

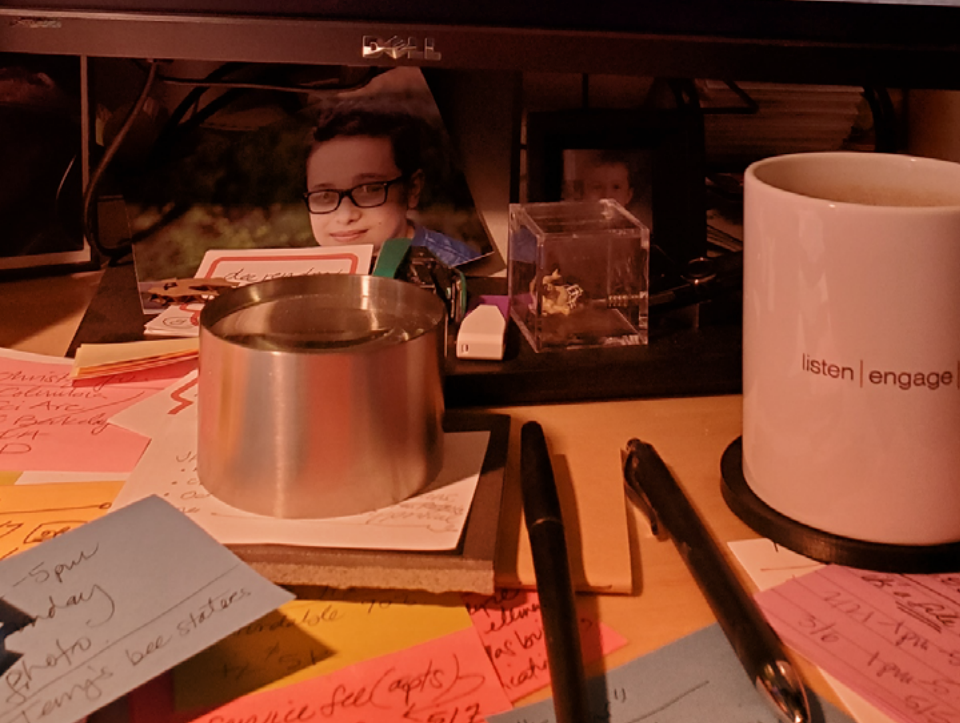
SCHOOL OF ARCHITECTURE OKLAHOMA STATE UNIVERSITY



The vision of the School of Architecture is to empower students to make creative contributions in the cause of architecture.

The mission of the School of Architecture is to cultivate a collaborative learning community focused upon critical thinking and ethical responsibility. We embrace established fundamentals and encourage the exploration of emerging innovations in design and technology.

*Reflections
Vol. VI Spring 2020*



REFLECTIONS

Hello!

We hope you are safe and well. It is my pleasure to bring this edition of the *Reflections* newsletter to you. Our goal for this issue is to communicate some of the ways the School of Architecture has recently explored “new methods” of teaching and learning. While the Spring of 2020 was certainly an unexpected learning experience for us all, I am relieved to share that we successfully managed whatever was thrown our way.

Of course we are always experimenting and improving upon how we deliver our curriculum to students, and there are many of these examples to share. Faculty scholarship is also at the forefront of exploring new ways of doing things. It is important to take a minute and celebrate these efforts!

Enjoy the articles and information within this newsletter, and please do keep in touch with us here at the School. We are proud of our current students and of the accomplishments of our alumni!

Suzanne Bilbeisi, AIA

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◀ The now familiar image of oneself on a Zoom meeting call

◀ (previous page) The second-year studio, late in the spring 2020 semester

PROBLEM SOLVING

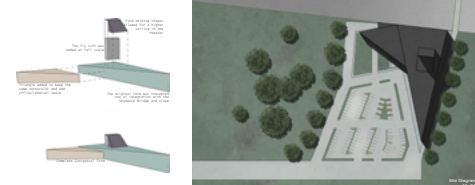
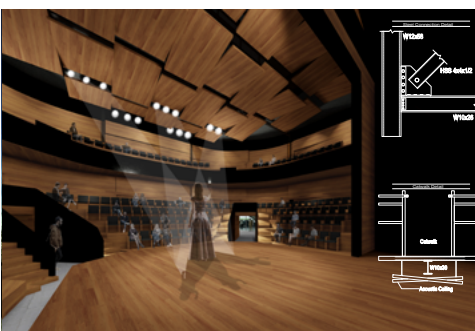
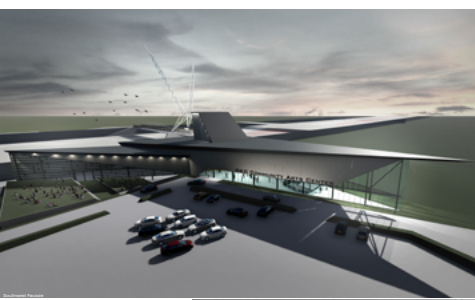
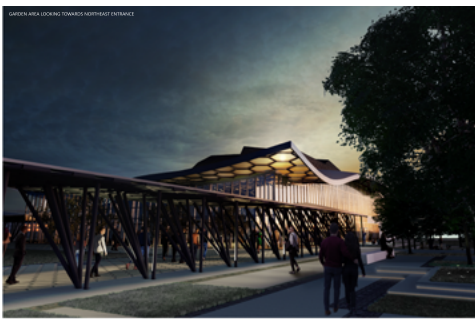
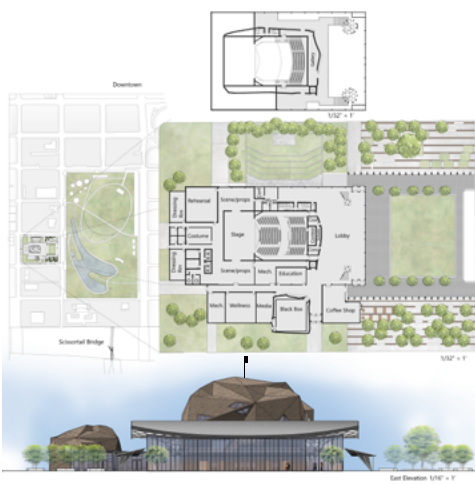
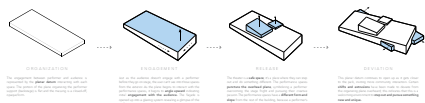
Jerry Stivers Associate Professor of Architecture

