a new catering kitchen was installed adjacent to the first floor gallery to facilitate events in the gallery.
- In 2013-2014, the Sterling Little Endowment was established to support the Cunningham Architecture Library.
- In 2013-2014, the School developed a new five-year strategic plan. (<http://arch-ceat.okstate.edu/sites/default/files/ARCH%20Strat%20Plan%202014-2018.pdf>)
- In the spring of 2013, David Horton was hired, on a part-time basis, as shop manager of the new digital fabrication lab. TA money was utilized to focus some TA support to the digital fabrication lab as well. In 2014-2015, CEAT allocated \$60,000 towards supporting the digital fabrication lab. This new money facilitated additional TA support and support of changing David Horton's status from part-time to full-time, but temporary, during the spring 2015 semester. In the fall of 2015, the School changed Horton's status to permanent full-time shop manager position.
- In 2014, the Knight Family Endowment was fully funded. This endowment provides approximately \$3500/year supporting faculty development. Associate Professor John Phillips was named as the first Knight Family Fellow. Awilda Rodriguez received this funding in 2015, and Stan Carroll was named the Knight Family Fellow in 2016.
- The Robert Lawrence Endowment was established in 2014 providing annual support for student enrichment and faculty development.
- In 2014, the Jack and Carol Corgan Endowment was established to support student scholarships.
- CEAT authorized the School to add a new faculty position starting in the fall 2014 semester. Stan Carroll was hired as an assistant professor and brings expertise in design, design/build, and parametric computational design.
- The School prepared the ABET self-study in 2014 in preparation for a successful fall 2015 site visit; in August of 2016 the final ABET report was released, issuing the AE program a full term of accreditation.
- In 2014 the School's Summer European Program moved from Versailles to Rome.
- Also in 2014-2015, two architecture curriculum task forces provided back-ground study for faculty discussions leading to a decision to make architecture curriculum changes involving a new



requirement for a longer-term study abroad experience as a condition of graduation for architecture students, and changes to the computer course sequence in the curriculum, and integration of computers within the studio pedagogy.

- In 2015, the Centennial Professor of Architecture launched the Centennial Leadership Development Program for all students in professional school.
- In 2015, programming and design started for a new CEAT Undergraduate Lab, located directly west of the Architecture Building. The new facility, which will be used by all CEAT undergraduate students for hands on collaborative and interdisciplinary learning is slated for completion in 2018.
- AIAS students applied for and received a grant from CEAT Student Council in 2016 for new student lounge furniture in the DWR School of Architecture building. The School is matching the grant to provide two new lounge spaces on the second floor opposite ARCH 220 and ARCH 250.
- A new endowment was established in 2016 which will provide over \$35,000/yr. in support of International study opportunities for our students in the future.
- In 2016, the Centennial Professor of Architecture launched the Centennial Mentorship Program, connecting alumni with students in professional school.
- The School modified and reapproved its faculty Reappointment, Promotion and Tenure document in 2016.
- A new Entrepreneurship and Architecture Minor was approved in 2016.
- The School received a 2016 CEAT Tech Fee Allocation of \$50,300 to purchase new technology to support the school's mission.
- The Oklahoma Board of Licensed Architects and Landscape Architects established a new endowment supporting four \$3000 scholarships to architecture professional program students with a strong desire to pursue licensure who are studying at OSU or OU. Students at OSU received three of these scholarships in 2016. The board expects this endowment to grow significantly in the future.
- Professor John Womack retired in August of 2016 and Professor Jeff Williams will retire in December of 2016. A search will be conducted starting in the fall of 2016 to fill these two positions with tenure track faculty. The search will advertise for design studio faculty who will also offer courses in one of the following areas: Materials, Sustainable Architecture, Performance-Based Design, or Research Methods and Theory. For one of the two positions, a focus on Beginning Design and Design Communication is desired.
- In August, 2016, Professor Randy Seitsinger stepped down as School Head and was appointed Acting Associate Dean for Academic Affairs for the College of Engineering, Architecture, and Technology. Professor Seitsinger had served as School Head for 21 years. Centennial Professor Suzanne Bilbeisi was appointed Acting Interim Head and a search will occur during the upcoming year for a permanent School Head.

### **I.1.2 Learning Culture**

The School's Learning Culture Statement was developed by an AIAS committee with interaction and feedback from the faculty and student body. Student leadership prepared several drafts of the statement and discussed the themes and content in open forums with faculty and the entire student body at the School of Architecture. The document has been reviewed biannually by faculty and students with the last modifications approved in spring 2016. The Learning Culture Statement is available online to prospective and current students.

Aspects of the Learning Culture Statement are regularly discussed with students in various contexts. The statement is distributed to students and discussed through the Architecture Leadership Council (ALC) biannually. The last substantial discussion of the statement took place in the spring 2016 semester. In support of the policy, the faculty are unanimous in promoting a work ethic in studio conducive to sensible sleep patterns and the ability to have time away from studio to pursue a well-rounded life. Faculty regularly advise students on techniques for developing good time management skills. To help avoid the convergence of assignment due dates often seen as a reason for the experience of pressures leading to

sleep deprivation, a master calendar is maintained in the faculty area so that important due dates and exam dates for a given cohort of students can be coordinated. The School's Centennial Leadership Development program gives priority to a balanced student life-style.

Students give feedback on aspects of the School's Learning Culture in exit interviews each year. Students regularly list the studio culture and close interactions between students and faculty as one of the strengths of the School of Architecture. The Learning Culture statement can be found on the School of Architecture website and in the Supplemental Material link.

### **I.1.3 Social Equity**

Oklahoma State University places a high priority on increasing student and faculty diversity. The Office of Institutional Diversity focuses on the development of a more inclusive community of learners and leaders. This office provides seminars, workshops, and courses focusing on diversity. They recruit and retain undergraduate students, graduate students, faculty, and staff who actively promote the importance of an inclusively diverse community of learners and they maintain and publish statistics on ethnic and gender diversity by College ([https://issuu.com/brandosu/docs/okstate\\_thestateofdiversity](https://issuu.com/brandosu/docs/okstate_thestateofdiversity)). The School's faculty member in charge of student advising, Suzanne Bilbeisi, also maintains statistics of the School's diversity for incoming freshmen, shared annually with the faculty so they may compare the School's statistics against the University's to understand our relative progress.

The college provides two distinct opportunities for students wishing to live in diversity-focused housing groups:

- CEAT Diversity Floor in Allen Hall is for CEAT students who place a high value on diversity.
- Maude's Quad is for female freshman students. This living unit, also in Allen Hall, includes clustered classes, mentoring and significant programming. School of Architecture faculty Carisa Ramming is the advisor to this housing group.

The women faculty in the School of Architecture maintain WIA—Women in Architecture—to provide both a forum for women architecture students and encourage a sense of camaraderie. This group has a special program each year aimed at issues women face in the profession. High school-age women are actively encouraged to consider architecture in the summer outreach program "Discover Architecture" directed by Professor Suzanne Bilbeisi, that includes female faculty members of the department of Landscape Architecture and the department of Construction Management Technology.

The School of Architecture seldom hires but in 2014 it hired one new faculty member, a Caucasian male. Prior to this, its previous hiring round in 2008 was for five faculty members in the same year. This resulted in the hiring of one Asian male, a Hispanic female, two Caucasian males and a Caucasian female. Tenured faculty as of spring, 2016 at the School of Architecture include three Caucasian females, an Asian male, a Hispanic female, and eleven Caucasian males. These numbers represent a greatly increased diversity in faculty positions since 2001 when there was one faculty female and all faculty members were of Caucasian ethnicity. The faculty recognizes the desirability of continuing to diversify its ranks when opportunities for new hires or replacements become available.

The School's strategic plan articulates goals of reaching 40% women in its student population, increasing the diversity of the student population, and increasing the percentage of international students by 2018. We have had significant success in reaching and exceeding these goals. According to the Oklahoma State University Academic Ledger for the School of Architecture, the percentage of women students has increased from 33% in 2011 to 45% in 2015 and the number of minority students in the School has increased from 20% in 2011 to 31% in 2015. The international population has remained stable overall but

the School has had success in fostering exchange relationships with individual students and programs, particularly with students from China and Australia.

#### **I.1.4 Defining Perspectives**

##### **Perspective A: Collaboration and Leadership**

Collaboration and leadership are core to the School's mission. Opportunities for both collaboration and leadership are embedded throughout the School's enrichment programs, student organizations, and curriculum. Students work cooperatively in every design studio in some manner. In all studios, the research phases of studio projects are often conducted within a team environment. In addition, the following is a partial list of School of Architecture courses which have specific collaborative learning/leadership in studio projects:

- ARCH 3116 – Students produce an extensive, research based, project program as a class assignment; smaller teams within the class each develop sections of the full document. Each smaller team has a section leader, and there are overall class leaders charged with setting standards and reviewing the entire production of the document.
- ARCH 3216 – Students work in teams to produce hands-on design-build projects.
- ARCH 4116 – Students work in teams including both architecture and landscape architecture students on a studio project.
- ARCH 4216 – Students collaborate with students from Construction Management Technology and Fire Protection Technology on aspects of their design project.
- ARCH 5117 – All studio projects of the semester are conducted as team projects of four students.

Students also have several elective course opportunities which are designed to combine architecture students with other disciplines including:

- ARCH 3100 – Space Architecture – co-taught by faculty Steve O'Hara, Aerospace Engineering faculty, and Interior Design faculty.
- ARCH 4100 – Philosophy of Art and Architecture– co-taught by faculty Tom Spector and College of Arts and Sciences Philosophy faculty.
- ARCH 5493 – Entrepreneurship and Architecture – co-taught by faculty Nathan Richardson and Spears School of Business Entrepreneurship faculty.
- All advanced AE structures courses, available to architecture students as electives, are highly collaborative with AE faculty and students. This builds upon the already close relationship between architecture and architectural engineering students that is prevalent throughout the curriculum.
- CMT 4050 – Integrated Delivery Methods – taught by faculty of the Construction Management department, regularly enrolls students from across CEAT to prepare a proposal for a national DBIA competition focused upon project delivery.

In addition, many of the School's faculty have collaborative interdisciplinary relationships in their teaching, scholarship, and service with faculty across OSU and beyond. More details on these partnerships are provided in section 1.2.1.

Student-led organizations and initiatives are an integral feature to the School and offer many leadership opportunities. The programs include an active AIAS, AEI, CSI, and the award-winning ASTEK program, in which architecture students volunteer to enter 5<sup>th</sup> grade classes in the local school district for nine weeks to teach principles of architectural design to elementary school kids. The final product every year is a gallery show in the School of Architecture in which the children and their parents are invited to see the city models the students have created. The Architecture Leadership Council (ALC) is a formal mechanism that develops leadership skills and gives students a direct and meaningful voice in their educational experience. The ALC, comprising elected class representatives and the presidents of the School's student organizations, meet with the School Head to discuss issues of importance to students.

The Centennial Leadership Development Program is designed to provide students a framework to develop leadership skills and the Centennial Mentorship Program connects students with alumni to build collaboration and leadership skills. More details on these programs are available via Supplemental Material link.

### **Perspective B: Design**

At OSU, design is taught as a knowledge-rich activity. The design studio sequence has been carefully structured to align studio activities with a carefully considered exposure to information in classroom courses. Since our design studios are team-taught, the studio content can be coordinated and calibrated to increase in complexity as students move through the program. The team-teaching concept allows computers, systems and management lecture courses to be closely integrated with the design studios in which the students are co-enrolled. Other studios bring in outside experts or AE faculty to interact with students on specific components of their projects.

ARCH 1216 (spring semester freshman design studio) incorporates a project focused on structural systems which involves critiques by AE faculty. ARCH 2216 (spring semester sophomore design studio) does the same with more in-depth structures information provided. The ARCH 2263 Systems course provides information that is directly applied in ARCH 2216 and beyond. ARCH 3116 (fall semester third year studio) utilizes knowledge directly from ARCH 3252 Computers I class, and ARCH 3216 (spring semester third year studio) aligns project expectations and assignments with the ARCH 3262 BIM Computers II class. The ARCH 3263 Materials course introduces content and a materials based project which directly leads to activities in the ARCH 3216 studio. The comprehensive studio, ARCH 4216, applies knowledge directly from required structures and architectural science courses and aligns activities with the co-requisite ARCH 4093 project management course where students track the development of their comprehensive studio project to produce specifications, budgets, estimates and other work products as the project develops.

ARCH 5117, the final required urban design studio, builds on design development skills earned in both fourth year studios ARCH 4116 and ARCH 4216 to examine large scale planning and design. Fourth year studios build on the site design and planning principles taught in third year studios. Third year studios make use of students' newly-acquired facility with the types of drawings and models produced in second year studio and second year studio takes the abstract compositional and visualization principles taught in first year to engage directly in problems of building design. Increased facility with computers and improved communication skills are also addressed at each stage of the curriculum.

The Assessment Committee gathers and analyzes data from graduating students, alumni, and active professionals concerning their perceptions of the quality of students' design abilities. Results of this analysis are shared with the complete faculty annually as part of the program evaluation process.

### **Perspective C: Professional Opportunity**

The opportunities to engage with the architecture profession are organic to the School's program. The School maintains a vibrant invited lecture series and invited regional professionals are a regular feature of studio design presentations, juries, workshops, and classroom lectures.

All studio professors are licensed architects or engineers; licensure is a prominent feature of the School's tenure and promotion criteria. In addition, faculty members are highly active in the architecture profession. Eight of the faculty members have held office in the local AIA chapter, and four have been board members on the statewide AIA Oklahoma Executive Board. The School Head has a permanent voting position on this board.

Understanding of registration law and IDP are both covered topics tested for in the Professional Practice course, ARCH 5193. Students are encouraged to establish their IDP file as part of the presentation on

licensure. Students learn about the perspectives of related disciplines by interacting with students and faculty in landscape architecture in ARCH 4116 and code officials from the City of Tulsa as well as with students in the fire protection and construction management technology programs in ARCH 4216 comprehensive studio. Students visit construction sites in ARCH 4093 "practice management" as well as in other studio courses to acquaint themselves with the perspectives of construction contractors. ARCH 5117 "urban design studio" includes a trip to an urban center that features meetings with local architecture firms and city planners. The lecture series brings in professionals with a wide and diverse relationship to traditional practice, offering many perspectives of non-traditional careers. The ARCH 5493 Entrepreneurship and Architecture and ARCH 5093 Real Estate Development elective courses offer students valuable insights to potential career opportunities in these areas. The new Architecture and Entrepreneurship minor will focus courses in this area. Opportunities in more technical-focused careers are introduced through contact with the AE program. Future options in the AE program will focus advanced coursework on MEP and Construction Management. Further, the newly initiated Centennial Mentorship program will help connect students to professionals.

While an internship experience is not a requirement for graduation, it is highly recommended and faculty work closely with students to help them secure summer jobs. The school has a wide network of loyal alumni and alumni employers who eagerly look to the school for summer and full-time employees. To aid in the employment search, the AIAS organizes a highly successful in-house Career Fair each spring for both permanent employment as well as seasonal internships. The 2016 fair featured more firms than graduating seniors, which is normally the case.

#### **Perspective D: Stewardship of the Environment**

Issues surrounding sustainability are central to the mission of the School of Architecture and are embedded strongly across the curriculum. Every design studio beginning with studio I ARCH 1216 has an emphasis on sustainable issues. This might manifest in project research, class presentations and lectures, group discussions, individual crits, and project requirements.

ARCH 3134 Building Science: Thermal Systems and Life Safety course addresses issues of sustainability and alternatives to conventional energy-intensive thermal comfort, including building orientation, natural ventilation and efficient systems. The ARCH 3433 Building Science: Acoustics and Lighting course addresses sustainable issues in relationship to lighting design. The ARCH 4216 Comprehensive Studio requires daylighting studies tested in the daylighting lab of a significant interior space of the project under development in the studio. Faculty establish energy performance requirements and students build bay models that they test using the daylighting lab to confirm compliance or understand changes that must be made to comply.

The elective course ARCH 4233 Sustainable Design allows students to delve much more deeply into the elements that go into making a building more sustainable. Sustainability is discussed widely in both ARCH 2263 Systems and ARCH 3263 Materials courses and issues of sustainability are also addressed in required structures courses. Required history-theory courses ARCH 2003 Architecture and Society and ARCH 2203 Architecture Since 1900 each have components that address architectural responses to climate and to technology as witnessed across time and place.