When the realization of finishing the rest of semester online began to sink in, most of the faculty felt like they were looking across the Grand Canyon. We've always said this degree and profession was about problem solving, and as we look at the various ways we as a school have embraced going online for the completion of the semester, we've never been more confident in the degrees we offer and the dedication of both faculty and students. Our students are incredibly resilient and, for the most part, have embraced the new normal without skipping a beat. Several have said how much they like the change and yet most have said they miss the "studio culture" of working together towards shared understanding. We faculty do as well.

Under the auspices of "PROBLEM SOLVING", here are three challenges that we've discovered and how we've begun to address them during this unprecedented time in the "life" of our school. Life is in quotations because, as most of you can agree, it's not about what happens in the circumstances of your life, but rather how you respond to those circumstances.

Community and Culture - Learning is social, especially at the School of Architecture. It's important that students talk with their peers, participate in school events, as well as interact with the faculty... not to mention, it's tradition! Taking time to reach out to students and colleagues about their feelings and fears and to see if they need help has been just as important as the academics. Some of the many ways that has been accomplished is through email, texting, Facetime, video conferencing, social platforms such as Instagram, Groupme, and Facebook. Led by student leadership teams, our annual Design Week went "virtual" this year with many new creative online activities that were designed to open our homes and lives to each other like never before. Favorites were: Pecha Kucha slide presentations, class video productions, and SOA Cribs, an in-depth exposé looking at faculty and student office and workspace setups. Of course, the Zoom video conferencing platform was a crucial tool for this interaction. It was invaluable in providing the ability to see each other and share our lives and work during this #alonetogether time.