#### **E: Community and Social Responsibility**

School of Architecture student organizations, students, and faculty frequently engage in public service. A few of the more recent examples include the student-run ASTEK program which has directly engaged student volunteers with elementary school children and their families for 15 years, participation with Habitat for Humanity, Project Lead the Way, and Freedom by Design. The required history-theory course ARCH 2003 Architecture and Society directly expresses the role of architects and of architecture in service to society. Studio courses strive to engage real client stakeholders in studio projects. The ARCH 4216 Comprehensive Studio has, in recent years worked with two Oklahoma City theater organizations

as well as the OSU Museum of Art as clients. The course also took on the design of a new family-oriented homeless shelter in association with social organizations in OKC. The ARCH 3216 studio recently collaborated with the OSU Museum of Art to design and build mobile art studio kiosks to provide hands-on art-making opportunities in the museum. This course also designed and built a Tiny House, working with an outside client to explore issues surrounding living in smaller, more sustainable spaces. In ARCH 4116, students worked with the city of Ivrea in Italy to explore the possibility of the design of a regional food and wine center in the city's center. In ARCH 3116, students recently worked with developers in Dallas to explore the potential of a mixed use project in a prominent urban site, and students in ARCH 5117 worked with local planners and architects in Boston and Portland to explore potential of high profile, under-utilized sites in those urban areas.

Professor Nathan Richardson has worked with students in his ARCH 5493 Architecture and Entrepreneurship class (and received funding) to design and build a Butterfly Shelter to bolster the local economy in Nicaragua. This course has also focused designs and prototypes for temporary, pop-up housing for disaster areas in communities in Latin America and Africa. Many students have independently participated in mission projects focused on helping underserved communities across the world; other have worked with Engineers Without Borders through CEAT. The School's Centennial Leadership Development Program prioritizes community and social involvement.

The School conducted and sponsored a design charette in 2012, working with an aerospace manufacturing company (ASCO) relocating to Stillwater, to provide design ideas to update their facilities. This charrette involved ten faculty and 45 students and was a cross-disciplinary effort including faculty and students from architecture, architectural engineering, landscape architecture, and interior design. This event was coordinated closely with the Stillwater mayor and personnel from ASCO. The event concluded with a major press-conference including state representatives and elected officials.

After the F5 tornado in Moore, Oklahoma in May 2013, Professor Jeanne Homer organized a group of students to travel there to help with the clean-up. She also engaged in a planning charette at a recent Illinois AIA conference. Homer is also currently providing pro bono architectural support to two Stillwater community projects, a new tennis-court complex and a new ranger station and related facilities at Lake McMurtry. School of Architecture faculty consistently serve on various building committees and city planning councils for our city and region.

Students initially learn of current community engagement opportunities via an all school meeting convened each semester by the School Head to inform students of the work of student organizations and of other upcoming opportunities for service. Flyers and student group meetings provide further details.

### **I.1.5 Long Range Planning**

The objectives for student learning are established through a thorough and interactive process involving input and discussion by faculty, students, alumni, and professionals. This input comes in many forms including formal surveys, informal interactions and collaborations, and direct input from constituents. While all constituent groups are consulted (see section I.1.6 for a definition of the constituent groups and the variety of input data and information sources), the faculty determines the final objectives. Faculty benchmark their decision against information they gain from colleagues in professional and academic venues.

The School of Architecture established its current formal long-range plan in 2014 over a semester of focused discussions. The plan is utilized to gauge success in the School of Architecture at the School and College level. At the annual faculty meetings in advance of the fall and spring semesters, the School Head challenges the faculty, in a workshop format, to reconsider some aspect of the program in relationship to the Strategic Plan. Recent discussions have included retention and admission of students,

proposed curriculum modifications in both architecture and architectural engineering, understanding the desires of professionals for abilities in graduating students, strategizing potential new faculty positions, prioritizing budgets, the importance of international study, and the possibility of the development of new graduate programs.

The faculty acts as a committee of the whole on decision-making but relies on focused task force studies for benchmarking and recommendations. Some recent task force studies have included:

- In 2012-2013, a School task force studied the issue of retention, benchmarking our program to peers and making recommendations on ways to improve the School's retention rates.
- A task force was initiated in the fall of 2013 to consider curriculum changes to the AE program leading to a revision of the curriculum and establishment of two new options (MEP and Construction Project Management).
- In 2015, a task force evaluated the possibility of requiring all students to have a significant international experience leading to a curriculum change requiring a longer term architecture-focused international study experience as a condition for graduation.
- In 2015, a task force studied the integration of computers in the curriculum led to changes to the studio curriculum involving computer integration in the pre-professional program.
- In 2015, a task force was initiated to make a comprehensive study of the possibility of developing new School of Architecture graduate programs.
- In 2016, a task force was asked to examine printing and plotting practices to determine how these services could be improved at the School.

Central to all long-range planning activities is consideration of the School's relationship and initiatives related to the five perspectives. The 2014-2018 School of Architecture Strategic Plan is comprised of four key goals, with articulated strategies to achieve each goal. The topics are grouped into four areas: Academic Goal, Faculty Goal, Student Goal, and Outreach Goal. Several aspects of these four goals relate directly to the perspectives including:

### **Collaboration and Leadership**

Paramount to the strategic goals of the School is this Student Goal: *"Recruit, retain, inspire, and educate students who have the ability and commitment to enrich society in an atmosphere that encourages creativity, diversity, academic success, collaboration, and leadership."* Strategies for achieving this goal include:

- Initiate and support enrichment programs and interdisciplinary collaborations which enhance student learning and leadership development.

The Faculty Goal: *"Nurture and reward outstanding faculty with a focus on teaching excellence, scholarship and creative activities, community and professional engagement, and collaboration"*, places further emphasis on the expectation of collaboration among faculty. A strategy for achieving this goal is:

- Encourage interdisciplinary research and scholarship initiatives with allied programs and professionals.

### **Design**

In terms of the perspective of design, the following goal and its strategies apply: Academic Goal: *"Provide outstanding professionally focused programs in architecture and architectural engineering."*

- Initiate curriculum and program innovations to support the professional focus of programs.
- Initiate graduate programs in architecture and architectural engineering.

### **Professional Opportunity**

As part of the Academic Goal noted above, the following strategies are relevant to the perspective of professional opportunity:

- Maintain quality, accredited, professional programs in architecture and architectural engineering that also foster the integration between academia and the profession.

- Initiate curriculum and program innovations to support the professional focus of programs.
- Initiate internship and mentoring opportunities/programs.

As noted above, the Faculty Goal: “*Nurture and reward outstanding faculty with a focus on teaching excellence, scholarship and creative activities, community and professional engagement, and collaboration*”, also places emphasis on the expectation for professionally engaged thinking among faculty. The strategy remains the same:

- Encourage interdisciplinary research and scholarship initiatives with allied programs and professionals.

### **Stewardship of the Environment, and Community and Social Responsibility**

The Outreach Goal: “*Provide meaningful initiatives that improve the built environment in Oklahoma communities and beyond and provide enriching engagement with professional communities*” crosses the boundaries of both of the perspectives of stewardship of the environment, and community and social responsibility. A strategy for achieving this goal is:

- Develop programs and projects that have a direct impact on the enhancement of the built environment in Oklahoma.

The 2014-2018 School of Architecture Strategic Plan provides the overarching framework for all decisions related to long-range planning initiatives for the program. The strategies articulate ways in which the four primary goals may be addressed. These goals and strategies relate directly to the five perspectives.

#### **I.1.6.A Program Self-Assessment**

##### **SELF-ASSESSMENT PROCESS & METHODS**

Assessment is conducted utilizing four defined constituent groups; the profession, alumni, faculty, and students. All assessment results are analyzed and reviewed by the School’s Assessment committee (Tom Spector, chair, Steve O’Hara, Jeanne Homer, and Michael Rabens). The Assessment Committee is charged with the responsibility for identifying areas of concern and recommending courses of action.

This committee meets annually and drafts a report that is distributed to the faculty, filed with the University, and discussed at a faculty meeting. All areas of concern and areas of deficiency are discussed and recommendations are formulated for monitoring and making changes to address these issues when necessary. Recommendations and areas of concern/ deficiency are also discussed with the ALC (Architecture Leadership Council) and PAC.

For the University, three student learning outcomes are tracked and analyzed by the assessment committee.

**Student Learning Outcome #1:** Ability to solve architectural problems (creative problem solving).

**Student Learning Outcome #2:** Ability to communicate ideas effectively.

**Student Learning Outcome #3:** Understanding the overall architectural design process.

Any areas of concern are discussed in detail and changes are proposed and enacted to address them.

##### **SELF ASSESSMENT CONSTITUENT: THE PROFESSION**

Since the Architecture program is professionally oriented, having input from professional architectural architects and engineers is critical. This input is structured utilizing several specific mechanisms. The school’s Professional Advisory Committee (PAC) is made up of practicing architects and engineers from Oklahoma, the region, and the nation, who provide the school with feedback and advice and who act as a sounding board to test the effectiveness of the School in meeting its mission. The Head of the School of Architecture selects the members of the PAC based on faculty recommendations and on their specific expertise and past involvement with the school. Although many are alumni, some PAC members are not.



In addition to their service on the PAC, members routinely serve on student juries and reviews and employ OSU School of Architecture graduates.

Employers of OSU School of Architecture graduates are also utilized as a constituent group for assessment. The School Head, through periodic formal and informal telephone surveys, regularly receives input from employers of graduates. In addition, employers of graduates are formally surveyed once every four years for graduates who are within twelve years of their graduation date. These surveys are conducted simultaneously with alumni surveys. In addition, OSU conducts a periodic alumni surveys.

OSU provides assessment funding which allows the school to bring in outside peer reviewers each year to assess educational objectives and outcomes in ARCH 4216 and ARCH 5117. External accreditation reviews by the National Architecture Accrediting Board and the Accreditation Board for Engineering and Technology are conducted at least every six years following a serious self-study, and include recommendations for program improvements where appropriate. The school keeps extensive photographic and physical archives of student work that assist in these reviews.

#### SELF ASSESSMENT CONSTITUENT: ALUMNI

The second group of constituents is the school's alumni. The School of Architecture and University surveys alumni periodically for input.

#### SELF ASSESSMENT CONSTITUENT: FACULTY

The third group of constituents is the faculty of the School of Architecture. The faculty are represented by the Assessment Committee and also act as a constituent group as a faculty of the whole. The faculty reviews the assessment committee report in an annual meeting. It reviews the student performance criteria in light of the evolution of the curriculum to make sure that all criteria are continuing to be met.

#### SELF ASSESSMENT CONSTITUENT: STUDENTS

The current students are the fourth constituent group. Formal student evaluations of both course and instructor are provided for each architecture course every time it is offered. The School of Architecture utilizes the general OSU survey instrument for classroom courses and a specialized survey instrument for studio courses. These evaluations are compiled statistically by the University and reviewed on a confidential basis by the School Head. This review includes both the statistical analysis and the spontaneous comments of the students. The raw evaluation forms and statistical analyses are ultimately given to the individual instructors for their information and use. This feedback system has proved to be effective in helping the School maintain high-quality instruction, forestall irrelevance or obsolescence of courses, and prevent student dissatisfaction from going unaddressed. Students set to graduate are asked to participate in in-depth departing interviews with the School Head. The results of these interviews are scored by the assessment committee as another source of assessment data.

#### ***Student Outcomes***

Student Outcomes are assessed by the following means:

#### BY THE PROFESSION

The profession assesses student outcomes through interaction with students in the comprehensive studio jury for ARCH 4216. Students make two formal presentations of their projects during the course of a semester to a jury of approximately 10-15 professional architects and engineers. The professionals ask them questions and give them immediate verbal feedback on their projects. In addition, jury members are encouraged to provide in-depth written comments for each individual student. At the end of the semester, the entire jury is assembled for a final review of the project in the class. Each jury member completes an assessment survey during the jury process. A similar process occurs for the ARCH 5117 Urban Studio, where student teams receive input from professionals during jury reviews.

The Professional Advisory Committee meets annually and routinely participates to some degree in assessment activities. They tour the school and see work that is displayed in the gallery and around the school, they meet with faculty and students during lunch for an informal discussion of the school and curriculum, and they engage in focused discussion of specific student outcomes questions and/or concerns with the School Head and selected faculty. The Professional Advisory Committee is formally surveyed every four years (but more often if problems or special situations emerge), in addition to formal and informal discussions that occur annually at the PAC meetings at the School of Architecture.

#### BY ALUMNI

In addition to potentially serving on the comprehensive jury and on the PAC committee, alumni are surveyed three times in the first twelve years after graduation. This survey focuses on assessment of program educational objectives and student outcomes. Alumni also participate in OSU Assessment telephone surveys which address some student outcomes and program educational objectives.

#### BY FACULTY

The faculty is tasked with individually assessing the required courses they teach for the student performance outcomes. This assessment is performed each time the course is taught, typically once a year for the courses taught in the School of Architecture. The yearly assessment is reviewed by the Assessment Committee to determine any areas of deficiency in the program that need to be addressed. Faculty make annual adjustments to their courses to address assessment concerns. Curricular changes are made by the faculty as a whole and are made with an eye towards addressing the assessment feedback of student outcomes and program educational objectives.

#### BY STUDENTS

Students evaluate each course through a formalized course evaluation form developed by OSU. The school has also developed a unique set of faculty and course evaluation forms, with questions relevant to the design studio content and experience. Graduating students meet with the School Head for an exit interview. Part of the exit interview is a formalized survey addressing all student outcomes. The results of these interviews are distributed to the faculty and the Assessment Committee.

#### POTENTIAL FINDINGS BY ASSESSMENT COMMITTEE

Three thresholds were established to measure success in achieving student outcome assessment:

1) Area of Action – measured as less than 3.0 on a 5-point assessment scale. Discuss issue, investigate connections with other survey instruments and constituent feedback, and recommend possible actions for faculty discussion.

2) Potential Area of Concern – measured as between 3.0 and 3.5 on a 5-point assessment scale. This is an area meriting more closely monitoring for changes in assessment score, discussion with faculty, but no action is yet recommended.

3) No Action— measured responses average greater than a 3.5 on a 5-point assessment scale.

These benchmarks were established from the concept that we strive to be an above average program and that the areas of concern were in danger of falling below an average score. The benchmarks were presented to the faculty constituent group for approval.

A copy of annual assessment reports and assessment data is available via Supplemental Material link.

#### **I.1.6.B Curricular Assessment and Development**

Curricular assessment occurs at annual faculty meetings, led by the school Head, where needed changes and program improvements are discussed. These full-faculty sessions involve envisioning exercises in faculty break-out groups which propose and discuss curricular revisions. These sessions may require follow-up meetings. In the 2014-15 academic year curricular assessment resulted in proposals, still in implementation, for improved integration of computer use in the studio sequence content.

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

### Visiting Team Report (2011)

#### Conditions Not Met:

#### 2009 II.1.C.2 Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Comment from 2011 VTR: *“The team did not find evidence that this subject is included in the professional curriculum. The understanding of the relationship between human behavior and the natural and built environment was articulated as a core value of the school but the team could not find student work in the cited courses of the SPC matrix, or other coursework in the team room, which provided sufficient evidence of student understanding of human behavior.”*

Response from Program: The School of Architecture believes that this is a core value of the school and is embedded across the curriculum in many venues. We have reinforced this Condition by developing and implementing specific problems dealing with this criterion. All studios have a focus on this issue to varying degrees and it is also addressed in a number of classroom courses. In particular, ARCH 1112, 2116, 4216, and 5117 have developed projects or assignments which address this criterion directly.

*This individual SPC was eliminated in the 2014 Conditions; these principles are now expressed as learning aspirations for Realm A.*

#### II.1.C.8 Ethics and Professional Judgment

Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Comment from 2011 VTR: *“The team was impressed with the course material provided in ARCH 5193 Management of Architectural Practice with a variety of materials including excellent case studies addressing professional ethics and instruction concerning the AIA Code of Ethics. Evidence of student understanding through exams, notes, papers or other work produced by the students was lacking.”*

Response from Program: Starting in the fall of 2011 and continuing every fall semester since, a separate assignment involving an Ethics Case Study was assigned and assessed in ARCH 5193. This project comprises 10% of the class grade. Examples of student work for this assignment will be part of the team room display and assessment information will be available.

#### II.2.2 Professional Degrees and Curriculum

General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content.

Comment from 2011 VTR: *“Some graduates of the program do not complete a minimum of 45 semester credits on non-architectural general studies”. While this situation only occurred for a couple of students during the previous accreditation period, it occurred when these students utilized ARCH prefix electives for Directed Electives in their course of study.*

Response from Program: The school has re-adjusted our policy so that students may not use ARCH prefix courses for Directed Elective credit when this would allow them to graduate with less than 45 credit hours of non-architectural general studies. This brings us in complete compliance with this Condition.

In the NAAB response to the 2011 Annual Narrative Report, NAAB stated that this CONDITION NOT MET did not need to be reported on again.

## **Causes of Concern**

### **A. Academic Diversity**

Comment from 2011 VTR: *“The B.Arch. program seems to be somewhat insulated from other academic programs and national and international disciplinary influences. The team did not see much evidence of ongoing faculty or student collaboration with academic units outside of the school either within the college of engineering or with other units of the university. Some degree of isolation may be due to the small town location of the campus, and modest financial resources available to bring visiting faculty and speakers, or to support a greater diversity of international study opportunities. The majority of the full time faculty (11 of 18) are graduates of the program, including the four most recently hired assistant professors. There are no dedicated resources for visiting faculty, so opportunities to include other instructors are limited to temporary replacements for open faculty lines, or for faculty members on leave.”*

The School of Architecture has worked diligently to foster relationships to address this concern and feel that in many ways the concern has evolved into a strength. In the NAAB Response to the 2011 Annual Report, the NAAB stated that this Concern did not need to be reported on again. A partial list of activities includes:

Collaborations with other OSU disciplines:

- The collaborations between architecture and architectural engineering students are widespread in required courses and design studios, and in student organization activities.
- Associate Professor Nathan Richardson, who has a joint appointment with the School of Architecture and the School of Entrepreneurship as a Riata Fellow, has developed an elective course with two School of Entrepreneurship faculty and one graduate student and has co-taught this course with them consistently since 2011. Richardson was named OSU’s Entrepreneurial Faculty of the Year in 2012 and Riata Fellow of the Year in 2014. This collaboration has led to a recently approved School of Architecture minor: Architectural Studies - Architecture and Entrepreneurship.
- Professor Tom Spector developed a course with a faculty member from Philosophy (PHIL4113/ARCH 4100 Philosophy of Art and Architecture) which was offered and co-taught in the fall of 2013 and fall of 2015.
- Faculty and students in the School of Architecture were part of a multi-disciplinary program in Space Engineering and Architecture starting in the fall of 2012 through the present. The program was funded by a Provost Interdisciplinary Grant and NASA. Professor Steve O’Hara has had involvement with this course each year. Khaled Mansy and Moh’d Bilbeisi were part of the initial course seminar.
- The School conducted and sponsored a design charette in 2012, working with an aerospace manufacturing company (ASCO) relocating to Stillwater to provide design ideas to update their facilities. This charrette involved ten faculty and 45 students and was a cross-disciplinary effort including faculty and students from architecture, architectural engineering, landscape architecture, and interior design.
- Beginning in 2012 through the present, ARCH 4116 has joined with Landscape Architecture LA 4515 to offer fourth year architecture students and fifth year landscape architecture students opportunities to work collaboratively in teams on cross-disciplinary design studio projects. The project is co-critted between faculty members in architecture and landscape architecture. All students are housed in the DWR Architecture Building.
- The students in ARCH 4216 now formally interact with architectural engineering students, construction management technology, and fire protection students. Construction management

technology students attend the studio juries. Fire protection students evaluated the architecture students' designs for code problems with egress and occupancy loads.

- Since 2013, Professor Suzanne Bilbeisi, coordinator of the School of Architecture's long-standing "Discover Architecture" high school program has collaborated with faculty from architecture, architectural engineering, landscape architecture, and construction management to offer a joint program which introduces high school students to careers in all of these areas.
- Professor Tom Spector collaborated with Rebecca Damron from the English department on a book focused on writing in the architecture curriculum which was published in 2012. They have made several joint presentations on the material in professional and academic settings.
- School of Architecture faculty members have submitted grant proposals since 2011 in collaboration with OSU faculty members from Geography, Fire Protection, Mechanical & Aerospace Engineering, Industrial Engineering, Electrical Engineering, Construction Management, Landscape Architecture, English, and Art.
- Professors Homer and O'Hara have both received funding as Co-PI in interdisciplinary research projects.
- Professor O'Hara has been recognized twice with President's Cup for Creative Interdisciplinarity Awards (First and Second) for two separate interdisciplinary projects.
- Professors Homer, Spector, and Mansy worked collaboratively with a Landscape Architecture faculty member, and a faculty member and students from Geology on a design competition focused on low-impact development. The team finished second and their efforts have resulted in further scholarship and presentations.

#### Collaborations with Other Universities and Professionals

- In the fall of 2011, School of Architecture faculty and students in ARCH 5117 collaborated with faculty and students at the Universidad de Puerto Rico in San Juan on a design studio project sited in San Juan. They met these students and faculty firsthand and participated in a joint review during a 5-day field trip to San Juan and collaborated with them via Skype throughout the project.
- Associate Professor Paolo Sanza offered the Architecture without Borders elective studio in spring semesters 2011- 2015 where he worked with architecture students in Stillwater in collaboration with a professional architect in Torino on Italian design competitions. They collaborated via Skype.
- Each year OSU provides \$2000 in special funding to bring a short-term visiting professional to campus to engage in activities in the ARCH 4216 and ARCH 5117 design studios. The School of Architecture supplements this amount with an additional \$1250/yr. funded from the School's NCARB Endowment.
- Adjunct faculty teaching one or more courses in the School since the last visit include Jana Phillips, Sarah Ra, David Hanser, and Scott Goodner.
- Professionals are regularly invited to give course lectures and participate in design studio reviews. A comprehensive list of professionals who have interacted with faculty and students in this way since the last visit will be available via Supplemental Material link.
- Professor Tom Spector has been a leader in the development of a new international professional group over the last several years: The International Society for Philosophy of Architecture (ISPA), founded at Newcastle University, Great Britain, in 2009. He has been part of the organization of their conferences, has given keynote addresses, and is one of the strongest contributors to the scholarship in this area. He organized the launch and is managing editor of the new international academic journal, *Architecture Philosophy*.
- Two faculty, Professors Rodriguez and Stivers received Big 12 Faculty Fellowships which allowed them to spend a week at another Big 12 University and establish relationships with faculty members at those institutions. Rodriguez was hosted at Texas A&M and Stivers was hosted at the University of Kansas and Kansas State University. In 2011, a Nebraska architecture faculty member spent a week at OSU on the same program. Professor Seitsinger participates each year in regional meetings with architecture program administrators and faculty.

- Professors Spector, Williams, Mansy, Homer, M. Bilbeisi, and Phillips all focused their sabbaticals on visiting and fostering relationships with other universities and architecture programs. Together they visited over twenty programs across the country.
- Numerous faculty have attended and made presentations in professional and academic conferences across the US and internationally and many regularly participate as paper reviewers for academic venues.
- Professors M. Bilbeisi, S. Bilbeisi, Spector, Homer, Rodriguez, Sanza, Ra, Carroll, Mansy, and Stivers have all given lectures, conducted workshops, and/or served on studio reviews at other universities since the previous visit.
- Professor Ramming has collaborated with a Civil Engineering professor on two published books.
- Professor O'Hara co-authored the 2007, 2010, and 2016 editions of the ARE Review Manual.
- Students have many travel opportunities with the Summer European Studies Program, the Urban USA course, required field trips in ARCH 3116 and ARCH 5117 and many CEAT elective travel programs to venues around the globe.
- The School has hosted thirteen exchange students from Spain, Belgium, China, Mexico, and Australia and six of our students have had semester exchanges in Spain (2), Italy (2), Germany, and Mexico.
- Funding for the Lecture series has increased from \$5000 to \$17,500 each year allowing a rich lineup each year of visiting professionals to share their work and interact with students and faculty.
- The School provides funding each year to enable students to attend AIAS Forum, AIAS Grassroots, AEI, and AIA conferences.
- In the fall of 2013, Professor Paolo Sanza arranged a joint course between OU and OSU architecture students with OU faculty member Stephanie Pilat on 20<sup>th</sup> c. Italian architecture. This joint-offering was repeated in 2014 and 2016.
- In the fall of 2012 the School of Architecture hosted the biennial Design Communication Conference which included cross-disciplinary design professionals from around the world in the Donald W. Reynolds School of Architecture. OSU School of Architecture faculty provided significant leadership in the development of the conference. Professor Moh'd Bilbeisi was the conference chair and many faculty participated in the organization of the conference and in the conference as session moderators, workshop providers, and paper presenters. Professor Moh'd Bilbeisi served as national president of the Design Communication Association in 2012 and 2013.

### **B. Faculty Scholarship**

Comment from 2011 VTR: *"Faculty are expected to engage in scholarly work, but there is some lack of clarity and consistency about the school's expectations for as well as what constitutes faculty research, creative practice, or other aspects of professional development. Faculty may also be missing opportunities to engage in externally funded scholarship, either within the school, or as contributors to interdisciplinary teams involving other OSU disciplines."*

In the NAAB Response to the School's 2012 Annual Narrative the NAAB stated that this Concern did not need to be reported on again.

Program Response: School of Architecture faculty have great diversity in scholarship/ creative activity focus, ranging from work disseminated through presentations, exhibits, papers and books to creative work using architectural practice, competitions, etc. as vehicles for exploration. In addition, cross-disciplinary collaborations have been a strong priority for School of Architecture faculty. A full summary of faculty scholarship is available through resumes and in the faculty exhibit for the visit. The quantity and quality of faculty scholarship has increased dramatically over the last six years and there have been many discussions centered on expectations both on a one-on-one level and as a faculty. In 2012, the faculty worked together to develop the School's Faculty Workload Model which outlines expectations for teaching, scholarship, and service and metrics for success. The development of the School's current strategic plan in 2012-2013 included discussion of faculty scholarship. In 2015-16, the School of

Architecture Reappointment, Promotion and Tenure (RPT) document was reviewed, minor adjustments were made, and the faculty approved this new document.

Generous funding has been available to support faculty scholarship and professional development including a three year-period, 2013- 2015, where each faculty was allocated a sum of \$2000/yr. to support these efforts. In addition, during this same time period, additional TA positions were competitively available to support faculty scholarship initiatives.

Five Assistant Professors were all successfully promoted to Associate Professor with Tenure during the past six years. Two Associate Professors were promoted to Full Professor. Success in scholarship was a strong criterion for these actions and there were no issues of difficulty in the RPT process.

More information about the breadth of faculty scholarship is available via Supplemental Material link in the Faculty folder.

### **C. Participatory Governance, Planning, and Documentation of Procedures**

*Comment from 2011 VTR: "Planning and implementation of objectives for the program is conducted effectively by faculty holding administrative positions, and other senior faculty, using a well-developed, informal communications network. Governance procedures and decision-making that impact the program, as well as assignments and opportunities for members of the school's community, may benefit from greater transparency, and a more formal structure that includes opportunities for meaningful participation of a diverse range of students, staff and faculty. The team was unable to locate accessible information for students about how to seek college or university level help with concerns related to their experience in the program."*

Response from Program: Many efforts have been targeted towards this concern since the last visit. In 2012, Paul Tikalsky started his tenure as dean of the College of Engineering, Architecture, and Technology. One of his first initiatives was to promote a transparency in budget allocations throughout the college. In his initial college faculty meeting he shared college budget information with all college faculty that had previously not been available. In turn, he promoted change in the departmental policies in this regard and at the fall 2012 beginning of the year faculty meeting the school's budget was presented to School of Architecture faculty with all aspects of allocations, except for individual salary information, shared. This process has continued to present.

Following is a partial list of activities demonstrating effort towards strengthening this concern:

- A School of Architecture Faculty Workload Model was developed and implemented in 2012 through a series of faculty meetings involving a consensus building process by the faculty team. The workload model defines expectations in teaching, creative activities and scholarship, and service.
- In 2012-2013 the entire faculty was fully engaged in numerous meetings and open discussions focused on the development of a new strategic plan.
- The entire faculty and selected students are involved each year for recommendations, discussion, and priority-setting for annual technology purchases.
- Seven school-wide task forces have been implemented and all faculty wishing to serve on any of the initiatives have been included. (Retention Task Force, Faculty Search Task Force, Cunningham Architecture Library Task Force, AE Curriculum Revisions Task Force, Architecture Curriculum Revisions Task Force, Graduate Program Task Force, Plotting Task Force).
- Students offer input into School governance through the Architecture Leadership Council, the Lecture Series Committee, and CEAT Student Council Tech Fee Committee.

### **Section 3. Compliance with the Conditions for Accreditation**

#### **I.2.1 Human Resources and Human Resource Development**

##### **FACULTY OVERVIEW**

The School currently has sixteen full-time faculty members, including the Interim School Head. Three of the faculty have their primary teaching responsibility to architectural engineering students, twelve faculty have their primary teaching responsibility to architecture students, and one faculty serves as Interim School Head for both programs. An additional faculty member serves as Associate Dean of CEAT, and another as University Architect, and are technically members of the faculty though their responsibilities reside elsewhere in the university. Fifteen of the sixteen current faculty hold professional licenses reflecting the School's strong commitment to professional education. Two faculty have responsibility for advising, Suzanne Bilbeisi for architecture students and Steve O'Hara for AE students.

Efforts are ongoing to increase faculty diversity. Every faculty search is conducted under the guidelines of Affirmative Action and each search committee is charged with trying to seek out qualified candidates who will add diversity to the school. Currently four of the faculty are women and the ethnic and cultural diversity of the faculty is reflected by faculty members from Korea, Jordan, Egypt, Italy, and Puerto Rico.

All faculty teach and interact with students from both architecture and architectural engineering degree programs. The combination of these degree programs and their intertwined and supportive relationship is one of the defining markers for the School of Architecture.

Following is a list of core expertise represented by the faculty:

- **Architectural design:** Mohammed Bilbeisi, Suzanne Bilbeisi, Stan Carroll, Jeanne Homer, Seung Ra, Nathan Richardson, Awilda Rodriguez, Paolo Sanza, Randy Seitsinger, Tom Spector, Jerry Stivers, Jeff Williams, and John Womack (now retired) have expertise in architectural design and teach within design studio courses. John Phillips and Khaled Mansy teach in cross-disciplinary design studio courses.
- **Architectural History and Theory:** Michael Rabens leads the Architectural History and Theory curriculum and Jeff Williams, Jerry Stivers, Paolo Sanza, Jeanne Homer, and Mohammed Bilbeisi also teach courses in this area. Suzanne Bilbeisi, Mohammed Bilbeisi, Jeanne Homer, Michael Rabens, Paolo Sanza, Randy Seitsinger, Jerry Stivers, and Jeff Williams are all active in teaching in the School's European Studies Program.
- **Design Communication and Graphics:** Most of the architecture faculty offer guidance on design communication and graphics and Mohammed Bilbeisi offers specialized instruction in this area. Mohammed Bilbeisi, Randy Seitsinger, Jeff Williams, and John Womack directly utilize exploration in design communication and the fine arts as part of their scholarship focus.
- **Computer Applications, Design, and Fabrication:** Seung Ra, Awilda Rodriguez, and Stan Carroll teach courses in computer design. Stan Carroll, Paolo Sanza and Awilda Rodriguez are involved with digital fabrication.
- **Systems and Materials:** Jerry Stivers, Paolo Sanza and John Womack (now retired) teach courses in Systems and Materials.
- **Building Structures:** Steve O'Hara (Design & Analysis of Timber & Masonry / Computers / Advanced Structural Analysis), John Phillips (Analysis of Structures / Concrete Design / Professional Practice), Carisa Ramming (Statics / Construction Management / Steel and Foundation Design).
- **Architectural Science and Sustainability:** Khaled Mansy teaches the Building Science I and II courses covering life safety, HVAC, acoustics, and lighting and an elective sustainability course.
- **Professional Practice and Management:** Tom Spector leads the Professional Practice and Management curriculum and has expertise in architectural ethics.



- **Real Estate Development and Entrepreneurship and Architecture:** Nathan Richardson teaches elective courses related to real estate development and entrepreneurship and is currently a Riata Fellow from the School of Entrepreneurship in the College of Business.

### **FACULTY WORKLOAD**

In 2012-2013, the School established a Faculty Workload Model to help articulate faculty responsibilities in teaching, scholarship, and service. The current Faculty Workload Model is available via Supplemental Material link.