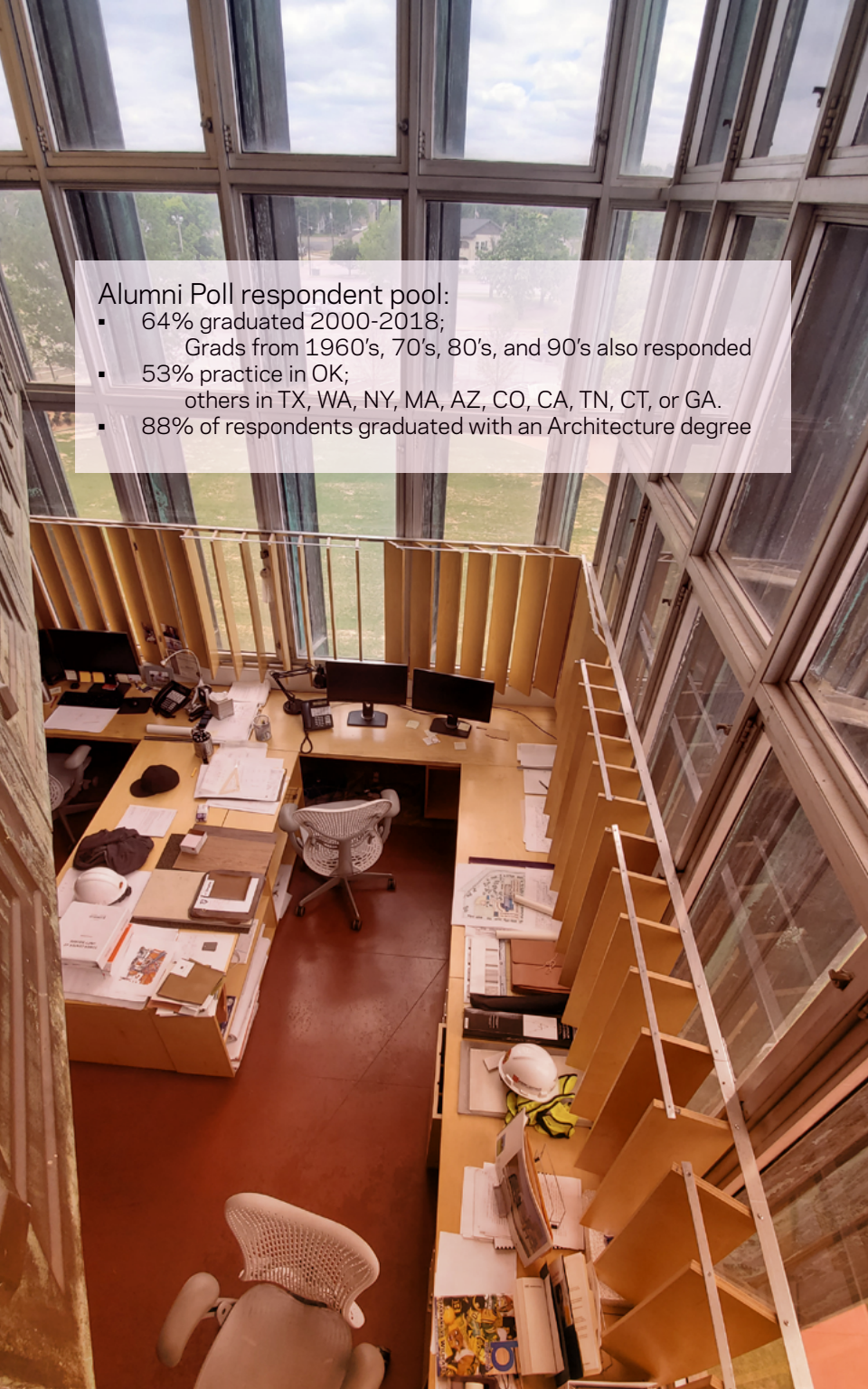




Communication and Equity - Utilizing the power of conferencing platforms like Zoom, Skype, Google Drive, and Canvas (our university's online learning platform), faculty and students discovered new ways of separating design feedback from the physical confines of the studio and learning from the lecture classroom. Conferencing in from their personal workspaces, faculty met with students for both lecture classes and studio classes - providing lectures, exams, design critiques, and even comprehensive jury presentations with guest practitioners. Not only did we see their faces, but we were able to share our computer screens and design work. Yet even better, if tablets were available, we were able to draw over students in-process work for a digital form of "hands on" critique experiences.

Learning and Instruction - These new methods employed in these unprecedented times are hard to assess initially. There has, however, been a freshness to teaching methods during this online period. If there was ever a time to experiment with course pedagogy, this was the time to do it, because it's all new. New skills developed during this period will only enhance the classroom and studio upon return. Time in school is a blip on the radar of what this profession has to teach us. As teachers, one of the most important things we always do no matter the learning environment is to help our students to see the "big picture" and commitment to lifelong learning within this profession.

So, where do we go from here? Faculty have embraced many new means and methods for instruction during this time, but our message and mission is unchanged. The book is still being written, and as a faculty we are open, but the next few pages need time and iteration. A year from now there will be hindsight, but for now we have a new thankfulness and appreciation for the school, our colleagues, and most of all, for our students. Here's to moving forward, solving some more problems, and defining the new normal in the next chapter of "life" at the School of Architecture!

A high-angle, wide shot of a modern office space. The room is characterized by large, multi-paned windows that offer a view of a green landscape and buildings. The office is furnished with long, light-colored wooden desks arranged in a U-shape. Several computer monitors, keyboards, and office chairs are visible. The floor is a reddish-brown color. A white semi-transparent text box is overlaid on the upper portion of the image, containing a list of statistics about an alumni poll respondent pool. The overall atmosphere is bright and professional.

Alumni Poll respondent pool:

- 64% graduated 2000-2018;
Grads from 1960's, 70's, 80's, and 90's also responded
- 53% practice in OK;
others in TX, WA, NY, MA, AZ, CO, CA, TN, CT, or GA.
- 88% of respondents graduated with an Architecture degree

NEW WAYS OF WORK

In March, we sent a poll to alumni asking how the new WFH (work from home) reality has impacted their professional life. We received 63 alumni responses to that poll, with some interesting insights. The poll asked whether dropped communications, financial implications, impact on firm culture, or all of these taken together were of primary concern to professionals today. The results showed that it was the personal connections of firm culture and face-to-face communication that worried most alumni. *"I think we all took for granted the enjoyment of being together personally and professionally. Moving forward we will be more strategic and thoughtful of our time together,"* said Thom Campbell (BArchE '90) of Frisco. Virtual lunch dates with coworkers, and "watercooler rooms" have helped a little, but the actual work of project collaboration remains a challenge. *"Communication is critical for our teams and anything that hinders that is a complication. Side by side work is still the best approach"* Randy Kreie (MArch '78) of Boston noted.

Many alumni felt that work from home is now in fact possible, and this abrupt change may cause firm leadership to be more willing to embrace the WFH culture moving forward, perhaps on occasion when it makes sense (ie: sick child at home, waiting on a repairman, etc). The downside, as one alumna noted, is that technology won't solve everything - on one morning, four of the five members of her household had zoom meetings scheduled at the same time! Flexibility will be key to the new way of work. Charles Brant (B Arch '03) of Dallas remarked *"I think this has allowed (forced) us to embrace technology and learn new skills which we will use in the future."*

Almost half of respondents reported that their firm planned to take on summer interns, though many may delay the start date for these interns until the office is back up and running. Alumni also reported their workload has slowed slightly (paused) or is holding steady since construction is categorized as 'essential'. A few engineering consultants reported a slight increase in workload. Now, two months since the poll was sent, the landscape of available work continues to change. Eddie Jones (BArch '72) of Tempe stated *"It would be foolish to assume these changes in our working strategies will not have lasting impact. However, I'm optimistic we will be better having lived through the experience."*

MIXED METHODS

Nathan Richardson Associate Professor of Architecture

Our ability to discover and share new experiences has never been so powerful and—quite probably—never more critical. With the uncertainty of today, our abilities to explore the world increasingly rely on new and novel techniques.

While the new “kit” for travel study might be as light and easy as a pen and journal, it is more often a mixed and very full bag of tools and tech (and PPE). Consider the technology we use to navigate and find destinations. Consider all the ways we observe, study, and share our experiences. These new methods, while quite useful, also require that we better understand their differences and usefulness. During my spring-semester sabbatical spent in Europe, I’ve tested and evaluated quite a few travel-study techniques including:

- archiving across devices, networks, platforms, and cloud-based services;
- pre- and post-production strategies for sketching, writing, photography, and film.
- venues for sharing and exhibiting written, visual, and mixed-media creative work.
- collaborative techniques in authoring, editing, and posting creative insight.

These activities and the tools they entail are often variations and hybrids of age-old techniques. But in new combinations, they offer fun and surprising ways to observe, record, and share the world we see. For instance, consider an animated sketch, produced as a video with on-location audio, amended with photographs and written critical narration about the experience, and posted to an online forum in which people can add their comments and questions. How different is that product of travel study from the pencil sketch in a sketchbook, however sublime it is? A great deal, in my opinion. And this is just one of a thousand variations in the current toolshed for travel study.

As one makes use of these new tools, they often confront questions not directly considered before. When is it more revealing and insightful to photograph, video, sketch, paint, or write during my travel? How does my post-production strategy help me refine, translate, post, archive, and learn from my creative work? What

aspects of my creative work and insight do I post to private or public groups, social media, weblogs, and other venues? And even more prescient, what does any of this matter, if the world remains in a state of indefinite lockdown?

Many of these questions are all the more important during times when travel is necessarily limited. Our times demand that we foster our creative observation and reflection. The tools, questions, and lessons considered here are not just a reality of contemporary travel study, but also a reality of creative exploration, wherever it exists. No matter the confines of our present situation, we can always find creative opportunities to discover and share the world we know and enjoy with each other.



MOVING IMAGES

Seung Ra Associate Professor of Architecture

Sarah Ra Assistant Professor of Architecture

How do we study the cultural impact on urban environments in the digital age? The tools that we use to capture impressions put their own unique filter on the message. As a novel approach to a study abroad course, we looked to investigate the exclusive use of digital media as a tool for students to convey their experiences. The diversity of contemporary Asian cities, with their dynamic juxtapositions of ancient and modern, provided an astounding array of influences to explore. The course enabled students to visit the cities of Tokyo, Seoul, and Hong Kong, visiting both historic and contemporary works of architecture and urban space. Students unfolded these cultural influences by exploring and analyzing urban spaces and their relationship with the societies in which they exist using digital media.

Videography was the primary medium which greatly impacted student learning and perspective. Students conducted interviews, filmed streetscapes, and captured short scenes of urban life. While students strived to focus their film captures on their selected research topics, the work revealed other issues that were perhaps subconscious, but which were brought to light with the medium. In one instance, a student took footage of the countryside near the Korean Demilitarized Zone, as the bus rolled through the barren landscape. Empty fields lined with razor wire were eventually punctuated with a lonely guard shack, seeming to reflect the spirit of isolation and discontent in this in-between place. Film was necessary to capture the extent of the landscape, but also the intimacy of the small stand, all in one segment.

In the post-production phase, students created storyboards and scripts for their films, in order to edit and refine the message to convey what they had learned. They also created digital collages of images for display in the course retrospective, further reflecting the overall curatorial aspect of the digital tools. Through overlaying films and images, students were enabled to tell a story of their experiences as a group, digitally curating stories in a connected way,



with new stories emerging. The final gallery show exhibited the work of the group through the lens of images and omnibus films revealing contemporary issues.

The course is a part of the larger shift in our curriculum toward full implementation of digital media. By evaluating the impact of these tools on student research outcomes, we were able to assess the degree of impact, and to see how we might continue to pursue connectivism in our pedagogical approach for the course. While digital tools were effective in capturing these issues, they struck a message differing from what was initially planned. Students' experiences evolved in an unanticipated way, but they became something even better; the media shaped their impressions of the place. The tool can't just be a tool; it necessarily influences our perception, and indeed the entire learning process, expanding what is possible in a rapidly evolving digital world.

► Urban Asia exhibit on the Interactive Table, Fall 2019

▼ Summer 2019 student group visiting Kengo Kuma's Nezu Museum in Tokyo



SUMMER 2019

URBANASIA

HONG KONG TOKYO SEOUL

OKLAHOMA STATE UNIVERSITY
SCHOOL OF ARCHITECTURE

2019 UA Participants:

Kyoji Andrus
Hope Bailey
Will Crawford
Zach Elliott
Kazuma Gempu
Diego Ley
Eireann Ley
Tony Little
Claudio Perez JR
Dustin Reese
Sara Rumpke
Melissa Russell
Matt Sobotta
Avery Slavin
Eun Yeo

Faculty Leads:

Seung-ik, AA, UC, OLS
Seung-ik, AA, UC, OLS
Seung-ik, AA, UC, OLS



CARBON IMPACT

Tom Spector Professor of Architecture

Jeanne Homer Associate Professor of Architecture

John Phillips Associate Professor of Architectural Engineering

Khaled Mansy Professor of Architectural Engineering

Evidence-based performance optimization has always been one of the principal educational goals of the comprehensive design studio, in which students apply their knowledge of structural, environmental, and financial performance. Besides demonstrating their ability to design solutions to man's physiological, biological, emotional, social, and spiritual needs, students are also required to make well-informed design decisions to improve building performance. Taking performance one step even further, faculty are now seeking the integration of the climate action goal of decarbonization into the design studio, a new dimension in which students will be challenged with the task of making their buildings as resource-efficient as possible.