Faculty members have an expected workload that is made up of an assignment of 62.5% teaching, 12.5% scholarship, 12.5% service, and 12.5% which could be assigned to any of the other three listed categories. The School Head sometimes makes part of the assignment of this flexible category and sometimes the individual faculty member has discretion in determining which category to focus their efforts. The model is slightly different for each faculty member and may vary from year to year. The 62.5% teaching assignment equals five medium enrollment three credit-hour courses (or equivalents). Teaching a design studio course is considered as two courses in the model. All studio courses are team-taught, with the teaching team rotating class sections at the conclusion of each major project. This team approach to teaching studios is another important distinguishing feature of the School's pedagogy.

All design studio courses are structured with a targeted faculty/ student ratio of 1:15. If a higher ratio is required, overload credit is assigned, and TA support is often provided. All professional program courses required by both the architecture and architectural engineering programs have class sizes of approximately 45-60 students (ARCH 3223, 3323, 3134, 3433, 4123, 4263, 4093).

### **FACULTY TEACHING, SCHOLARSHIP AND CREATIVE ACTIVITIES**

As described above, every tenured or tenure-track faculty has an assignment with expectations in teaching, scholarship, and creative activities. The Faculty Workload Model document and the RPT Policy define expectations in each area with metrics for success. Both documents are provided via Supplemental Material link.

Strong support from both the Dean of CEAT, and the Head of the School of Architecture enhances a collegial atmosphere and positive working environment supportive of individual faculty and staff in their individual focus on research and scholarship. Financial support is available to enable success.

Since 2010, the tenured and tenure-track faculty at the School of Architecture have produced 64 peer-reviewed papers for national or international conferences, delivered 14 invited lectures or workshops locally or nationally, curated 12 exhibitions, and authored 46 published book chapters or books. Additionally, faculty have had success in securing external funding (nearly \$200k, from NASA and NIST US Dept of Commerce), as well as internal OSU funding (\$45k from CEAT, the Riata Center in the Spears School of Business, and the OSU Provost Office) for various initiatives. A matrix showing the faculty teaching assignments for the previous two years and faculty resumes which document success in scholarship and creative activities are provided via Supplemental Material link.

### **FACULTY APPOINTMENTS**

When a position is opened, a Request to Staff must be approved by the Dean and Provost. Upon approval, the School Head appoints a Search Committee to make recommendations to the School's faculty acting as the Personnel Committee. Students also review applications and make comments for faculty review. Students and faculty are fully involved with site interviews and students make recommendations and comments which are considered by the faculty and School Head during the decision-making process. The School Head, with the approval of the Dean, has ultimate responsibility for appointments. The School uses special job descriptions for each rank, developed by the faculty of the

School and approved by the University. A national search is conducted as a standard procedure and all university policies related to non-discriminatory search and hiring procedures are followed.

### **FACULTY EVALUATION**

Each faculty member is reviewed annually by the School Head with a focus on a self-assessment/appraisal of performance in teaching, scholarship, and service, with an articulation of goals for the upcoming year in each of those three areas. For faculty members in the tenure track process, the personnel committee provides input in the annual review process to the School Head. Each tenured faculty member takes part in a cumulative review process every five years with a focus on performance for the previous five years and goals for the next. All tenured faculty are part of the cumulative review committee which gives input to the faculty under review. Cumulative review policies are provided via Supplemental Material link.

The School administers student evaluations for each architecture course and instructor. Written evaluation and statistical summaries are prepared by the University and forwarded to the School Head, who reviews the results and distributes the statistical data and written comments to individual faculty members.

### **FACULTY PROMOTION AND TENURE**

Faculty promotion and tenure is structured through OSU, CEAT, and the School of Architecture standards and policies. Peer reviews by external academics and professionals are a required feature of the process. Copies of applicable RPT (Reappointment, Promotion, and Tenure) documents are provided via Supplemental Material link.

### **FACULTY PROFESSIONAL DEVELOPMENT**

All School of Architecture faculty members are expected to stay professionally current and participate in professional development and continuing education to increase their capabilities as educators and scholars. For fifteen of the sixteen faculty, professional licensure demands rigorous and documented continuing education for licensure. For all faculty, priority on professional development is an expectation.

The School has maintained a strong commitment to the allocation of resources in support of faculty sabbaticals, travel, and participation in academic and professional organizations, public service, and research/scholarship and creative activities. Faculty had a generous resource allocation program in place to support faculty scholarship and development for fiscal years 2013, 2014, and 2015 when each faculty had \$2000/year of discretionary funding to support this area. As we are preparing for anticipated budget cuts in the near future, this policy has been amended slightly with each faculty member submitting a proposal for each anticipated activity with a maximum of \$2000/ per year potentially available for each faculty. Priority will be given to the support of faculty presenting scholarship at conferences and important professional development activities, particularly for those faculty approaching an RPT action.

The School of Architecture has historically taken advantage of the sabbatical leave opportunities offered by the University. In fact, the School is one of the major users of sabbatical leaves for these purposes in CEAT. Since the last review, the following faculty have taken sabbatical leaves to enhance their professional development:

- Tom Spector (2010) - Sabbatical as a faculty fellow at Cambridge University in England. He authored and published one book. As a result of his visiting fellowship, he is now a Life Member of Clare Hall College, Cambridge.
- Steve O'Hara (2010) - Sabbatical focused on conducting research that led to a new student workbook companion to a textbook on Civil Engineering and Architecture used in Project Lead the Way (PLTW) schools, as well as other pre-engineering academies that support STEM initiatives. He visited Project Lead the Way leaders and teachers across the USA.

- Khaled Mansy (2011) - Sabbatical focused on conducting research associated with two projects in Cairo, Egypt and Chicago, Illinois. In Cairo, he collaborated with a research team of faculty and graduate students from the American University in Cairo to study the performance of light wells as required by the Egyptian Building Code. In Chicago, he was hosted by the Illinois Institute of Technology and interviewed architects and engineers of leading design firms documenting the most current practice in the design of high-performing buildings.
- Jeff Williams (2011) - Sabbatical focused on exploring the integration of urban issues in curricula within schools of architecture throughout the western United States. He studied thirty-six schools of architecture and visited fourteen.
- John Womack (2012) - Sabbatical focused on travel and research on the historical use of construction materials in various vernacular and indigenous building types in the central southwest region of the United States. Travels included trips to the Texas Panhandle, central and northeast New Mexico, western Oklahoma, and central and southwest Kansas.
- Jeanne Homer (2013) - Sabbatical focused on exploring opportunities for interdisciplinary research concerning building sustainability and comprehensive design. She traveled to visit and meet with members of the Integrated Design Labs at the University of Washington in Seattle, the University of Idaho in Boise, and the daylighting laboratory in Charlotte, North Carolina, where she presented "Explorations in Developing the Sustainable Building Systems Collaborative".
- Mohammed Bilbeisi (2014) - Sabbatical at the American University in Sharjah where he interacted with faculty and students in that program and continued his research on design communication and historic Islamic architecture.
- John Phillips (2015) – Sabbatical focused on the integration of Revit into Architectural Engineering school curriculums and structural engineering offices. John visited schools and firms across the Midwest.
- Paolo Sanza (2015) – Sabbatical focused on research associated with digital fabrication and the history and theory of Modern architecture in Italy.

The School's Knight Family Fellowship Endowment provides \$3500 to support faculty professional development and scholarship for one Assistant or Associate Professor each year. John Phillips used this funding to support his sabbatical travel in the fall of 2015 and Awilda Rodriguez used this funding to attend a week-long Autodesk University course on Advanced Revit in December of 2015. Stan Carroll has been awarded this fellowship for 2016-2017 to support his investigations in computational design.

OSU has a strong commitment to providing workshops to improve teaching through the ITLE department and many of the School's faculty have participated in these continuing education opportunities. Additionally, CEAT provides an ITLE Fellow to support advanced teaching initiatives in the college. Professor Steve O'Hara is the CEAT ITLE Fellow and the School benefits from this in-house knowledge and innovation. The School has provided Professor O'Hara with a TA position to support "flipping the classroom" initiatives in the School through the creation of short videos and online content.

In addition, the School promotes faculty participation in academic and professional society activities as well as other professional development opportunities. Financial support from the School has made it possible for faculty to participate in regional and national activities. Faculty are encouraged to participate in research and/or creative activities, including creative private practice and professional and public service activities. The majority of the School's faculty continue some active involvement with professional practice including Moh'd Bilbeisi, Suzanne Bilbeisi, Stan Carroll, Jeanne Homer, Khaled Mansy, Steve O'Hara, John Phillips, Seung Ra, Nathan Richardson, Awilda Rodriguez, Paolo Sanza, Randy Seitsinger, Jerry Stivers, and Jeff Williams.

During the fall of 2012, the Oklahoma State University School of Architecture hosted the 2012 Biennial Conference of the Design Communication Association. Professor Moh'd Bilbeisi served as conference chair. The theme for the 2012 DCA conference was "Graphic Quest: The Search for Perfection in Design

Communication". It aimed to generate meaningful dialogue, disseminate new knowledge, and share pedagogy among the conference attendees and participants. This international conference brought together more than 80 world class national and international academics, practitioners, and experts in the fields of design and design communication. The conference lasted for four days with conference participants, faculty members, and students participating in academic and enrichment activities. The scheduled conference activities included presentations by Jim Leggitt, David Hanser, and Friedrich St. Florian as keynote speakers. Jim Leggitt, Nathan Richardson, Henry Sorenson, and John Womack offered diverse and effective graphic workshops about sketching, watercolors, and mixed media. The conference also included peer reviewed paper sessions and presentations, a juried drawing/ visual communication competition exhibit, and other educational and networking activities.

Travel during summer months provides other important professional development opportunities for many faculty members. Professional development is also gained through interaction with guest lecturers, invited jury members, and other visitors to the School. OSU School of Architecture faculty are often invited to jury student work at other universities such as OU, KSU, and U Arkansas. While not lengthy, these interactions afford valuable opportunities for faculty members to broaden their exposure to ideas and developments in the profession and academia.

### **FACULTY RECOGNITION**

The faculty is one of the School's primary strengths. As a group they are collegial, hard-working, and dedicated to providing an outstanding education to School of Architecture students. They share a common vision for the professional focus of the programs. Their expertise is strongly related to the School's primary mission and their background and experience helps them achieve a high level of academic excellence. Many of the faculty have been recognized with teaching, advising, design, and scholarly awards. The following faculty awards were received by the faculty since the last NAAB visit in 2010:

- Mohammed Bilbeisi – Ken Roberts Architectural Delineation Competition, Best Professional Hand, 2015; *Design Intelligence* Most Admired Educators, 2014; and OSU Regents Distinguished Teaching Award, 2012. In addition, Moh'd served as national President of the Design Communication Association in 2012 and 2013.
- Suzanne Bilbeisi –CEAT Faculty Mentoring Excellence Award, 2016; CEAT Student Council Outstanding Teaching Award, 2014; CEAT Service Award, 2013; CEAT Outstanding Advisor, 2011. Suzanne was named the first Centennial Professor in 2013 for a four-year term.
- Jeanne Homer – International Education Faculty Excellence Award, 2014.
- Steve O'Hara – 2016 CEAT Outstanding Faculty Award; 2015 President's Cup for Creative Interdisciplinarity, First Place, Oklahoma State University; 2015 CEAT Outstanding Faculty Service Award; 2013 President's Cup for Creative Interdisciplinarity, Second Place, OSU.
- John Phillips – CEAT Student Council Outstanding Teaching Award, 2014; Halliburton Excellent Teacher Award, 2011. John also serves as the secretary for the national AEI Academic Council.
- Seung Ra – faculty sponsor for a student team entered into the fourth international Land Art Generator Initiative (LAGI) design competition for the City of Santa Monica, the entry, "RODS", was selected by the editor for inclusion in the publication, "Powering Places" by Prestel (ISBN:978-3-7913-5550-4), 2016; Karina and Robert Sternberg Land-Grant Award, 2013.
- Carisa Ramming– 2015 Mortar Board Golden Torch Award; Outstanding Teaching Award from the Dean of CEAT, 2014; Halliburton Excellent Young Teacher, 2013; Outstanding CEAT Faculty Member, PanHellenic Council and Interfraternity Council and the Office of Fraternity and Sorority Affairs, 2010 & 2012. Carisa is currently serving as the national ASEE Executive Director of the Mechanics Division, and has previously held several other offices within ASEE.
- Awilda Rodriguez - International Ceramics of Italy Exhibit Design Competition, Second Place.
- Nathan Richardson – Faculty Entrepreneur of the Year, 2012; Riata Fellow of the Year, 2014; AIAS/ ACSA New Faculty Award, 2013.

- Paolo Sanza- Halliburton Excellent Teacher, 2013; International Ceramics of Italy Exhibit Design Competition, Second Place.
- Randy Seitsinger – CEAT Dean’s Leadership Award, 2016; Elevated to Fellow in the AIA, 2015; AIA Oklahoma Award for Outstanding Educational Contributions, 2014; Design Communication Association William G. Hook Award, 2012; AIA Oklahoma Honor Award for the design of the Donald W. Reynolds School of Architecture Building, Stillwater, OK, 2011.
- Tom Spector– Halliburton Outstanding Faculty, 2011. In addition, Tom is the founding managing editor of the *Architecture Philosophy* academic journal.
- Jerry Stivers– CEAT Teaching Excellence Award, 2015; Halliburton Excellent Young Teacher, 2014
- Jeff Williams - Karina and Robert Sternberg Land-Grant Award, 2013; AIA Oklahoma Honor Award for the design of the Donald W. Reynolds School of Architecture Building, Stillwater, OK, 2011.

### **GUEST LECTURERS & VISITING CRITICS**

The School’s lecture program is funded directly by student fees. Recent speakers at the School include:

- Fall 2011: Francisco Rodríguez, Dean, Universidad de Puerto Rico/ Justen Renyer/ Andrew Klare, KPF, NY/ Kevin de Freitas, San Diego/ Fernando Lugo, San Juan, Puerto Rico/ James Burnett, Phoenix/ Eric Hoffman, Washington University, St. Louis
- Spring 2012: Dan Wheeler, Wheeler Kearns and University of Illinois, Chicago/ Nick Serfass, NCARB/ Stan Carroll, Beyond Metal, OKC/ John Kane, Tempe, Arizona/ Derek Dellekamp, Mexico City, Mexico
- Fall 2012: Randy Seitsinger, Professor and Head, OSU/ Joong C. Lee, Weidlinger Associates, New York/ David Hanser, Professor Emeritus, OSU/ Friedrich St. Florian, Providence, RI/ Jim Leggitt, Denver, CO/ Brad Bell, TEX-FAB, Assistant Professor UT Arlington, TX/ Craig Hodgetts + Husinming Fung, LA, CA/ Stephanie Pilut, Assistant Professor, OU/ Elena Manferdini, atelier manferdini, Venice, CA
- Spring 2013: Bill Chilton, Pickard Chilton, New Haven/ Mark Clayton, Professor, Texas A&M/ Romolo Martemucci, Director Pantheon Institute, Rome, Italy/ Keith Yancey, LAM partners, Cambridge, MA/ Stanley Saitowitz, San Francisco, CA/ Robert Matthew Noblett, Behnisch Architekten, Boston, MA/ Stefania Manna, Rome, Italy/ Daniel Greenberg, MA/ Dr. Nancy Gift, Berea College, Kentucky/ Bill Reed, Integrative Design Group, Boston/ Santa Fe/ Tom Kopf, DTJ Design, Boulder, CO/ Tony Layne, Perkins + Will, Minneapolis, MN
- Fall 2013: Thomas Schaller, Illustrator and watercolorist/ Alex Lapunzina, University of Illinois, Director of the Versailles Program/ Ashley Dudek, LSM, Washington DC/ Hajo Neis, University of Oregon
- Spring 2013: Michael Reardon, illustrator and watercolorist/ Pinky Lai, Porsche Design/ Arne Emerson, Morphosis, LA/ Brian Fitzsimmons, Fitzsimmons Architects, OKC/ Stan Lingo, Lingo Construction, OKC
- Fall 2014: Tony van Hasselt, watercolorist, lecture and workshop/ Roger Biles, Urban Historian/ Alex Majkowski, KPF, NYC
- Spring 2015: Brad Bailey, Overland Partners, San Antonio/ Neal and Eddie Jones, Jones Studio, Phoenix/ Jack Quinan, Frank Lloyd Wright scholar/ John Ochsendorf, MIT AE faculty/ Alex Hogrefe, VisualizingArchitecture.com/ Josh Shelton, El Dorado, Kansas City
- Fall 2016: Jim Cutler, Cutler Anderson, Seattle/ Jeff Shepard, Shepard Roth Architects, Denver, Jack Corgan, FAIA, Dallas
- Spring 2016: Brad Cloepfil, Allied Works, Portland/ Clare Olsen, Cal Poly San Luis Obispo/ Sinead MacNamara, Syracuse University

In addition, many professionals are engaged directly in design studio and classroom activities, sometimes for a single class or studio, others for longer periods. Of particular note are the two juries for ARCH 4216, in which each student presents his or her project at both schematic design and design development

phases to a panel of 10-15 architects and engineers from offices in Oklahoma and surrounding states. This course also brings in professional architects and engineers and Tulsa code officials to engage one-on-one with students on wall sections, elevation design, the integration of Revit, and egress and code compliance. Reviews with design professionals are also an integral part of the final studio, ARCH 5117, where local architects, often OSU alumni, offer guidance and critique as students make proposals for urban redevelopments in their city. A full list of professionals and outside experts who have interacted in the classroom and design studio since the last visit is provided via Supplemental Material link.