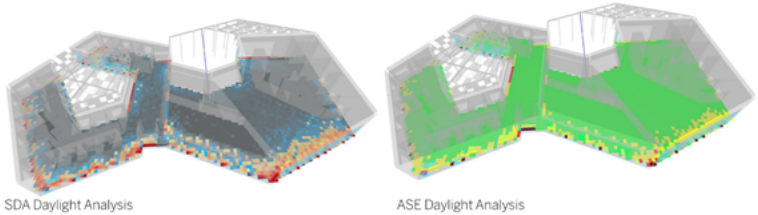
The goal of the prize proposal was to redefine the educational goals of the studio to integrate carbon footprint as the primary measure of performance, pushing the envelope towards making it possible to estimate the ripple effects of carbon footprint and the direct and indirect impact of buildings on climate change. This has the potential to open the door for students' creativity in finding innovative ways to minimize carbon emissions due to both operational and embodied energy. The current content and scope of the studio enables students to develop the understanding and ability to generate all of the evidence-based data required to evaluate building performance, but currently this data stops short of estimating the building's carbon footprint. The faculty are continuing to develop new instructional material and methods based on defining meaningful boundaries of the problem, evaluation of the quality of available databases, and testing state-of-the-art design assisting tools (Tally plugin, EC3 energy flow calculator, etc) that are most helpful to students.

Last Fall, the faculty teaching the Comprehensive Design Studio prepared a submission for the ACSA Course Development Prize in "Architecture, Climate Change, and Society" detailing the potential expansion of the technical and performance based study currently occurring in the ARCH 4216 studio. Their submission was one of eight in the US that received national recognition in February, along with a \$10k prize to foster further course development! The prize is co-sponsored by ACSA and Columbia University's Temple Hoyne Buell Center for the Study of American Architecture.

Congratulations to our innovative faculty for this recognition, and for continuing to push the boundaries of knowledge in the comprehensive design studio for our future architects and architectural engineers!

DESIGN ENERGY ANALYSIS

52% GLASS WITH EXTERIOR SHADING DEVICES



ENVELOPE

Roof R-Value	42.4
Wall R-Value	23.9
Glazing U-Value	0.23
Glazing SHGC	0.16

USAGE AND SCHEDULES

Lighting W/ft ²	0.56
Occupancy Density	150

BUILDING SYSTEM

System Type	VAV/Air Cooled Chiller/Gas Boiler
Heating System COP	3.2
Cooling Systems COP	4
Heat Recovery System	Run Around Coil, No Pipes

BUILDING EUI: 27.90

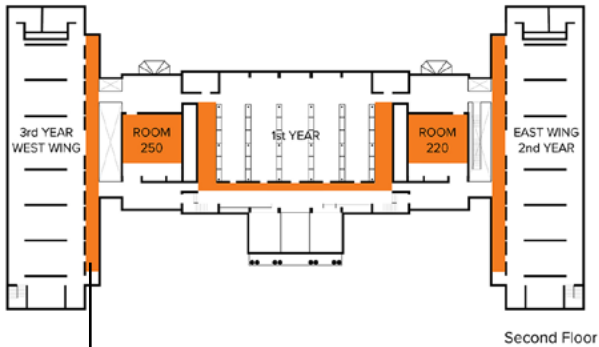
LEED POINTS: 14

CO2 REDUCTION %: 56

▲ Student work from the studio

Step 1: KEY PLAN

Take a look around the DWR Architecture Building, and then...



DOUBLE CLICK on
the studio work you
wish to view

Step 2: SECOND FLOOR HALL GALLERY

The walls of the hallway are shown with projects 'posted' on them!



DOUBLE CLICK on
the student project
you wish to view

VIRTUAL OPEN HOUSE

This spring, faced with no option to display end of semester work, the faculty sought out a way to offer both students and guests alike a means to view studio projects. The answer was found in an app called 'mural.co' - our specific site is:

[CLICK HERE TO GO TO OUR MURAL.CO SITE](#)

Visitors enter to a map of the Donald W Reynolds Architecture Building (as a key plan), and double-click on an area of the map for the show they wish to view. Double-clicking opens another digital workspace showing the walls of the studio with thumbnails of student submissions. Double-click a thumbnail to open a PDF of the student project in a new window.



Step 3: STUDENT PROJECT (PDF)

Select any one, it will open in a new window!

IT'S CONCRETE

Christina McCoy Assistant Professor of Architectural Engineering

Ten years from now, when graduates look back at their Concrete 1 class, what will they remember? Maybe they'll recall the important equations. Or maybe they'll chuckle at the memory of how long it took the professor to write code references such as "ACI 10.7.6.5.2.2.3.4". Maybe they'll remember the phrase "concrete cracks," as it was repeated nearly weekly. When preparing to teach concrete structures in the Fall of 2019, the more important question seemed to be: *what should they remember?* Since the class is jointly taken by both architecture and architectural engineering students, the needs differ. The shared need, however, is the understanding of how principles of concrete behavior inform the design of structures.

Two exercises emphasized these principles. The first followed a teaching methodology called "active learning." This strategy is known to create long-lasting memories because it provides students with hands-on interaction with the course material. For us, the medium was reinforced concrete. It was important that the concrete had reinforcement, in order to drive home the point that reinforced concrete is a system of materials, with steel working in tension and concrete working in compression. Students utilized OSU's Bert Cooper Lab to fabricate small concrete beams, while the testing was carried out in the new Endeavor Lab. Students worked in teams to design reinforcement for their beams, and after the exercise they compared the testing results to code equations.

The second exercise was a "test" unlike most exams given in structures classes. It was a take-home project, with the final deliverable a presentation board, complete with structures designed by the students and equations to prove the design validity. The exam was called "bay3", as each student designed one bay of structure at three different scales. This prompted students to dive deeply into how framing principles were applied to a given design. Instead of a set of "givens" at the beginning of problem, they started from a blank slate, with only some dimensional parameters for the overall bay size to constrain them. While it was challenging, the students demonstrated that they were capable and creative designers who could apply engineering knowledge in the design of concrete structures.



AS-BUILT RECORDS

Keith Peiffer Assistant Professor of Architecture

Materials and detailing are often elevated to a mystical status within architectural education that belies the larger context within which architects work. The reality is that every built architectural project is contingent on many external factors beyond the poetic and conceptual desires of the architect, real forces that exert pressure on the process and outcome.

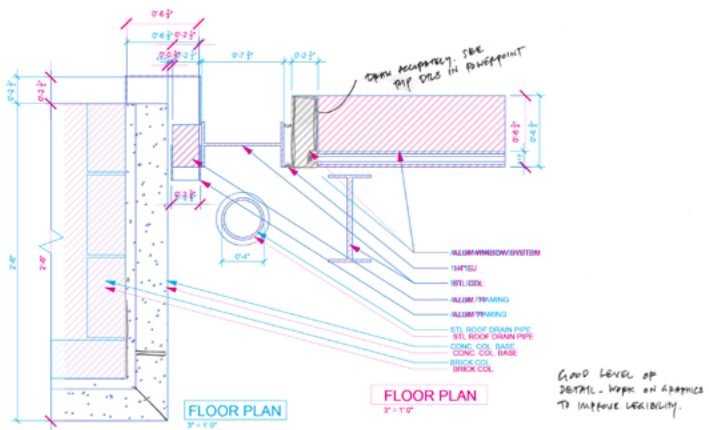
For an assignment in the required Materials course for third-year architecture students, we turned our attention to the specific detail as a manifestation of contingency. Instead of focusing only on well-executed details representing the idealized, perfect intent of the architect, students considered conditions that demonstrated a breakdown in material logic and design aspirations. The goal was to investigate these details without judgment to begin to understand the complexity of materiality and detailing – the unique story behind each detail and how it came to be.

Each student was assigned one building on OSU's campus and tasked with identifying and documenting one interior and one exterior condition in which the design intent for the materials used (patterning, alignments, repetition of modules, dimensional consistency, etc.) was compromised in some way. Each condition selected was required to have at least two different finish materials and an interaction between a vertical and a horizontal surface, so particular attention was given to transitions, joints, and intersections between materials. Once the conditions were identified, photographed, and field measured, students practiced drafting techniques while preparing composite orthographic drawings at 3" = 1'-0" scale. The resulting drawing captured the condition "as is," including weathering or signs of wear.

The assignment was not an easy one for the students. This was the first time they drew at such a large scale and considered the physical construction of the buildings around them with such focused intensity. Interestingly enough, they also especially struggled with simply using given consistent graphic requirements (lineweights, hatches, etc.); this assignment directly contradicted our usual pedagogical aims in studio in which graphic techniques are often encouraged to be exploratory and idiosyncratic, specifically

appropriate for each project.

The students' struggles were part of the learning process; one student noted how the assignment made him appreciate the amount of detail that goes into constructing a building, as well as the role of drafting to ensure that details are constructed correctly. Through studying and documenting specific conditions in situ, students gained a deeper understanding of commonly used building materials by moving beyond abstract knowledge to concrete examples of detailing and construction. The awareness gained through this exercise is sure to enhance their design work, both in the design studio and beyond.





NEWS

School News

Professors Khaled Mansy and Moh Bilbeisi led the college's first ever travel/study abroad to Egypt this past Wintersession, with a mix of 14 architecture and CEAT engineering students in the group. It was a full two weeks of travel in December/January, with stops in Cairo, Alexandria, Luxor, and Aswan. Temples, pyramids, and the everyday life and culture of Egypt - past and present - was an eye opening experience for all.

Eighteen School of Architecture students attended the annual AIAS Forum in January, where they were awarded the honor of hosting the AIAS South Quad Conference this Fall in October! At the meeting one of our fourth-year students was elected AIAS South Quad Director for the coming year as well. A great showing for our AIAS chapter!