### **GALLERY EXHIBITIONS**

The school's spacious and centrally located gallery is used regularly for exhibitions and reviews. It is one of the most visible rooms in the building and has a faculty member assigned to organize and schedule its functions each semester. Between exhibits of student work, the Architecture Gallery hosts a variety of other exhibits and events. The gallery will serve as the Team Room for the NAAB visit.

### **ARCHITECTURE LICENSING ADVISOR**

Professor Tom Spector serves as the Architecture Licensing Advisor for the School of Architecture. In a required course, ARCH 5193, he explains the concept of IDP and how it is administered within the process of becoming a professional. With the state IDP Coordinator, he explains to students how to start an IDP file and the venues within which IDP credits are earned. The executive director of the State of Oklahoma Board of Architects makes a presentation to this course annually. He serves as students' outside mentor/evaluator when requested. He has also been a past contributor to the Emerging Professionals' Companion.

In addition, the statewide IDP coordinator visits students in the school at least once per year to talk about the program and answer questions. Spector has attended the national NCARB IDP Coordinators' Conferences in 2011 in Chicago, 2013 in Miami and 2016 in Chicago. He has helped organize NCARB IDP Staff visits by Harry Falconer and Martin Smith to the school in the fall semesters of 2014 and 2015.

### **STAFF OVERVIEW**

The School currently employs three full-time office staff members, one part-time "work-study" office staff, and one full-time digital fabrication/ shop manager. Chelsea Wooten (staff supervisor) provides leadership and administrative support in supervising the School's staff and student employees; provides confidential personnel support for faculty, staff, and students; supports accreditation requirements for ABET and NAAB; provides administrative support for travel programs and the lecture program; and works closely with the School Head overseeing the School's budget and special projects. Nikki Willis provides academic support for prospective students, current students, faculty, and friends and alumni, maintaining confidentiality for all student, faculty, and alumni information as required; and provides oversight of IT needs. Casey Hobbs provides academic support for faculty, staff, and alumni, including managing aspects of the School's accounting responsibilities, managing reception student workers, and overseeing security and maintenance issues associated with the Donald W. Reynolds School of Architecture Building.

In the fall of 2015, a new full-time digital fabrication and shop manager staff position was added to the School. This position was previously funded, starting in 2013 first as part-time, then as a full-time temporary position. David Horton is charged with overseeing the daily operations and safety of the School of Architecture Digital Fabrication Lab and Workshop, and supervises his shop assistants as well. Policies concerning safety and the School's Shop/Digital Fabrication facility are provided via Supplemental Material link.

The School has benefited from a dedicated, efficient, effective, and collegial staff and operates effectively with the current state. OSU provides extensive training sessions for staff on policies and procedures and OSU programs through online coursework and classroom training sessions. OSU also provides training

sessions to learn new skills in topics such as the Banner System software, building communication skills and various other topics to help enhance staff skills, and the School supports these continuing education opportunities. Salaries and benefits for the School's staff members are on a reasonable par with those for similar positions throughout the University and Stillwater community.

### **STUDENT OVERVIEW**

According to the OSU Academic Ledger, in the fall of 2015 the current enrollment in the School of Architecture was 286 undergraduate students. 45% are women, 31% are minorities (African American, Native American, Hispanic, Asian, or Multiracial), and 6% are international students. A copy of the OSU Five-Year Academic Ledger (2011-2015) for the School of Architecture is provided via Supplemental Material link.

Current 2016-2017 Student Statistics are provided by NAAB through the 2016 Annual Statistical Report.

### **STUDENT RECRUITMENT: PRE-COLLEGE PROGRAMS**

The School currently offers three pre-college programs: Discover Architecture, a 'major' within Grandparent University (a legacy program offered by the OSU Alumni Association), and ASTEK (Architecture Students Teaching Elementary Kids).

The Discover Architecture program, a one-week workshop for high school juniors and seniors, is offered in Stillwater during the summer to introduce participants to the professions within the building arts. The program is coordinated by Professor Suzanne Bilbeisi and is taught by her along with Mohammed Bilbeisi and Steven O'Hara. It is offered collaboratively with faculty from Landscape Architecture and Construction Management Technology. In 2013, the Discover Architecture workshop received a \$9,000 grant from the OSU Provost, as seed monies to enhance interdisciplinary programs on campus. Annually, 22 to 27 high school students from the five states of our region (OK, TX, KS, MO, and CO) participate in the program, and many of our top students were recruited to the School through this outreach program.

Grandparent University is an initiative of the OSU Alumni Association. Alumni grandparents are invited to return to campus with their grandchildren and participate in a three-day concentrated learning experience. Different "majors" are offered. Professors Jerry Stivers, Stan Carroll, Suzanne Bilbeisi and Steven O'Hara, assisted by several current students in the professional program, teach in this unique program each summer.

The ASTEK program was initiated in 1999 and has grown to a city wide effort involving over 45 architecture students each semester. These students offer a 10-week curriculum segment to fifth grade classes in Stillwater Public Schools. The students designed the curriculum and curriculum materials and spend one hour per week in the classroom with the elementary students. This program was recognized by the national AIAS with an honor award in 2002 and received a National Endowment for the Arts grant in 2004. The program is advised by Professor Suzanne Bilbeisi.

Since 2015, "Student Ambassadors" who are upperclassmen in the School are employed and funded through the Centennial Professorship to act as tour guides for prospective students and their families. A faculty member interacts with prospective students near the end of the tour to answer questions.

### **STUDENT SUPPORT SERVICES: ADVISING**

All Architecture and Architectural Engineering students are advised by the CEAT Office of Student Services during their first semester on campus. Those advisors encourage students to enroll in the courses indicated on the program flow chart. Before enrolling in the first design studio of the program, a faculty advisor from the School of Architecture is assigned to each student. Since 2006, Professor Suzanne Bilbeisi has served as the sole advisor for architecture students, but Professor Stivers is now learning to become an academic adviser.

The academic advisor closely monitors the progress of students as they move through the curriculum and the academic advisor and school head informs students about the various career options available to them, as do many other faculty members.

Each semester, the architecture advisor hosts enrollment meetings with first and second year students enrolled in a design studio and meets with all professional program students by appointment. The enrollment process is aided by the brochure, "*Architecture Enrollment Guide*," which is prepared each semester by the academic advisor and includes dates/times of enrollment sessions as well as any changes to the class schedule, directory of courses, roster of instructors, "menu" of directed/architecture-related electives, and other updates and news. Recent samples of the "Architecture Enrollment Guide" are provided via Supplemental Material link.

Students follow the prescribed curriculum in fulfilling the requirements for their accredited degrees. In special cases students may be permitted to substitute alternate courses for required courses listed on official degree plans provided that any substitution or an accumulation of substitutions satisfies all NAAB, state, university, school, and CEAT requirements and does not materially lower the effectiveness of the resulting curriculum. Substituted courses will normally be of equal or higher level than the required courses. Prior to enrollment for the prospective graduate's final semester, the student meets with the architecture advisor to go over their transcript and requirements for graduation. A final detailed review of the "Plan of Study" is conducted by the Oklahoma State University Registrar and the Head of the School of Architecture. This final review confirms degree requirements have been met, thus conferring graduation.

The School provides limited personal advising through close faculty-student relationships but relies on the resources of the University to provide counseling that requires professional and/or specially-trained counselors.

#### **CEAT STUDENT ACADEMIC SERVICES OFFICE, LANCE A. MILLIS, DIRECTOR.**

Student support functions for CEAT students at Oklahoma State University are integrated in or accessed through this office. The professional staff in this office advises students transitioning into the university and into the School's pre-professional program, provides career guidance to all students, handles the college's graduation/certification responsibilities, and manages the college's tutoring program.

#### **Tutoring and the Student Excellence Center**

The College employs CEAT students to tutor a wide range of classes including, but not limited to, basic math and computer skills, calculus, chemistry, physics, and engineering sciences. All tutoring services are offered at no cost to CEAT students. "Walk-in" tutoring is offered five days per week, and includes regular afternoon hours as well as evening hours. This service allows students to seek immediate help on a first-come, first-served basis with no appointment necessary. The CEAT Tutoring takes place in the Student Excellence Center, and works in conjunction with the following OSU Centers and Services.

#### **Other University-level Support Units**

*Office of Multicultural Affairs, 240 Student Union*

The Office of Multicultural Affairs (OMA) is a place for students of different cultures, backgrounds, and experiences to come together in an effort to learn more about each other and about themselves.

*Lasso Center, 021 Classroom Building*

The Lasso Center offers free tutoring in numerous disciplines through Academic Success Coaching. Success coaches are community members, graduate students and retired faculty who are committed to student success. Coaches can help students develop time-management plans and study schedules, resolve issues adjusting to campus, implement success strategies and improve relationships with peers and professors.



*Math Learning Success Center (MLSC), 5<sup>th</sup> Floor, Edmond Low Library*

The Mathematics Learning Success Center (MLSC), completed in 2013, is an 8,000 square foot facility in the Edmond Low Library that supports lower-division math courses at OSU. Services offered include free tutoring for all lower-division math courses, review sessions, and access to over 120 computers with mathematical software, support materials, and videos of example problems lectures. The Center is staffed by undergraduate tutors, graduate teaching assistants, and faculty who hold office hours in the MLSC.

*Writing Center, 440 Student Union*

In addition to one-on-one consultations with trained writing consultants, the Writing Center also provides the following services free of charge to all members of the OSU community: conversation groups; writer's hotline; online chat service; workshops; and reference materials and online resources.

**CEAT Living and Learning Communities (LLC's)**

The college provides distinct opportunities for students wishing to live in an LLC with other CEAT students. Those LLC's include:

- Diversity Engineering Floor (DEF) is for students who place a high value on diversity
- CEAT Floor is for students wishing simply to live with other students in CEAT majors. Students can choose between two campus housing units which also represent two price points: Allen Hall (suite-style living); and Parker Hall (traditional living, a more economical option)
- Maude's Quad is for female freshman students. This LLC includes clustered classes, mentoring and significant enrichment programming.

**WhEATies Breakfasts**

WhEATies Breakfasts are held monthly and consist of corporate sponsors giving a presentation on their company and industry (and usually including some career or job search advice) to 100+ undergrads who enjoy a free catered breakfast. These events are held in the CEAT Student Excellence Center.

**STUDENT SUPPORT SERVICES: CAREER GUIDANCE**

Initial career guidance is provided to high school students and others interested in architecture or architectural engineering by the University Office of Undergraduate Admissions and CEAT Student Services, and the School's faculty acting as informal counselors. University personnel often refer questions on careers and the profession to the School of Architecture. The academic advisor, faculty, and School Head frequently conduct tours and make presentations about the School and the profession to visiting groups and individuals. Students gain an understanding of the profession of architecture in the Introduction to Architecture course (ARCH 1112). Continuing career guidance counseling for architecture students is one of the most important roles of the entire faculty. This is partly accomplished in formalized settings, but the most important and effective guidance occurs informally in the design studios and on other occasions outside of class hours. Resume and portfolio workshops are provided by faculty and alumni. Mock interviews are organized through CEAT Student Services. CEAT also provides general career guidance for all CEAT students, including advice on resumes and interviewing for jobs.

**STUDENT SUPPORT SERVICES: INTERNSHIP PLACEMENT**

For the past 15+ years, firms from Oklahoma and across the country have visited the School for the Career Fair each spring to interview students for summer and permanent employment after graduation. This popular career fair is organized by the AIAS and normally includes 30-45 firms. Through its faculty contacts, the School also maintains an informal linkage with many well-known firms across the country, thus providing additional potential employment contacts for students and graduates. Students also find summer and long-term employment through their own efforts.

Since 2006, the School has enjoyed a preceptorship relationship with Pelli Clarke Pelli of New Haven, CT. This firm employs one OSU student for 15 months between their fourth and fifth years of study. Although this preceptorship delays their graduation for a year, it allows the student the unique opportunity

to be a part of a world-class firm for a significant length of time. Every student who has participated in the program has returned to finish the B Arch degree plan more mature and professionally driven.

### **STUDENT ENRICHMENT: FIELD TRIPS**

Although the School's location in a relatively small community within a rather rural area provides students with few distractions, the area offers little in architectural "wonder". Students are therefore encouraged to travel within the state, nationally, and internationally for experience and creative stimulation. In addition, the School has increasingly organized field trips to coincide with required design studio or lecture courses. Recent field trips include design studio visits to Oklahoma City, Tulsa, Dallas, Kansas City, Denver, Boston, Portland, Chicago, San Francisco, and San Juan, Puerto Rico. In addition, the School offers a biennial elective field study course, Urban USA, which focuses on the architecture and public space of Washington DC and New York City.

### **STUDENT ENRICHMENT: EUROPEAN STUDY PROGRAM**

The School's European Study Program offers another major travel opportunity. This program is an invaluable asset to the School that has a marked impact on the education, professional development, and post-graduate opportunities of the participating students. Currently the school offers an elective summer program with a home base in Rome, Italy. The program includes travel to various cities around Europe including the 4-5 weeks in Rome. Many faculty have taught in this program since 2011 including, Jeff Williams, Jeanne Homer, Jerry Stivers, Paolo Sanza, Randy Seitsinger, Suzanne Bilbeisi, Mohammed Bilbeisi, Michael Rabens, and Carisa Ramming. Alumni strongly support this program with gifts and scholarships. There is approximately \$20,000+ of annual student support in the form of scholarships dedicated to this program.

As a result of a recent curriculum study, starting in the fall of 2016, new freshman will enter a curriculum where a significant longer-term international architecture study experience is required. Details of this new 4-hour course can be seen in information provided via Supplemental Material link (in Course Descriptions, and School of Architecture European Studies Program).

### **STUDENT ENRICHMENT: INTERNATIONAL EXCHANGE PROGRAMS**

Students have the opportunity to participate in several exchange programs. Since the last NAAB visit the School has hosted thirteen exchange students from abroad (7 from SWJTU in China, 1 from UPV in Spain, 1 from UCL in Belgium, 1 from ITESM Cuernavaca in Mexico, and 3 from the University of South Australia). In addition, six OSU students have participated in semester-long or summer study abroad experiences at international universities (2 in Mexico, 2 in Spain, 2 in Italy, and 1 in Germany). Four students have plans to study abroad in spring 2017.

### **STUDENT ENRICHMENT: STUDENT ORGANIZATIONS**

There are many student organizations active within the School:

- American Institute of Architecture Students - advised by Professor Jerry Stivers
- Construction Specifications Institute - advised by Professor Khaled Mansy
- Architectural Engineering Institute - advised by Professor John Phillips
- ASTEK (Architecture Students Teaching Elementary Kids) – advised by Professor Suzanne Bilbeisi
- Tau Sigma Delta Architecture Honor Society- advised by Professor Suzanne Bilbeisi
- Architecture Leadership Council (ALC) – advised by Professor Randy Seitsinger and Suzanne Bilbeisi

All organizations are important in providing students with leadership-building opportunities, fellowship, and opportunities for community and professional service. AIAS is the largest student organization with about 40 active and attending members. Following is a list of AIAS events which is representative of their typical activities: Alumni Tailgate, Potluck Tailgate, Cross-Disciplinary Tailgate (with Landscape Architecture and Interior Design), Napkin Sketch Auction, AIAS-AEI Potluck Dinner, Beaux Arts Ball,

Design Week (which included Themed Dress-up Days, Class vs. Class Competitions, Trivia Night, Talent Show, Professor Panel, and the Pig Roast), Big/Little Mentoring Program, AIA Oklahoma Architect's Day at the Capitol, Portfolio Workshop, AIAS Student Coordinator-Led School of Architecture Career Fair, Career Fair Prep Workshops, Graphics Workshops, Habitat for Humanity Build, 'Into the Streets' Community Service Projects, a presentation by OU Master of Urban Studies Director, attendance at the AIAS South Quad Conference, participation in AIAS Forum 2014 in Nashville and the AIAS Forum 2016 in San Francisco, AIAS Grassroots of 2014 and AIAS Grassroots in 2015.

ASTEK has been consistently active each year since 1999, offering units on architecture to Stillwater area fifth grade elementary students. CSI and AEI both contribute significantly to the School's educational experience, offering construction site tours, conference opportunities, lectures, etc. Tau Sigma Delta occasionally awards the Tau Sigma Delta Silver Medal to a distinguished alumni practitioner in recognition of his or her record of distinction in design in the field of Architecture.

All the student organizations are important in providing national contacts for the School's students who wish to participate in regional and national events.

### **STUDENT ENRICHMENT: CENTENNIAL LEADERSHIP AND CENTENNIAL MENTORSHIP PROGRAMS**

The School has two newly developed programs to help develop student leadership and success. The Centennial Leadership Development Program is designed to help develop student leadership skills by encouraging activities related to academic excellence, community service, personal wellness, an enhanced world view, and professional readiness. In the first three semesters of the implementation of the program, 10% of the graduating seniors achieved the 'Centennial Fellow' recognition.

The Centennial Mentorship program aims at connecting students in professional school with alumni mentors to help ease the transition from academia into the profession, and encourage professional success. In the first semester of the program, 57 students in professional school participated, and 28 alumni mentors. Details of both programs are provided via Supplemental Material link.

### **STUDENT DIVERSITY**

Oklahoma State University places a high priority on increasing student diversity, and on enhancing the awareness of the issues surrounding diversity within the entire student population. The Office of Institutional Diversity focuses on the development of a more inclusive community of learners and leaders. This office provides seminars, workshops, and courses focusing on diversity. They recruit and retain undergraduate students, graduate students, faculty, and staff who actively promote the importance of an inclusively diverse community of learners. In addition, every graduate of Oklahoma State University must complete a (D) Diversity designated general education course as a condition of graduation. The (D) requirement is granted to courses that study issues related to diverse populations in the USA.

In terms of demographics, Oklahoma State University Academic Ledger reports that for the School of Architecture the percentage of women students has increased from 33% in 2011 to 45% in 2015 and the number of diverse students in the School has increased from 20% in 2011 to 31% in 2015.

### **STUDENT SUPPORT: SCHOLARSHIPS**

The school's endowments have increased dramatically in recent years. Many of these endowments support student scholarships and most are targeted for students in the professional program. Currently the School has approximately \$7.5M in endowments with an additional \$12M in pledges to be fulfilled in the future (compared to \$3M in endowments and \$2M in pledges in 2010). Currently, combining endowment income with yearly gifts, the school has approximately \$125,000/ year to invest in student scholarship support for architecture and architectural engineering students.

The School's most recent gift is a new \$750,000 endowment which will provide approximately \$35,000 in new annual support for International Programs in the School of Architecture. This support will add to the over \$20,000/year of current scholarships for the Europe Program and will assist students greatly as the School moves to a curriculum where an international study experience is required for completion of the degree.

### **STUDENT ACHIEVEMENT: RECOGNITION**

The School recognizes outstanding student achievement with a number of awards each year, including; Alumni Book Awards for outstanding achievement in each design studio course, the AIA School Medal, the AIA Certificate, the Alpha Rho Chi Medal, the Outstanding Teaching Assistant Award, and the Caudill Fellowship, which is awarded to the outstanding graduate based on a portfolio with a prize of approximately \$9000 to support international travel and study. Students are formally recognized each year in the School's Honors and Awards program during Architecture Week in the first week of April.

### **STUDENT ACHIEVEMENT: COMPETITIONS AND MAJOR SCHOLARSHIPS/ AWARDS**

Students participate in regional, national, and international design competitions. Following is a list of student competition results from these competitions since 2010:

- 2016 – Professor Seung Ra and his competition studio (Bailey Brown, Blake Mitchell, Minwoo Hahm and Austin Mitchell) entered in the fourth international Land Art Generator Initiative (LAGI) design competition for the City of Santa Monica. The entry, RODS, was selected by the editor for inclusion in the publication, "Powering Places" by Prestel (ISBN:978-3-7913-5550-4).
- 2016 – Fourth year architecture students Emily Henning and Stephen Smith each received a prestigious Bailey Scholarship to support the continuation of their studies internationally.
- 2016 Skylink Ink Animation Studios Launch Prize:
  - 1<sup>st</sup> Place – Austin Mitchell
  - 2<sup>nd</sup> Place – Stephanie Onuaja
- 2015 Annual International Skyscraper Competition – Special Mention. Student team: Weisi Ma, Jeremy Floyd and Cameron Patterson.
- 2014 IES Oklahoma Chapter Lighting Design Competition:
  - 1<sup>st</sup> Place: Brad Elsbury, Mavis Ma, Cameron Richards
  - 2<sup>nd</sup> Place: Zach Burson, Hunter Heinrich, Jennifer Lane
  - 4<sup>th</sup> Place: Justin Kunkle, Keaton Munsterman, Holly Vetsch
  - H.M.: Brian Waweru, Cole Edwards, and Hope Hall
- 2014 AEI Pankow National Student Design Competition – Finalists. Student team: Jeff Cassel, Nick White, Prescovie Anderson, Holly Vetsch, Morgan Brun, Bradley Elsbury, Cole Edwards, Keaton Munsterman, and Justin Kunkle.
- 2013 AIA Central States Regional Student Design Competition – 1<sup>st</sup> Place. Student team: Lauren Snow, Sara Williams, Sarah Turner, Taylor Dearingier.
- 2012 National AEI Charles Pankow Student Competition – 3<sup>rd</sup> Place. Student team: Ricardo Montoya (project lead), Bonnie Fentem, Lance Luke, Chris Maxwell, Ryan Baskin, Matt Horning, Nick Prather, Rachel Funkhouser, and Tim Fitzgerald.
- 2010 Charles Pankow National Student Competition – 3<sup>rd</sup> Place. Student team: Patricia Doutey, Brenda Harvey, Sarah Jung, Gina Taylor, and Isabella Velasco.
- 2010 Dallas Region 5 Construction Competition – 1<sup>st</sup> Place in Design Build, students Matt Eccleston, and Ben Stukenborg worked with students from Construction Management Technology on the 16-hour Design Build charrette. In addition to the overall win, Stukenborg was presented a prize as "best presenter".
- 2010 Wichita Art Museum Design Competition, 1<sup>st</sup> Place, Laura Morton.

The School is confident that its collective human resources form its most valuable resource. It has a high-quality student body that is intelligent, creative, hard-working, and cooperative. The faculty is energetic, well-qualified and experienced, and has achieved impressive recognition for its contributions to education.

The staff is highly competent and efficient, and also consistently extends warmth, friendliness, and good humor. The sum of these human resources places the School in an excellent position to fulfill its educational mission.

### **I.2.2 Physical Resources**

The School of Architecture is housed in the Donald W. Reynolds School of Architecture Building, a state of the art new and renovated facility which was completed in 2009. The building and design team, led by OSU School of Architecture faculty, received an AIA Oklahoma Design Award in 2010. This facility provides approximately 72,000sf of dedicated space and includes a faculty administrative area, a gallery for displaying student work and hosting special events, the Cunningham Architecture Library, a digital fabrication workshop, archive space for keeping student work, the Jack and Carol Corgan Auditorium (capacity of 154), three classrooms (all with a capacity of 25-49 students), a daylighting lab, design studios, and student support spaces. The building was designed with flexibility in mind, and all building systems have been exposed, facilitating the building's role as a teaching tool for showcasing the relationship of engineering and architecture.

Each faculty and staff member has their own office space in an administrative wing, with the exception of the digital fabrication coordinator/shop manager, who maintains his office in the school workshop. Each office has been sized to allow its occupant space to work on multiple tasks, as well as room to meet with colleagues, and students. In this administrative wing there are also small and large open work areas to allow for faculty meetings, grading of large scale student work, and impromptu meetings.

The majority of architecture courses are taught in the School of Architecture building. Three classrooms and one lecture hall are utilized for the purpose of teaching classroom courses. All classrooms have received technology upgrades since 2013. New acoustical ceilings and lighting were installed in the two second floor classrooms (ARCH 220 and 250) in 2013-2014.

Dedicated design studio space is provided for students in all design studio courses. Additionally, there is an Architectural Engineering design studio for professional program AE students. Each student, from the spring of their freshman year until graduation, is provided with an exclusive work station that includes a drawing table, lockable equipment drawer, side table space, and stool. In addition, private flat file storage is available for each student. Floor-mounted electrical outlets are distributed throughout the studio spaces to support student-provided task lighting, computers, and other electrical devices.

The large, open design studio spaces promote the School's philosophy that architectural education is a continuous, integrated, and cooperative process rather than a series of compartmentalized courses and projects. The open studios allow students to observe work in progress at all year levels, encourage informal constructive critiques and other appropriate assistance across class boundaries, and facilitate a school-wide sense of spirit and camaraderie. Each of these elements of peer learning is essential to maintaining the high quality work and behavior that form the School's heritage. Daylighting formed a critical component of the concept of the building and enriches the spaces in the building. This attention to daylighting is especially evident in design studio spaces where it contributes to pleasant and functional student workspaces.

The building is accessible 24 hours per day, 7 days per week. A cardkey system provides after-hours security for students and their belongings while allowing School of Architecture students complete access to the building. Building security is maintained with security cameras located throughout the building and at all entries.

The principal jury and exhibit area for the School is the Architecture Gallery, located on the first floor of the building, and it serves as the "heart" of the facility. Under the direction of a faculty member, it houses

current and retrospective student work, touring shows of significant architecture from the region, nation, and world, and exhibits of artwork and other related disciplines. Additional exhibition and review space is available in and adjacent to the major circulation areas parallel to the studios on the second and third floors. These areas are surfaced with tackable material and are used extensively for displays of project research and analysis, informal pinup critiques, and exhibition of finished student projects. A catering kitchen facilitates gallery receptions and events.

The architecture library occupies slightly more than 3,000sf on the first floor of the architecture building's west wing. Its convenient location, provision for a variety of study spaces, and convenient access from all design studios, makes it a well-used teaching and resource tool for the students.

The daylighting lab provides access to a state-of-the-art, computer controlled "artificial sky" dome, funded by a NSF grant, which, through sensors, measures light and energy on and in building models. In addition, a heliodome facilitates the study of direct light on buildings.

The digital fabrication lab and shop-located on the first floor features a 4'x8' CNC machine as well as a wide variety of shop tools and resources. In addition, students have direct access to two laser cutters, two MakerBot 3D printers and supervised access to a high-end 3D printer. The shop manager is responsible for providing guidance for tools and equipment in the shop to help ensure they are being used properly and safely. Students using tools or equipment are given both instruction and oversight by the presence of either the shop manager, teaching assistants, or faculty who are present during operating hours for the workshop. Prior to a student being allowed to use the workshop, CNC machine, 3d printers, or laser cutters, they must complete and pass safety training required by the University. The shop manager and teaching assistants are responsible for ensuring that tools and equipment in the workshop are in proper working condition.

The Donald W Reynolds School of Architecture building has hard-wired internet connections at all studio desks and a wireless system for access in classrooms and ancillary building spaces. ARCH 120 provides hard-wired internet connections for student computers. The School provides student access to printers and plotters, which are located in various locations throughout the building. The School also provides students access to a new color printer/copier on the second floor and scanners on the first floor and the Cunningham Architecture Library.

Faculty are provided computers with hard-wired internet connections related peripherals and software as needed for instruction and scholarship. They have access to plotters, printers, scanners, and digital fabrication equipment. Faculty and staff IT support is provided by CEAT IT personnel.

The DWR Architecture building is a major asset of the program and one of the most popular buildings on campus. It is in fact a routine stop on the general campus tour offered through OSU admissions for prospective students interested in any major.

In addition to the resources provided within the DWR Architecture Building, School of Architecture students also have access to all CEAT facilities including the DML and Fab Lab (both of which include hands-on tools and digital fabrication equipment), computer labs in EN and ES, and the newly completed CEAT Student Excellence Center on the first floor of the ATRC.

Construction will start in the fall of 2016 on a new 72,000sf CEAT Undergraduate Lab building on the site directly to the west of the DWR Architecture Building. This new state-of-the-art facility will focus on providing space and equipment for hands-on learning and interdisciplinary collaboration within a unique college which has academic programs in engineering, architecture, and technology. School of Architecture students will utilize this new facility. It is planned to open in 2018.

## **MAINTENANCE AND UPGRADING OF FACILITIES**

The Donald W. Reynolds Maintenance Endowment was fully funded in 2013. This endowment provides over \$150,000/ year for equipment, building improvements, furniture, renovations, etc. to keep the new facility in state of the art condition into the future. This money is in addition to the normal maintenance and upkeep provided by OSU.

In 2013-2014, the School of Architecture, utilizing over \$115,000 in funding from the Donald W. Reynolds Maintenance Endowment, made several significant renovations to the Donald W. Reynolds Architecture Building including upgrading the video projection equipment in ARCH 120 (Jack and Carol Corgan Auditorium), installing acoustical ceilings and upgraded lighting in ARCH 220 and ARCH 250, and upgrading the video projection equipment in ARCH 220 and 250. In addition, a new catering kitchen was installed adjacent to the first floor gallery to facilitate events in the gallery. Over the past four years, CEAT has provided \$490,300 (\$230,000 in 2012-2013, \$150,000 in 2013-2014, \$60,000 in 2014-2015, and \$50,300 in 2016) from the CEAT Student Technology Fee to purchase new equipment and technology upgrades for the School. Floor plans and additional information about the Donald W. Reynolds Architecture Building and the new CEAT Undergraduate Lab Building are provided via Supplemental Material link.

### **I.2.3 Financial Resources**

The program budget and funding sources can be divided into six categories:

1. Salaries -including faculty, staff, and teaching assistants
2. Maintenance
3. Lecture Program -funded through the School of Architecture Lecture Series fee
4. Technology - funded through the CEAT Technology Fee
5. Outside Generated Funding – primarily through online instruction and grants and contracts
6. Gifts and Endowments

The Head of the School is charged with the responsibility of managing all aspects of the School's budget. Faculty are required to make purchasing requests in advance of spending, and overall priorities are periodically discussed in faculty meetings. The School Head makes raise program recommendations based on yearly evaluations. All raises are merit-based.

While additional funding would be useful to aid several areas in advancing the mission of the School of Architecture, the current funding level has been adequate for providing the necessary support to students in attaining student outcomes. The looming state budget crisis precipitated by the falling price of oil and natural gas, however, is a source of concern. The state did experience a large budget shortfall to be made up for, in part, by cuts to higher education funding for this fiscal year. To address these cuts, the university raised tuition by a small percentage while at the same time prohibiting a raise program for faculty and staff across the board. The Dean of CEAT made several cuts at the college level, for example he chose to cancel onsite courses and only offer distance education courses in the summer session. At the school level, we held open a faculty position for a year. The net savings of these decisions were sufficient that cuts at the department level were not strongly felt. It is clear, however, that with slowly increasing enrollment, coupled with less to work with in the current funding model, the school will face an interesting set of budget challenges in the coming years.

### **SALARIES**

The University has set a goal of increasing its faculty salaries to at least the median of the collective Big 12 institution's faculty salary structure. While the University has made progress toward this goal, overall, its faculty salaries remain below the targeted median. OSU administration has articulated this as a top priority and the Dean of CEAT has worked hard on this issue in recent years, significantly raising salaries

of high-performing senior faculty. Salaries and benefits of the School's staff members are on a reasonable par with those for similar positions throughout the University and Stillwater community.