In the spring 2020 semester there were several sponsored student design competitions, aimed at the third-, fourth-, and fifth-year studios. We thank WW Steel for helping us recognize outstanding work in the third-year studio, and US

Stone for sponsoring a prize for fourth-year student work. The AIA Central Oklahoma Chapter sponsored prizes for the fourth-year comprehensive studio, along with the Illuminating Engineering Society and the Oklahoma Structural Engineering Association. These design competition sponsorships help us promote the competitive spirit in the studio. THANK YOU to our sponsors!

This spring, by circumstance, the student leadership carried out the first ever Virtual Design Week, with daily activities celebrating design and our community of students. Faculty Pecha Kuchas were held every evening of the week, there was a virtual yoga session, an online Kahoots trivia game night, a QuARTantine Contest, a Class video competition (congrats to third-year for winning those bragging rights), and an online Pictionary game - most activities live via Zoom. Professor Bilbeisi hosted a Facebook Live *Honors and Awards Ceremony* that gained 1.9k views! Although not what we expected to do for our annual Design Week, we made the best of it while in quarantine.

Speaking of unexpected spring happenings - graduation! The official OSU graduation was rescheduled for December in lieu of a live ceremony at Gallagher Iba arena, but there were many online tributes to the grads, including our own via Facebook and Instagram. This spring 13 architecture students and 12 AE students graduated - congratulations to those grads and we wish them well as they enter the profession!

This Fall three of these architecture grads and three AE grads will be pursuing Master's degrees with an array of universities: UT Austin, Texas A&M, OSU, RISD, and UC Berkeley. Good luck to these students, they are ready!

The summer 2020 travel/study abroad courses were necessarily cancelled, and we plan for all third- and fourth-year students to be able to study abroad with the School of Architecture in summer 2021. To all our alumni who have contributed toward student scholarships for study abroad - THANK YOU! Your gifts will be applied next summer. If you would like to assist students next summer, please follow the

QR code below to the Alumni Fund for Travel Study Programs. THANK YOU!



The Caudill Fellowship awardee for 2019 was Ashley Snelling, who chose to study abroad in South America for four weeks this past February. Ashley, an Architecture and Spanish double major, had the opportunity to experience the culture, food, rugged landscape, ancient ruins and city life of Columbia, Ecuador, and Peru for her Caudill Fellowship experience.

This spring a group of students applied to start a chapter of NOMAS, the National Organization of Minority Architecture Students, for our school. The organization aims to champion diversity and promote excellence, community engagement, and facilitate professional development. Assistant Professor Sarah Ra was selected by the students to be the faculty advisor.



Student assistants with the Cunningham Architecture Library received recognition (the second time in the last three years!) in the Edmon Low Library awards program for excellence in service - just another way that our academic community supports student success here!

Faculty News

Associate Professor Awilda Rodriguez was recognized by the CEAT Office of Diversity and Inclusion with the Faculty of the Year Award, announced this April. Congratulations, Awilda!

Associate Professor Nathan Richardson spent the spring 2020 semester on sabbatical in Europe, traveling from England to Italy through France, Austria and Switzerland. Nathan and his family left Italy just before the country shut down due to COVID-19 outbreak. Through much of the spring semester, Nathan and his family remained in Romania where they were on stay-at-home orders like much of the rest of the world. Nevertheless, Nathan was able to continue his research and writing on the topics of travel/study, sketching, and entrepreneurship.

We look forward to having the Richardsons safely back in Stillwater later this summer.

Assistant Professor Jay Yowell was awarded a \$10k research grant through the Office of the VP for Research at OSU, as part of the Grants in Humanities, Arts, and Design Disciplines program. His project, to create and test an organic building material, has implications for the future of construction. The material, which Jay calls MycoMasonry, consists of the use of mycelium (the root structure of a fungus) which can be molded into almost any shape. There are companies that already use mycelium to create packaging products, but the lifespan of that product is just 90 days. Jay plans to vary the mixture and add other organic compounds such as clay, to determine if a longer lasting building material is possible to create. Jay plans to build an actual structure of MycoMasonry this summer, to be displayed at the School of Architecture plaza.

Professor Moh Bilbeisi provided sketching and watercolor workshops for students in Wendy Ornelas' (M Arch '89) fifth-year architecture studio at Kansas State University this spring.



Finished MycoMasonry brick

For Jay, this is simply “a different way of thinking about creating building materials.”

Moh was also invited to give a demonstration and workshop - this one virtual - for the AIA in DC, coordinated by Chris Haverkamp (B Arch '15). Moh continues to hone his craft and share his talents with audiences near and far through all possible channels, live and online.

COVID-19 News

Many people are wondering about the plans for the Fall '20 semester, and while it is an evolving picture there are some directives we feel confident to share. First, OSU's President Burns Hargis is committed to providing an in-person experience for students this Fall (F2F - 'face to face' is the new acronym). Classrooms are being evaluated for safe occupancy levels, and faculty are advised to make course materials and all lectures available online as well as in person, in case a student cannot attend class.

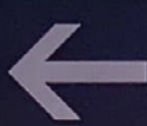
Some of the culture changes will include wearing masks (for both faculty and students), limiting large gatherings, and of course we are now all familiar with the term 'social distancing' which applies in the classroom setting as well. Studios will be set up with a 6' diameter bubble allowed at each work station.