CEAT provides funding each year to support student teaching assistants and the School has had an adequate number of teaching assistants to support classroom instruction. Funding for TA positions has decreased in 2015-2016 in response to the state budget contraction. So far, the School has been able to juggle funding to provide basic TA coverage. These teaching assistants help faculty with aspects of course preparation and grading. There is concern across the University regarding what the future holds in terms of TA support due to anticipated large budget cuts to Oklahoma higher education in the near future.

#### **MAINTENANCE BUDGET**

This annual \$70,000 budget supports the majority of the School's ongoing operational needs, including office and educational supplies, course development, faculty and staff computers, printing, postage, telephone and fax, equipment maintenance, contracts, and services, ACSA membership dues, and faculty development and travel. This budget has remained constant over the last several years. The school utilizes money available from other categories to bolster the needs in this area.

#### **LECTURE PROGRAM BUDGET**

The School sponsors an annual Lecture Series that is open to the general public. This series is funded by a fee paid each semester by School of Architecture students. Funding for this important enrichment program is approximately \$17,500/year. The lecture series committee is made up of both faculty and students.

#### **TECHNOLOGY BUDGET**

The CEAT Student Technology Fee provides annual funding to support technology in the School of Architecture. The amount of funding the School receives through this fee has varied over the past four years from \$230,000 to \$150,000 to \$60,000, to \$50,300. Previously, the fee was used to mostly fund CEAT computer labs but over the last four years this money has been made available to departments to fund a variety of other technology needs. A committee made up of both faculty and students recommends how this money is spent each year.

#### **OUTSIDE GENERATED FUNDING**

Several sources of outside funding supplement the school's budget. Faculty have been successful in securing grants for specific projects and initiatives (Provost grants, research-related funding, gifts to support design/build projects, funding from the Riata Center, etc.) and the School receives annual funding of over \$8,000 from the online Statics course which supports faculty development. In the fall of 2016 the school began delivering an online section of ARCH 2003, the history of architecture course enrolled by students from all majors across the university, which will further add income in this category.

#### **ENDOWMENTS & ANNUAL GIFTS**

Oklahoma State University has made a significant commitment to attracting the most capable students possible and providing them with financial incentives to enroll and graduate. Following the University's commitment, CEAT and the School of Architecture have followed suit with significant success in enlarging endowments focused on funding for scholarships and enrichment activities for both students and faculty. The School has benefited greatly from this increase in financial aid to promote academic excellence.

The School's most recent gift is a new \$750,000 endowment which will provide approximately \$35,000 of annual support for International Programs in the School of Architecture. Since the last accreditation visit, the School has increased its endowments from \$3M to approximately \$7.5M. In addition, the school has estate pledges of over \$12M which will continue to grow support in the future. Currently, twenty-seven separate endowments supporting the School of Architecture are managed by the OSU Foundation and two endowments are managed by outside foundations. Twenty of these endowments support student



scholarships with permanent funding of about \$82,000/year. The school receives another \$40,000 in annual gifts targeted to scholarships and prizes and students receive additional scholarships funded through CEAT and OSU. The School also receives annual gifts in the range of \$25,000 - \$35,000 to supplement general funding.

The \$3.25M DWR Maintenance Endowment provides over \$150,000 a year for keeping the Donald W. Reynolds Architecture building in state-of-the-art condition. This money can be used on renovations, new equipment and technology, and furniture. The Endowment for Excellence provides about \$10,000/year in discretionary funding which is targeted to student scholarships and enrichment programs for students and faculty. Two endowments support the Cunningham Architecture Library. The Knight Family Endowment provides about \$3500 in funds each year to support a faculty fellowship focused on professional development. The NCARB Endowment supports the capstone course (ARCH 4216/5226). The Centennial Professorship provides \$10,000 annually to support a faculty member and his or her initiatives.

Professor Suzanne Bilbeisi was appointed the first Centennial Professor in 2013, with a four-year term. She has focused spending from the endowment on strengthening the professional readiness of School of Architecture students through workshops, lectures, and educational programs. In addition, she has launched a Leadership Development program and a Student/Alumni Mentorship program.

In 2012, the campaign for funding the DWR Maintenance Endowment was fulfilled; at the current time, there is no designated OSU Foundation fundraising campaign specifically involving the School of Architecture. The Dean of CEAT has prioritized the new college undergraduate lab building (set for completion in 2018) as the primary focus of current fundraising efforts, and the School of Architecture will in fact benefit from use of that new CEAT facility.

The Dean and School Head, assisted by the OSU Foundation, assume primary responsibility for fundraising activities. A list of all endowments is included via Supplemental Material link.

#### **1.2.4 Information Resources**

The primary mission of the Oklahoma State University Library is to serve as the intellectual commons of the University, providing high-quality resources, services, and gateways to information to meet the needs of Oklahoma State University's diverse instructional, research, and outreach programs. In accordance with the University's land grant mission, the Library also serves as an information resource for all the citizens of Oklahoma through direct access to its extensive collections and special services and by sharing these resources as needed with other libraries in the state.

The Oklahoma State University Library contains over 7 million books, documents, and microforms. Through its website, [www.library.okstate.edu](http://www.library.okstate.edu) the Library provides access to 200+ bibliographic databases and more than 30,000 full text journals. Free unlimited printing and Wi-Fi access are available throughout library facilities. Total library expenditures were \$18 million + of which 48% were spent on library materials.

The Edmon Low Library and the Cunningham Architecture Library, a branch library founded in 1976, are the primary libraries used by students in the School of Architecture. The Edmon Low Library is open 24/5 during the fall and spring semesters and 24/7 during final exams week. It is located within a five-minute walk of the School of Architecture. The Cunningham Architecture Library is open 70 hours per week during the fall and spring semesters. This library is conveniently located on the ground floor of the Donald W. Reynolds School of Architecture Building. It provides seating for 45 users in a comfortable lounge area and in one fully equipped group study room. The 3,000+ square foot facility is equipped with four

public computer workstations, a networked printer and photocopier, two large-format scanners and a Smart Board available for student use.

The Cunningham Architecture Library contains nearly 20,000 volumes and provides access to 200+ periodical titles covering the areas of architectural engineering, architectural history, theory and criticism, building codes, construction technology, graphic techniques, historic preservation, landscape architecture, urban planning, and sustainable architecture and design. The Edmon Low Library contains an additional 30,000+ volumes in closely related areas of design, drawing, graphic communication, engineering, sociology and urban planning. The materials budget for Architecture and Landscape Architecture materials averages \$20,000 per year and adds roughly 250 titles per year.

Several significant resources have been added since the last accreditation visit. The *Archivision Digital Research Library* is a collection of over 60,000 high-quality images with extensive metadata. It is intended to be a diverse, rich and extensive image resource for students and faculty in architecture, urban design, landscape architecture, archaeology, art and art history. In addition, students and faculty have full access to the *BuildingGreen Suite* — the leading, authoritative online resource for reliable content on sustainable design strategies, green building materials, and case studies of high performance buildings. Finally, whenever possible, the Architecture Librarian acquires at least one copy of every textbook used in the School's curriculum to be placed on reserve in the library to ease the financial burden on students.

Materials not available in the Stillwater campus libraries may be obtained from libraries beyond OSU through a robust interlibrary loan service. The Library belongs to several regional, national, and international consortia which are used to support interlibrary loan requests. The OSU Library, on average, is able to provide requested books for researchers in five working days. Electronic copies of articles average about two working days from receipt of request to delivery of material to the requester's desktop, although same-day delivery is not uncommon.

The Architecture Library employs one full-time professional librarian and six to eight student assistants, the equivalent of one FTE. Susan Bobo, the Architecture Librarian, is a tenured associate professor on the Library faculty. Her undergraduate background is in the history of art and architecture and she holds a master's degree from an American Library Association accredited program. In addition to Architecture, she is also the library liaison for the Landscape Architecture Department in the College of Agriculture and the Department of Art, Art History and Graphic Design in the College of Arts and Sciences. As library liaison, her role is to provide instruction and direction on how to find and use subject-specific resources.

To maximize student success in locating and accessing information services and resources located in or made available through the Library, the Architecture Librarian conducts instructional sessions throughout the year; most importantly Professor Bobo annually introduces freshmen at the School to the library resources in a class project for the ARCH 1112 introduction to architecture required class. Her other efforts vary in nature from general orientation/overview sessions scheduled at the beginning of the semester in upper division courses, to one-on-one meetings with students and/or faculty to address specific research or studio projects. In addition, she proactively acquires new materials in response to faculty requests and alerts faculty to new or updated resources in their respective subject areas.

A recent task force was appointed in the school to examine current uses and needs of the Cunningham Architecture Library, and project future plans. The result of this effort was the 2015 Strategic Plan for the Cunningham Architecture Library; this plan is available in the Strategic Plans folder on Supplemental Material link.

### **I.2.5 Administrative Structure & Governance**

The School of Architecture is an academic unit in the College of Engineering, Architecture, and Technology (CEAT). CEAT operates on a philosophy of decentralized decision-making. Following this philosophy, the School is a largely freestanding academic and administrative unit. It is responsible to the Dean for its own instruction, research, and outreach programs as well as budget, personnel, and related matters, such as faculty appointments, promotion and tenure, course and curricula development, travel administration, and outside professional activities.

The School Head, who is appointed by and serves at the pleasure of the Dean, is the School's chief administrative officer. The Head may delegate various tasks to others within the School, but remains solely responsible to the Dean for all aspects of the School's operations. Randy Seitsinger served as School Head since 1995, but in 2016 moved to the position of Acting Associate Dean of Academic Affairs for CEAT. Professor Suzanne Bilbeisi is currently serving as the Acting Interim Head of the School of Architecture. Once per year the Head conducts a formal appraisal and development review process for each faculty and staff member and gives specific feedback on all aspects of their performance. Faculty have an opportunity to evaluate the School Head and Dean's performance each spring. The School Head approves all budgetary items and is responsible to the Dean for the School's overall budget.

#### **AUTHORITY AND RESPONSIBILITY OF FACULTY**

Following the School's long-held philosophy that architecture and architectural engineering are not different disciplines, but rather different aspects of the same discipline, the faculty operates as a collaborative team without discipline distinctions or separate administrative activities between the two academic programs.

The faculty plays a critical role in the leadership of the school, being responsible for formulating and administering the curriculum in such a manner that meets all accreditation requirements. A small curriculum committee, made up of Professors Suzanne Bilbeisi, Steve O'Hara, and Randy Seitsinger, deal with small adjustments to the curriculum on an ongoing basis but all major changes are addressed by the entire faculty. The faculty regularly monitors and discusses the curriculum. Faculty meetings are held monthly for informational and discussion purposes throughout the academic year. These meetings provide opportunities to supplement the frequent informal faculty discussions that take place on a daily basis, but which may not have full faculty participation. Special task force and committee assignments are developed on an as-needed basis.

The faculty, with input from all constituents, periodically review educational objectives and student outcomes. Each year the Assessment Committee reviews all assessment data with specific focus on whether the educational objectives and student outcomes are still current and relevant and whether the curriculum is adequately preparing students to meet them. Based on this analysis, the committee makes recommendations for possible changes and findings, and recommendations are presented to the faculty of the whole for discussion and possible implementation.

School personnel decisions are made by the School Head and Dean with active and extensive advice from the School's Personnel Committee. The Personnel Committee is defined in different ways for different decisions. For some decisions, such as hiring, it is the entire faculty that gives recommendations to the School Head and CEAT administration; for other decisions, such as tenure and promotion, the Personnel Committee is constituted of faculty members of equal or higher rank or status. All tenured faculty give input into the required cumulative review process, which occurs every five years for tenured faculty.

The School Head and faculty are advised by the School's Professional Advisory Committee (PAC). The PAC consists of leading architects and engineers from the state as well as regional representatives drawn

from the School's widespread alumni throughout the continental United States. There are currently 35 members. This group usually meets once each year. Members located in Oklahoma or surrounding states also informally monitor the program through participation in the extensive juries related to the capstone course, ARCH 4216.

The Architecture Leadership Council (ALC) holds regular advisory meetings with the Head. This group consists of the student officers of the School's student organizations (AIAS, CSI, AEI, ASTEK, and Tau Sigma Delta), as well as elected representatives from the Architecture and AE professional programs. These meetings allow a formal link between students and administration. Students give input on many topics including curriculum, budget priorities, programs, etc.

Faculty, staff, and students are comprehensively involved with School of Architecture governance and policies. Organizational charts for OSU, CEAT, and the School of Architecture are provided via Supplemental Material link.

**II.1.1 Student Performance Criteria**

REQUIRED COURSE #	COURSE NAME	Prof. Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Culture	Cult. Diversity & Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Bldg Envelope	Bldg Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Eval. & Decision Making	Integrative Design	Stakeholder Roles	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Studio Sequence	1112	Intro																									
	1216	Studio I																									
	2116	Studio II																									
	2216	Studio III																									
	3116	Studio IV																									
	3216	Studio V																									
	4116	Studio VI																									
	4216/4263	Comp. Studio & Seminar																									
5117	Studio VIII																										
	3252	Comp I																									
	3262	Comp II																									
Technology	2263	Systems																									
	3263	Materials																									
	3223	Timbers																									
	3323	Steel																									
	4123	Concrete																									
	3134	Arch. Science I																									
	3433	Arch. Science II																									
Hist/Theory	2003	Arch & Society																									
	2203	20th c. H/T																									
	"H"	history/theory																									
	H/T	history/theory																									
	4093	Project Management																									
	5193	Practice Management																									
	4374/ new	International Study																									

**PEDAGOGY AND METHODOLOGY TO MEET REALM C**

The School of Architecture demonstrates compliance with Realm C primarily in the ARCH 4216/ ARCH 4263/ ARCH 4093 co-requisite course sequence, but relies heavily on prerequisite courses providing students the knowledge necessary for integrated architectural solutions.

This three-course integrative experience occurs in the spring semester of the fourth year. The courses that make up this experience include a six credit hour studio design course (ARCH 4216) a three credit hour seminar course (ARCH 4263) which provides relevant supporting information, and a three credit hour project management course (ARCH 4093) where the studio project is utilized as a vehicle for understanding project management issues through different phases of a project. Prerequisites for this comprehensive capstone experience include all required structural design courses and the required architectural science courses. The studio course is taught by a team of five faculty members consisting of three architecture faculty, an HVAC, lighting, acoustics, and sustainability focused faculty member, and one structure focused faculty. The course is organized to give students a design experience similar to what they will encounter in professional practice with the design of an actual building. The course is broken into three phases: Schematic Design, Design Development and Construction Documents, with the integrative process of analysis, design and documentation being explored throughout the course.

Each student is expected to incorporate life-safety, building code, and accessibility issues into his or her building design. Parallel topics are discussed in detail in the co-requisite seminar course. During the semester, each student is expected to present his or her project to a jury of 8-10 practicing professional architects, engineers, and client reps. These presentations occur at the end of the schematic design and the design development phases of the project. The jury reviews each student's work and gives written and verbal feedback. The feedback students receive from the jury aids them in evaluating their projects and helps them in making changes to their projects throughout the semester. The juries are videotaped to allow students to hone their presentation skills and workshops are conducted in the seminar to help students understand how to make effective presentations. This experience presents students with the conditions they will most likely be involved with upon graduation. The following specifically describes how C.1, C.2, and C.3 are met by course activities:

**C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.** In the schematic design phase, students are divided into groups to produce a comprehensive research document covering site concerns, adjacency relationships, code constraints, structural and mechanical options, daylighting considerations, and program analysis. Each student prepares an analysis of a relevant precedent building. Students also create user stories to help them envision the needs of different constituencies. In the design development phase, each student researches two materials palettes for their buildings and presents this materials research for an evaluation. In the construction documentation phase, students research relevant examples, materials and assembly options for the detail they design.

**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 identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.*** In the schematic design phase, students must calculate their building's allowable height and area as well as required plumbing fixtures. There is always a primary functional component within the overall design that must be tested for. In the spring of 2016, students were required to provide theatre seating meeting maximum viewing angle, minimum head clearance and minimum seatback-to-seatback requirements. In the spring of 2015, they were required to create reading rooms accommodating the required number of books and study spaces. During Design Development, students made and tested daylighting models and made revisions to their wall assemblies based on the results. They proposed structural systems and revised them based on their calculations, structural faculty review, and jury comments. Students designed the layouts and critical sizes of their mechanical systems to fit within their allowable ceiling heights.

**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.** Integrative Design in the overall is both developed and demonstrated over the course of the semester in the iterative nature of the comprehensive design. The projects are required to develop in increasing detail while still meeting all programmatic requirements. These requirements include disability access, site response, structural, mechanical and environmental design, with special emphasis placed on development and performance of significant wall assemblies, all of which is eventually demonstrated with technical documentation in the latter weeks of the semester.

The faculty at the School of Architecture understand and support the directive of integrative design as fundamental to the profession of architecture. While every design studio in some way challenges the student to consider multiple variables in the creation of a solution to a design problem, the comprehensive design studio is where each step of the process is most clearly identified and evaluated.

### **ASSESSING STUDENT WORK**

Faculty members are responsible for assessing all work related to their courses and for assessing which work to keep in relationship to high pass and low pass work for the NAAB Team Room Exhibit. All ARCH courses (and prerequisites to an ARCH course) require a final grade of C or better, in order for the student to move to the follow-on ARCH course.

#### **II.2.1 Institutional Accreditation**

Oklahoma State University is accredited by the Higher Learning Commission (HLC) and programs within the colleges are also accredited. (The HLC may be reached at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, Phone: 800.621.7440/312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org.) The required letter from The Higher Learning Commission of the North Central Association of Colleges and Schools is provided via Supplemental Material link.

**II.2.2 Professional Degrees & Curriculum**

**BACHELOR OF ARCHITECTURE DEGREE CURRICULUM – 154 credit hours**

The curriculum flowchart will be provided via Supplemental Material link.

General Studies	Optional Studies	Professional Studies
46 credit hours	22 credit hours	96 credit hours
MATH 2144: Calculus I (4) PHYS 1114: General Physics (4) ENSC 2113: Statics (3) ENGL 1113: Freshman Composition I (3) ENGL 1213: Freshman Composition II (3) HIST 1103: American History (3) POLS 1113: American Government (3) Gen. Ed. Elective (3) Nat Sci Gen. Ed. Elective (3) Soc Sci Gen. Ed. Elective (3) Soc Sci Gen. Ed. Elective (3) Diversity Controlled Elective (3) upper Controlled Elective (3) upper Controlled Elective (3) upper Controlled Elective (2) upper	ARCH History/Theory Elective (3) ARCH Elective (3) ARCH Elective (3) ARCH Elective (3) Controlled Elective (3) upper Controlled Elective (3) upper Controlled Elective (3) upper Controlled Elective (2) upper  (these 11 credit hours of controlled electives are the same as those listed in the "General Studies" column)	ARCH 1112: Introduction to Architecture (2) ARCH 1216: Architectural Design Studio I (6) ARCH 2003: Architecture and Society (3) ARCH 2116: Architectural Design Studio II (6) ARCH 2203: Arch Since 1900 (3) ARCH 2216: Architectural Design Studio III (6) ARCH 2263: Building Systems (3) ARCH 3116: Architectural Design Studio IV (6) ARCH 3134: Arch Science I: Thermal/Life Safety (4) ARCH 3216: Architectural Design Studio V (6) ARCH 3252: Computers I (2) ARCH 3262: Computers II (2) ARCH 3263: Architectural Materials (3) ARCH 3223: Timbers (3) ARCH 3323: Steel I (3) ARCH 3433: Arch. Science II: Acoustics/Lighting (3) ARCH 4093 Project Mgmt (3) ARCH 4116: Architectural Design Studio V (6) ARCH 4123: Concrete I (3) ARCH 4216: Comprehensive Design Studio VI (6) ARCH 4263: Seminar (3) ARCH 5117 – Design Studio VII (7) ARCH 5193 – Arch. Mgmt (3) ARCH 4374 (pending) Intl Exp (4)

### **MINORS, CONCENTRATIONS AND “DOUBLE-MAJORS.”**

Minors: A number of students undertake to complete a minor through another department at the same time they complete the Bachelor of Architecture degree. A minor usually requires completion of 16 to 27 credit-hours, including both required and elective courses. Students who decide on a minor early in their education can arrange considerable overlap with the architecture curriculum because General Education and Controlled Electives can be used to achieve at least 15 credit-hours in most minors. Every year students achieve minors in areas ranging from the arts such as Fine Art, Art History, History, Philosophy, Geography, English, Spanish, Sociology, and Human Development, to areas of Business and Mathematics.

Two minors can be obtained within the School of Architecture.

- Architectural Studies: History & Theory” – completed with 21 hours of architectural history/theory courses. This has proven to be a very popular minor with School of Architecture students as 24 students have completed it in the last two years.
- Architectural Studies: Entrepreneurship and Architecture – this entails completing 21 hours of coursework from a selection of courses in the School of Architecture, School of Entrepreneurship, and Spears School of Business. This minor has completed the approval process in the fall of 2016.

Additional information on the Architecture History/Theory and Architecture and Entrepreneurship minors is provided via Supplemental Material link.

Concentrations: Some students, while not contemplating minors, have used their General Education and/or Controlled Electives in conjunction with required Architecture courses to concentrate in a particular area of interest. Such areas include those listed above for minors as well as Practice Management, Environmental Studies (which leads to an Environmental Studies Certificate), and Engineering Studies.

“Double-Majors”: The relatively high degree of overlap between the School’s two curricula allows architecture students to complete a “double-major” (professional degrees in both architecture and architectural engineering) with only two semesters of additional coursework if carefully planned. Over the years, a number of students have taken advantage of this opportunity. The architectural engineering curriculum has had a long-term focus on building structures but starting in the fall of 2016, two new options, Mechanical Electrical and Plumbing, and Construction and Project Management, will be available. Information on all three AE options is available via Supplemental Material link. Occasionally, students undertake a double major with another department on campus. Recently, two students completed a double major with a Bachelor of Architecture and a Bachelor of Arts in Spanish, for example.

A typical semester on the flow chart is comprised of 15 to 18 credit hours, with most semesters requiring 16 credit hours of coursework. As previously articulated, the five-year Bachelor of Architectural Engineering degree is also offered within the School of Architecture under the same administration and utilizing the same faculty.

## **II.3 Evaluation of Preparatory Education**

### **STUDENT FRESHMAN ADMISSIONS**

The OSU University Catalog details the policies and standards for admission, advancement, graduation, advanced placement, remediation, and exemption. (University Catalog, 2015-2016, pgs. 15-18).

#### **Freshman Admission Requirements**

For purposes of admission, a freshman student is one who has earned no more than six hours of college level credit after graduation from high school. (This excludes credits earned concurrently with high school



enrollment and credit earned by examination). To be admitted in good standing a student must graduate from an accredited high school or have earned a General Education Diploma (GED) and meet both the performance and curricular requirements listed below. (Accredited high schools are those fully accredited by one of the six regional associations of schools and colleges or by the individual state department of education.)

Performance Requirements. To be admitted in good standing, a student must satisfy at least one of the following performance standards and all of the curricular requirements listed below.

1. Achieve a four-year high school unweighted GPA of 3.00 or higher (on an unweighted 4.00 grading scale; GPA is an unweighted average of all grades "A" equating to 4.00 and "D" equating to 1.00 taken 9th through 12th grades), and rank scholastically among the top one-third (33.3%) of their graduating class, or
2. Achieve a GPA of 3.00 or higher (on a 4.00 grading scale standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate higher-level courses) in the required 15 core high school courses (see Curricular Requirements listed below) and attain either an ACT composite score of 21 or higher or a total SAT score of 980 or higher, or
3. Attain an ACT composite score of 24 or higher or a total SAT score of 1090 or higher.
4. Achieve a GPA of 3.00 or higher (on a 4.00 grading scale standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate higher-level courses) in the required 15 core high school courses OR attain either an ACT composite score of 22 or higher OR a total SAT score of 1020 or higher and answers to the application questions. (SAT total score is the combination of Critical Reading and Math sections only.)

Curricular Requirements. All students must complete the following curricular requirements for admission:

- o English (grammar, composition & literature) – 4 years
- o Mathematics (algebra I & above) – 3 years
- o History & Citizenship (American history required, plus additional units from economics, geography, government, history or non-western culture) – 3 years
- o Laboratory Science – 3 years
- o Other (from any of the above or foreign language or computer science) – 2 years

In addition to the above requirements, it is recommended that students also complete the following additional courses:

- o Fine arts (music, art, or drama); Speech – additional 2 years
- o Lab science – additional 1 year
- o Mathematics – additional 1 year

Most freshman students are admitted to the School of Architecture through the CEAT Office of Student Services, where advisement is provided for the first semester. Thereafter, the records of students who are continuing are transferred to the School, and their advisement becomes the responsibility of the School's academic advisors. Most transfer students as well as some freshmen with advanced placement or other atypical needs are referred directly to the School and are assessed and advised by the School of Architecture academic advisor.

## **EVALUATING STUDENT PERFORMANCE**

Performance is measured by faculty members in each course. The university monitors overall GPA and has standards for remaining in good standing. At the School level, students must be admitted to the Professional Program based upon their performance during the first two years. Before graduation, students undergo a graduation check to ensure they meet all standards for graduation.

Any student making a "D" or "F" on any prerequisite ARCH prefix course must retake the course and make a "C" or better.

### **ADMISSION TO PROFESSIONAL SCHOOL**

During the first two years of the five year Bachelor of Architecture program, students receive a basic level of general education, a representative sampling of professional discipline courses, and familiarity with the School's environment, priorities, and standards. During this period, the School receives ample opportunity to fairly assess the student's preparation and potential for success in the increasingly intensive professional studies to come.

The Professional School admissions process is administered by the School's academic advisor and begins when students submit their applications near the middle of the spring semester of their second year. Typically, 45-60 students will submit applications for one of the two degree programs, either architecture or architectural engineering. After final grades are posted for the spring semester, applications are reviewed following the guidelines outlined in the School's Policy for Admission to the Professional School of Architecture and Architectural Engineering, and results are tabulated. Students who meet all criteria are offered admission to the Professional School in their respective programs. Under some circumstances, a student who does not fully meet the above criteria might be admitted provisionally with a specific plan of action for continuing in the professional program. Students who intend to "double-major" must be admitted into both professional programs separately.

Documents pertaining to admission to the Professional Program are provided via Supplemental Material link.

### **TRANSFERRING FROM ANOTHER INSTITUTION**

Students wishing to transfer credits from another university undergo a rigorous process to determine transfer credit. First, the Registrar, and then the College of Engineering, Architecture, and Technology Student Services review all general education courses and determine if that course meets OSU requirements. For any Professional Studies course, including courses that might meet NAAB Student Performance Criteria, the School of Architecture academic advisor requires the student to demonstrate that these criteria have been met through the submittal of course work and materials. A portfolio is required to consider any transfer of design studio hour credit. The advisor consults with faculty members responsible for teaching the NAAB Student Performance Criteria material and a determination is made regarding each case individually. The School of Architecture Transfer Policy is provided via Supplemental Material link.

### **GRADUATION REQUIREMENTS**

In all cases the advising system and system of graduation checks described in the next section assures that all student choices of coursework in these areas are restricted to a specified list of courses leading to a Bachelor of Architecture. The School, College and University has a multi-step process of review prior to issuance of a transcript and professional degree diploma.

Prior to enrollment for the prospective graduate's final semester:

- 1) Complete review of the "Plan of Study" by the School of Architecture staff.
- 2) Complete and detailed review of the "Plan of Study" by the student's Academic Advisor with signature.
- 3) Complete and detailed review of the "Plan of Study" by the Head of the School of Architecture with signature.
- 4) Complete and detailed review of the "Plan of Study" by the Director of Student Services in the College of Engineering, Architecture and Technology representing the Dean with signature.
- 5) Complete and detailed review of the "Student Study Plan" and signature by officials in the University's Registrar's Office.
- 6) Final detailed review of the "Plan of Study" by the Oklahoma State University Registrar, Head of the School of Architecture, the School of Architecture Academic Advisor and the School of Architecture Unit Assistant. This final review confirms degree and NAAB requirements are being met upon graduation.

## **II.4 Public Information**

All required information pertaining to NAAB accreditation can be accessed on the School's website at:

<http://architecture.ceat.okstate.edu/naab-accreditation>

### **II.4.1 Statement on NAAB-Accredited Degrees**

<http://architecture.ceat.okstate.edu/naab-accreditation>

### **II.4.2 Access to NAAB Conditions and Procedures**

<http://architecture.ceat.okstate.edu/naab-accreditation>

### **II.4.3 Access to Career Development Information**

<http://architecture.ceat.okstate.edu/content/careers-architecture-arch-engineering>

### **II.4.4 Public Access to APRs and VTRs**

<http://arch-ceat.okstate.edu/naab-accreditation>

### **II.4.5 ARE Pass Rates**

<http://architecture.ceat.okstate.edu/naab-accreditation>

### **II.4.6. Admissions and Advising**

<http://architecture.ceat.okstate.edu/future>

### **II.4.7 Student Financial Information**

<http://architecture.ceat.okstate.edu/school-architecture-cost-education>

## **III.1.1 Annual Statistical Reports**

The required signed document is provided via Supplemental Material link.

### **III.1.2 Interim Progress Reports**

These documents will be provided by NAAB.

## **Section 4. Supplemental Material**

The program provides the following documents for review by hyperlink:

- [School of Architecture website](#)
  - [DWR Architecture Building Brochure and Floor Plans](#)
  - [2014-2018 Strategic Plan](#)
- [College of Engineering, Architecture, and Technology website](#)
- [Oklahoma State University website](#)
- [OSU Catalogue](#)
- [OSU Office of Institutional Diversity](#)
- [OSU Office of Equal Opportunity](#)

- [Harassment and Discrimination](#)
- [OSU Policies and Procedures:](#)
- [OSU Academic Integrity](#)
- [CEAT and School of Architecture Academic Ledgers](#)
- School of Architecture Faculty
  - [OSU Faculty Handbook](#)
    - The policy for sabbatical leaves is on page 55-56.
- School of Architecture Prospective and Current Students
  - [Discover Architecture Program](#)
  - [Learning Culture Policy](#)
  - [Transfer Credit Equivalency Policy](#)
  - [Policy for Admission to the Professional Program](#)

The program provides the following documents via the Supplemental Material hyperlink.

<https://arch-ceat.okstate.edu/architecture-report-files>

- NAAB Documents
  - 2010 APR & 2011 VTR
  - 2014 Conditions for Accreditation
  - 2015 Procedures for Accreditation
- Organizational Charts
  - School of Architecture – faculty and staff
  - CEAT – administration
  - OSU - administration
- OSU
  - OSU Annual Report Data Confirmation Letter
  - OSU Catalogue; School of Architecture information on pages 119-121, and 204-205
  - OSU Diversity Ledger
  - OSU Regional Accreditation Letter
- School of Architecture Assessment
  - Assessment Reports, 2010 – 2016
  - BArch Assessment Plan
  - Graduate Exit Interviews, 2010 – 2016
  - Assessment Survey Feedback
- School of Architecture BArch Curriculum
  - Architecture Enrollment Guides
  - BArch Curriculum Flow Chart
  - Course Descriptions
  - School of Architecture Minors
  - School of Architecture Policy for Admission to the Professional Program
  - School of Architecture Transfer Credit Equivalency Policy
  - SPC Matrix
  - Studio Sequence Matrix
- School of Architecture BArcE Curriculum
  - AE Curriculum Flowcharts, 2016-2017
- School of Architecture European Studies Program
  - 2016 European Studies Program Brochure
  - Required International Study Experience
- School of Architecture Endowments
- School of Architecture Facilities
  - Floor Plans
  - DWR Architecture Building Brochure

- Drawings for the Proposed CEAT Undergraduate Lab Building
- School of Architecture Faculty
  - Faculty Cumulative Review
  - Faculty Matrix
  - Faculty Resumes
  - Faculty Workload Model Policy
  - OSU Policies Relating to Faculty and Staff
  - Professional Input in Curriculum
  - Reappointment, Promotion, and Tenure Documents
- School of Architecture Newsletters
  - Newsletters, 2010-2015
- School of Architecture Policies
  - General Policies
  - Shop Safety Policy
- School of Architecture Professional Advisory Committee
- School of Architecture Students
  - 2011- 2015 Academic Ledger
  - Academic Integrity
  - Leadership and Mentorship Programs
  - Learning Culture
  - Scholarships
  - Students with Disabilities
  - Tau Sigma Delta Architecture Honor Society
- Strategic Plans
  - School of Architecture 2014-2018 Strategic Plan
  - CEAT 2014-2018 Strategic Plan
  - Cunningham Architecture Library Strategic Plan 2015