All students will likely be tested via saliva when they arrive on campus in August so that OSU can establish a baseline reference. According to Dean of CEAT Dr. Paul Tikalsky, "the goal is to prevent, test, and trace COVID-19, to keep all students, faculty, and staff as safe and healthy as possible."

The College of Engineering, Architecture and Technology has also assisted the COVID-19 prevention and testing effort in Oklahoma - the new Endeavor labs and 3D printers were quickly deployed to manufacture personal protective equipment that was subsequently donated to the medical community across the state and region.

An operations center was quickly mobilized with the assistance of our CEAT leadership team to handle the pick up and testing of samples from all corners of our state. The OSU testing lab, set up in the Vet Med laboratories west of campus, were supervised by professors of Chemical Engineering. Our own Associate Professor Jeanne Homer is a volunteer staff member at the emergency operations center, helping develop the routes for drivers each day as they are sent out to retrieve samples.





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Stephen Smith (B Arch '17) lives in Osaka and notes that wearing masks in Japan is already a cultural norm so that part was not difficult to enforce. The work from home requirement was a much greater cultural issue to navigate, since putting in long hours at the office is mandatory to demonstrate company loyalty. Workers never needed or wanted to work from home. Japanese companies have struggled to adapt; COVID-19 has pushed Japan to join the modern age of work technology.

Alumni COVID-19 News

These unusual times have required us to address needs unknown before March 2020. It has also opened the door for new entrepreneurial ventures.

Wes Wright (B Arch '07) created "DubSTITCH", to fabricate face masks from premium textiles that would otherwise be sent to the landfill. **Tyler Holmes (B Arch '12)** established "Beyond Disinfectant" which provides commercial sanitizing and deodorant spray service to help businesses reopen with confidence. **Jenny (Hankins) Gauthier (B Arch '07)** produces home craft kits for children via "Art at Home with Mrs. Jenny." Creative art projects and imaginative play - a great idea for those with kids now at home all day every day! Check out these alumni ventures on their Facebook pages today!

We have many alumni who live and/or practice abroad, and so for this issue we contacted several to provide "boots on the ground" context for the experience of COVID-19 outside the US. Here's what we learned:

Gary Flescher (M Arch '80) lives part of the year in his apartment in the Lombardy region of Italy, an area hit hard by the virus. He reported that today the country

is slowly opening and his small village hopes to welcome foreign visitors by mid-summer. **Amanda Abo-Basha (B Arch '16)** relayed that Valencia was hit during its annual month long spring festival and went from parades and plazas full of people, to a complete lockdown overnight.

Carrie (Bobo) Gibbs (B Arch '03), shared that in Sweden, no stay-at-home orders were issued but social distancing encouraged. When citizens feel ill, they stay at home and receive sick pay due to universal healthcare. Offices and schools have remained open although those who WFH are encouraged to do so. **Drew Parli (B Arch '05)** notes the same is largely true for his city of Copenhagen. Says Drew, the Danes come up with innovative ways to socialize now, such as neighborhood groups of balcony yoga, and live streamed sing along TV shows of folk songs!

In Dubai, the initial shutdown was severe, notes **Ivar Krasinski (B Arch '95)**. Quarantine orders were enforced such that to leave the house required an online application for each instance of a one hour window of travel outside the home. Speed cameras issued tickets to all cars on the roads. These restrictions have been partially lifted now; life goes on.

DONALD W. REYNOLDS

SCHOOL OF ARCHITECTURE

Alumni Giving

Students of the School of Architecture benefit greatly from the generosity of alumni - who give to support student programs, special events, and funding for scholarships. This past year many answered the call and supported our general School of Architecture scholarship fund, our alumni fund for travel study scholarships, and our specialty fund honoring Professor O'Hara - thank you! We are truly grateful for alumni interest and support of our school and students; we have the best alumni!

Alumnus **Fred Chadsey (B Arch '60)** and his wife Linda, who had already designated a future estate gift to the school to support student scholarships, this year reached out to provide a cash gift to fund scholarships for students today. This new gift will assist eight minority students this year, with provision for sixteen more scholarships to be awarded over the next two years. Especially in times like these, scholarships for students may mean whether or not a family can afford to send their student back to OSU to complete the degree. Thank you to donors like Fred

and Linda who heed the call to assist others in their journey to becoming an architect or AE!

If you would like to learn of opportunities to further assist our school and students, please email Professor Suzanne Bilbeisi (suzanne.bilbeisi@okstate.edu), or follow up at the OSU Foundation website, www.OSUGiving.com (be sure to search 'Architecture'). There you will find several named funds which benefit the students of the School of Architecture. Thank you!!!

Future News

Please let us know what is happening in your part of the world. We're always glad to hear from you. Feel free to email suzanne.bilbeisi@okstate.edu with any questions, news, or comments. We wish all a happy, healthy, and safe summer!

PS - Building on our long tradition of journaling at OSU Architecture, we have designed a selection of journals and fabricated them in our new binding shop - journals for kids, teens, and alumni. If you'd like one, please email us!



▲ A zoom faculty meeting in progress!

Newsletter designed and published by Suzanne Bilbeisi and Keith Peiffer at the Oklahoma State University School of Architecture. Printed on Mohawk Via Light Gray with a smooth finish. Bound at the Oklahoma State University School of Architecture. Original content authors retain copyright of their creative work.

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